Lisburne School Offer

Unique. Courageous. Creative.

Growing as individuals, learning together

1. Who can access Lisburne School?

Lisburne School is a special school and is part of the Four River MAT in Stockport. It caters for primary aged pupils who have learning difficulties. Many pupils have complex needs including autism, communication, physical and medical needs.

2. How does my child access this provision?

Admissions to Lisburne School for pupils with Special Educational needs are made by the Local Authority. Pupils all have an Education, Health and Care Plan (EHCP).

3. What is the provision?

There are 22 classes in total. Majority of children begin their Lisburne journeys in the EYFS, following which, they will move in to one of 5 pathways.

EYFS

We currently have 1 class of 24 children in Turtle Class.

In Early Years, we follow the Early Years Foundation Stage and assess children against Development Matters and Birth to 5 Matters. We have a bespoke developmental curriculum based on celebrations and seasons throughout the year. We plan all seven areas of learning and deliver these through a variety of pedagogies; adult led and child led. We work with small groups, individual interactions and continuous provision to meet the children's learning needs.

Children are encouraged to follow their own learning styles and learn through the development of their own interests. Children develop their understanding and language, make choices and develop their pupil voice.

Pre-Formal

We currently 31 children spread over 4 classes. Children range from Year One to Year 6.

The Pre-Formal pathway focuses on the early communication, social and emotional and cognitive skills that are the foundation of learning. Some classes within the Pre-Formal Pathway will focus on the Engagement curriculum which has been designed to meet the needs of those pupils who have profound difficulties in communication and need specialist additional support to access their curriculum.

Pre-Formal learners require a higher level of adult support, both for their learning needs and their personal care, and are likely to need sensory stimulation with their curriculum broken down into small steps.

For our Pre-Formal learners may not follow a straight, linear pathway because of their individual needs and strengths. The school ensures that there is fluidity between pathways, allowing for a personalised approach that enables pupils to benefit from approaches from other pathways.

Engagement lies at the centre of our curriculum offer and we strive to stimulate our pupils to respond to classroom activities by ensuring these are creative and fun and to understand the role of their voice.

Structured Formal

We currently have 41 children spread over 6 classes. Children range from Year 2 to Year 6.

Our structured formal pathway is a bespoke approach to learning, centred around short targeted sessions working on generalising skills across a range of contexts.

Children in this pathway may have a range of complex communication difficulties and require integrated emotional regulation throughout the school day. Functional and core communication skills are at the centre of learning. National curriculum subjects are taught through a bespoke, practical and sensory approach.

Foundation Formal

We currently have 47 children spread over 4 classes. Children range from Year 1 to Year 3.

The foundation formal pathway gives children the foundations to access the formal curriculum including the structures, routines and academic challenges the formal curriculum offers. Children will achieve the early communication, attention and listening skills, to follow an adult's agenda and access structured, formal learning sessions effectively.

Formal

We currently have 44 children spread over 4 classes. Children range from Year 2 to Year 6.

Our formal pathway is working towards a cooperative approach where children are building the skills to work together. Children in this pathway will be

starting the building blocks to small shared learning opportunities. National curriculum subjects are taught through an adapted and bespoke approach through multisensory and practical learning opportunities. A range of communication functions are worked on through this pathway.

Extended Formal

We currently have 44 children spread over 4 classes. Children range from Year 3 to Year 6.

Our extended formal pathway is a collaborative approach to learning, working to develop problem solving, cooperation and sustained learning opportunities. Children in this pathway will reach some areas closely linked to the National Curriculum. Challenging themes and topics are at the centre of learning. Independent learners are beginning to flourish in this pathway.

Children take their own unique journey through Lisburne School and may stay in a class for more than one year. Each child joins an appropriate pathway considering their holistic needs including their age, communication and therapeutic requirements and their cognitive ability.

The children in our classes work at varying levels across our school curriculum from pre-formal standards to up to lower KS2 expectations.

4. What are the benefits of attending Lisburne School?

Children are placed in small class sizes with a high staff: pupil ratio. Staff are highly skilled and knowledgeable, developing expertise closely linked to the needs of the children in their classes.

