



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Archbishop Temple**

School Number: **06112**

School/Academy Name and Address	Archbishop Temple School, St Vincent's Rd, Preston, Pr2 8RA		Telephone Number	01772 717782
			Website Address	archbishoptemple.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	11-16			
Name and contact details of your school's SENCO	Grant Carruthers g.carruthers@archbishoptemple.com			

Please give the URL for the direct link to your school's Local Offer	http://www.archbishoptemple.com/parents-carers/sen		
Name	G Carruthers	Date	1/9/21

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

The school is built on the side of a hill so has lots of stairs. We have accessible parking spaces near to the building. Our school communication can be available in an enlarged format, but not in Braille or languages other than English. In the past we have ordered height adjustable tables and chairs, and we routinely use electronic equipment to support our VI pupils.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Children with SEN are identified in line with the current SEN code of practice with TAs used in the class and IDSS staff working in school when necessary. Teachers are given SEN training annually, and regular updates. Extra exam concessions are tested for, and provided where appropriate, with all pupils participating in some form of work experience. External placements are quality assured by staff with visits undertaken. Results of testing are shared with the child's home as a matter of course.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

Progress on SEN groups is tracked against all pupils in school, with an ILP for all children on the SEN register. Statemented/EHC plan pupils additionally have an annual, (and in some cases biannual,) review attended by parents.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

Risk assessments are done for off-site activities by the visit leader, and the SENCO is responsible for assessing the risks to SEN pupils, writing assessments where necessary. If required, pupils can be collected from the office by parents, and there is a scheduled room each lunch and break for pupils to go to if they wish. All policies are available through the school website.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

Medicines are administered in accordance with the policy (see website), with staff receiving extra training for pupils with medical needs in their class. Medical emergencies are dealt with by ringing 999. A school nurse and school counsellor attend the school part-time.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

Parents contact the child’s Head of House or SENCO if they have SEN questions. We make appointments to see parents, although if a parent comes in, we will do our best to see them. We have an annual open day, and participate in OFSTED’s parent view as well as polls conducted at parents evening.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families
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What the school provides

We have a strong school council, and poll the whole of years 7, 9 and 10 to track pupil voice. We participate in OFSTED’s parent view as well as polls conducted at parents evening. We have an active PTA and elected school governors. Home/school contracts are signed by all pupils.

What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

What the school provides

We do not usually fill in forms for parents. Careers advice is bought in to the school to offer greater expertise and pupils all receive this in year 10 and 11. We can help interpret and formulate travel plans, but these are supplied in conjunction with LCC.

Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides

Year six pupils are visited in their primary by our transition coordinator. We also participate in 'taster days'. The form groups have older pupils in to help organise the new year 7s. Careers advice is bought in to the school to offer greater expertise and pupils all receive this in year 10 and 11 along with visits to local colleges.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

School is staffed from 8:00am to 4:30pm. We do not offer holiday clubs. Lunchtime and afterschool activities are free, although extra trips can incur cost. We offer specific clubs to help pupils integrate and make friends, and the make-up of all clubs are monitored to ensure inclusivity.