The school works in a collaborative, multi-disciplinary way, working closely with partners from a range of different agencies and therapy services to deliver programmes to meet each individual child's holistic needs.

Our highly experienced staff have delivered training to other practitioners across the authority.

Our curriculum has been developed to ensure a breadth of coverage with a focus on what is important to our children and families. We plan to provide our children with a wide range of educational experiences, along with a focus on communication, therapy and independence. We carefully plan lessons and sessions to meet individual needs whilst providing academic challenge in order to support our children to meet their full potential.

Lisburne School provides an after-school club one night per week to promote social skills and independence.

In all of the school holidays (except for Christmas and May half term) we provide a play scheme for several days of the week. It is run by Lisburne staff who know the children well. It is very well attended and always in high demand.

Lisburne was rated Outstanding by Ofsted in November 2016, this was reaccredited in June 2023.

5. Does the school have any special facilities/ resources?

The school is fully accessible to all users. There is overhead tracking to enable hoisting in some classes and shared areas of school as well as mobile hoists which are available as required.

We have 2 soft play areas, a shared kitchen area for the children's life-skills, two light rooms, a dark room and other specially designated withdrawal spaces and work areas.

To address therapy needs, we have a rebound room, designated therapy room and a sensory integration room.

The school has 2 minibuses (including one with wheelchair access) which we are able to use to access activities and life skills programmes in the community as well as trips further afield to enrich the curriculum.

Classrooms are carefully adapted to meet the needs of the children including low distraction work areas.

Classes have access to outdoor learning areas including the sensory garden which includes planted and seated areas for the children to explore and spend quiet time, forest school, a Mugga, a large field and an allotment.

In the playgrounds there are a number of fixed pieces of play equipment, including a climbing frame and an adapted swing.

The school site is secure with fobs on almost every door and other appropriate security features throughout the building.

6. What specialist services are there in school?

There is an extensive multi-disciplinary team working on site. This includes physiotherapists, Occupational Therapists and Speech and Language Therapists. The school has allocated school nurses who are based on site but available on request and as part of in-house clinics.

Peripatetic teachers visit the school on a weekly basis to work with specific groups of children, including a music teacher, a dance teacher and sports coaches. Qualified teachers from the multi-sensory impairment team from Stockport's Sensory Support Service work with identified children.

The school hosts a number of clinics; there is a regular paediatric clinic, continence clinic and we are in regular contact with other health professionals, such as the dentist and optometrist.

We have four Family Liaison Coordinators, who work closely supporting our parents and carers, run relevant workshops and training events.

Dinners are cooked by our school kitchen staff and cater for all specialist diets.

The school has good links with the travel coordination team.

School has a Teacher and Teaching Assistant trained as forest school lead practitioners.

7. Are there links with other schools?

As part of a multi-academy trust (MAT) we have close links with 4 other schools, Dial Park, Oakgrove, Norbury and High Lane. We work together on a number of initiatives including inclusion opportunities in both directions and staff training.

A number of students from secondary schools, colleges and universities come to Lisburne for work experience placements.

8. How will I know that my child is making progress?

Teachers will inform parents of children's progress in a number of ways throughout the school year.

Each child has an Individual Education Plan (IEP). These are written and reviewed twice a year, and the targets are evaluated to monitor progress.

Each child's education, health and care plan is reviewed annually. This is a meeting in which parents, school, the LA and other agencies can review the child's needs and progress and the provision needed to meet their requirements. Teachers write a full report and parents are asked to contribute their own thoughts.

Two parents' meetings are held each year, one in the autumn term and the other in the summer term, to discuss individual children's progress with the class teacher. Therapists and other agencies are often available to meet on these evenings.

Each child has a written report at the end of each academic year. Children's levels are also shared at the end of Y2 and Y6.

On a day to day basis teachers communicate with parents through Class Dojo. Key children may have a home school diary relating to a specific health or medical need.

9. How is my child's progress monitored and recorded?

Children's progress is monitored and shared with parents as above. Each pupil's progress is monitored using the school's assessment procedures. The Senior Leadership team meet with class teachers to discuss the progress of individual children and of class cohorts.

Summative data on children's progress is collected in October, February and May. New targets are set in September of each academic year.

EYFS children are assessed against Birth to 5 Matters, their progress is recoded on individual tracking tools and summarised through Development Map.

The school have developed a tracking system, which identifies key attainments in order to be able to track individual progress across areas of the curriculum. Progress is recorded securely in an online tool, 'Sonar'.

Some of our children are working within the engagement stages of the pre-National Curriculum. This is a specialised pre-formal curriculum which is continually monitored and assessed using the Tapestry 'Cherry Garden' assessment tool.

Teachers meet regularly within pathways to moderate work and assessments to ensure that assessment decisions are consistent and robust.

10. How will the curriculum be matched to my child's needs?

The curriculum at Lisburne is planned with the needs of the individual child central to all we do. Each child at Lisburne has an Individual Education Plan which has a series of targets linked to the school focuses and also the individual child's therapy and independence needs.

Classes are split into learning pathways, each pathway has a specific focus. The children will move along these pathways as part of their Lisburne journey. The majority of our children begin in the EYFS, before moving onto our pre-formal or formal pathways. These pathways are not exclusive and where appropriate, the children may move between them as their needs change. Learning activities are planned to give a broad coverage and to meet individual learning styles.

Each child has a personalised 'Curriculum Development Map', which identifies the support they will have access to at Lisburne.

11. What are the special approaches/ strategies the school uses?
The school uses a total communication approach, which includes Makaton, Intensive Interaction and AAC. In addition, we use a number of specialist teaching approaches and interventions to maximise children's access to the curriculum. Including multi-sensory teaching, TEACCH, SERI, Little Wondle Phonics program, Sign and Shine, regulation strategies, and the use of low distraction environments.

12. How do you support my child in transition arrangements?
We are an open school and welcome visitors, supported by other agencies as appropriate. New parents to the school are invited to attend a meeting in the summer term, where they get to meet staff, other new parents, our Family Liaison team and have the opportunity to purchase uniform. The Family Liaison team and staff also conduct home visits and visits to schools/nurseries to observe the child in their current setting.

Children are then invited to attend pre-admission visits where they get to spend time with the staff and children who will be in their class. Transition passports, including pictures of the classroom, staff and classmates, are created and sent home to support families talk about the transition arrangements at home. Our EYFS children have a staggered start to the school year.

Families of children who start at Lisburne at times other than in reception will have a bespoke transition programme created in liaison with the family and the current school. Again, the Family Liaison Team and teaching staff will complete home visits and visits to the current school.

Transitions between classes are supported by meetings between class teachers, planned movement of familiar TAs into new classes if required and planned visits to the new classrooms to spend time with the new cohort of children and staff. Again, transition booklets are created to support the passing on of new information and children will receive a class visual with pictures of their new staff team and classmates. The Family liaison team will also work with teams to ensure any relevant information is shared to support the transition within school.

Transitions on to other schools are supported by the FLCs and class teachers. Children spend time in the new school as appropriate. Teachers from the receiving school are invited to come and visit the children in Lisburne and to meet current staff to share key information. Again transition booklets are made to be sent home to support the child and family with the transition.

13. How does the school help me to support my child's learning?
We are committed to engaging parents in their children's education.

Strong home school links via the school website and Class Dojo help keep parents/ carers informed of what a child is doing in school and how this can be supported at home.

We are an open school and are happy to discuss children's progress at any time. We have regular events where parents are invited into school to join the children in their learning. We also have information sessions in order that parents can learn more about the ways in which we teach the curriculum and ways in which this can be supported at home.

All children in EYFS, Key Stage 1 and 2 will receive a reading book; Key Stage 2 classes provide homework activities as appropriate.

14. How will you keep my child safe?

Safeguarding is central to everything we do at Lisburne School. We have a high staff: child ratio in order to ensure adequate supervision and safety in all activities and areas of the school.

All staff are trained in basic safeguarding, Prevent, child protection, moving and handling, Anaphylaxis, asthma & epilepsy and de-escalation strategies.

All staff and regular visitors to Lisburne are DBS checked, this information is kept within the central record.

We have a large number of staff who have first aid and paediatric first aid training.

Team Teach is Stockport's approved approach to supporting children with challenging behaviour. This includes, as a last resort, physical interventions to keep children safe. Our approach is centred around knowing our children with a focus on de-escalation and calming strategies as well as supporting children to develop their own strategies to self-regulate.

Our school environment is secured with external fobbed gates and doors as well as internal fobs. Visitors sign in on the electronic screen with printed photo badges to be kept on their person for the duration of their visit.

All off site visits are risk assessed in line with the local authority guidelines.

The school safeguarding policy covers all areas of safeguarding and is reviewed annually. This is available on the school website and is shared with all staff and volunteers.

15. How do you support children with additional medical needs?

We work closely with a school nurse service who are available to offer advice, and will where possible, attend reviews, TACs and consultations within school, they deliver staff training and updates health care plans as appropriate. The school nurse team holds drop in sessions throughout the year, for parents/ carers to come in and discuss any issues their child may have and also supports

the paediatric consultant in clinic. Parents are able to contact them directly with concerns and issues.

Children with additional medical needs have a Health Care Plans compiled by the school nurse and family. These are confidentially shared with staff teams in order to support the child in school and are centrally stored for easy access.

Staff are given training on specific issues as required, for example tube feeding and hoist training.

We have a good ratio of staff who have received first aid training.

All staff receive asthma and epilepsy training on an annual basis.

16. What opportunities are there outside the classroom?

Learning out of school is an important part of our curriculum. We run a parallel curriculum through which we promote enrichment opportunities.

We offer regular off-site PE opportunities; swimming, local school competitions, inclusive cycling at local parks including Wythenshawe and Woodbank Wheelers.

Each year our year 5/6 children get the opportunity to attend a residential trip. Children experience a number of adventurous activities which are tailored to meet their needs and simultaneously challenge them.

We have a full forest school programme which runs throughout school and takes place in all weathers!

We also run a full life skills curriculum, this is designed to encourage independence and resilience within the community.

17. How are Governors involved and what are their responsibilities?

At Lisburne School we have a knowledgeable and supportive Governing Body whose members hold a great deal of expertise and knowledge about the school.

Governors have a responsibility to make sure that all school decisions are accountable and made in the best interests of the children and to promote high standards of educational achievement.

The governing body monitors school improvement. All governors share a joint responsibility for Special Educational Needs and Disabilities.

Governors attend regular meetings and receive a full head teachers report each term. They attend LA training on issues such as safeguarding and also attend 'in house' training on initiatives and developments in school. Lisburne also runs regular 'governor days' during which the governors come into school and attend in-house training to increase their understanding of the needs of the children and how they are met.

18. How will my child's voice be heard?

Pupil Voice is a high priority at Lisburne School. Many of our children have communication difficulties and as such staff have received training and are skilled in understanding and reading pupil responses to inform their understanding of pupil voice. Each class has a 4 point scale from physical and verbal responses, using communication boards, through being able to verbalise their feelings. Symbols and visuals are provided throughout the school environment to support children in all of the different contexts. Evidence of pupil voice is collected through daily learning opportunities, Immersive Learning weeks and other activities.

19. What are the arrangements for if a parent/ carer has a complaint?

All complaints should be discussed with the Head Teacher in the first instance. Where the complaint relates specifically to the actions/ inactions of the Head teacher the complaint should be directed, in the first instance, to the Chair of the Governing Body. Further details can be found in the Complaints Policy, a copy of which can be found on the school website.

20. Who can I contact for further information?

We welcome visits to the school. These can be arranged through the school office on 0161 483 5045.

Lisburne School is one of a number of special schools in the Stockport Local Authority. Please see the Local Offer for further information.

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