

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Balshaw's C of E High

School Number: 07101

School/Academy Name and Address	Balshaw's C of E High School		Telephone Number	01772 421009
	Church Road		Website Address	www.balshaws.org.uk
	Leyland PR25 3AH			
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Pupils with Specific Learning Difficulties (SpLD).	
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What age range of pupils does the school cater for?	11 - 16			
Name and contact details of your school's SENDCO	Mrs M Rogerson m.rogerson@balshaws.org.uk			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mrs M Rogerson SENDCo		
Contact telephone number	01772 421009	Email	m.rogerson@balshaws.org.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	https://files.schudio.com/balshaws/files/documents/SEN Information Report 2023-24.pdf		
Name	Mrs M Rogerson	Date	09/06/2023

Please return the completed form by email to: IDSS.SENDReforms@lancashire.gov.uk

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:

Access to Buildings

Disabled parking space with access ramp to the main building.

The school has a lift, however due to the age of the building it is not possible for wheelchair access on some of the narrow corridors and various elevations. There is access to the new buildings (Technology, Maths and Science) and main corridors. There is one disabled toilet situated in the main building in the Technology block on the ground floor.

Support for Visually Impaired Students

The school has had pupils with Visual Impairment and risk assessments have taken place to ensure safety so contrasting strips are evident on the staircases.

Support for Students with EAL

Pupils who arrive in school with language difficulties may require the support of the EAL Service. School complete the relevant application forms in order to access this support. If pupils speak a different language a dictionary is available for them and a subject specific word booklet. Additional help has been gained from the Local Authority and booster lessons are delivered by TAs.

Support for Hearing Impaired Students

The school has had pupils with HI difficulties eg. pupils who have hearing aids or cochlea implants. All teachers are familiar with the use of radio aids and transmitters. Teacher microphones can be used for pupils who are HI.

Use of other Specialist Equipment

Each classroom has an interactive whiteboard.

TAs can help pupils to move around the school from class to class, if needed.

The school has equipment supplied by the Local Education Authority. They have also trained teachers and TAs to use the equipment safely. Pupils can have the use of a laptop. It is also possible for certain pupils to use an iPad, if needed. Laptops are available for certain pupils during exams.

The school has a defibrillator available in the Main Office with trained staff available.

Parents/Carers with Additional Needs

Parents with additional needs of their own are welcome at any time to discuss verbally the needs of their child. Ramp access allows this and special rooms are made available. Information for parents can be enlarged if requested to do so. The SENDCo can meet with parents/carers of children with additional needs to offer support.

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:

Close liaison links with our feeder primary schools. Prior to transition the SENDCo, Heads of House and Pastoral Manager visit pupils and their Year 6 teachers to gather information to support the transition and have opportunities to meet with parents. The new Year 7 pupils with special education needs have additional transition visits while they are in Year 6. Any pupils with medical needs may require risk assessment to take place before they start in September in order to ensure their safety. On arrival at Balshaw's, baseline assessments take place in English for reading, spelling and comprehension and also CAT tests (Cognitive Ability Test) are administered. School has a Specialist Teacher for SpLD pupils who can administer diagnostic tests (WRAT4, CTOPP2, DASH, WRIT, TOMAL and TOWRE2). Pupils who need further literacy support are tested on a 1:1 basis. All teachers have access to medical lists, ILPs (Individual Learning Plan), Pupil Passports, SEN Register with strategies. Pupils in KS3 with weak literacy and numeracy are withdrawn from MFL to join the 'WN' group to develop these skills.

The school promotes Quality Teaching First through a structured intervention programme. The school has fully qualified and experienced Teaching Assistants. There are twelve level 3 Teaching Assistants. There is also the provision of small English and Mathematics groups to address any difficulties of pupils with low / very low KS2 levels. General in-class support is targeted at pupils' specific needs whether it be learning or social and emotional difficulties.

Additional support and intervention strategies are provided for Pupil Premium students. This may include pupils with Special Educational Needs.

The school buys in specialist support for children when needed. The school also provides access to ICT equipment to aid independent learning. The school provides emotional and behavioural support for some pupils from a trained specialist.

Inset days and a weekly CPD programme provide training for teachers and teaching assistants to update their understanding of SEN and Disability and how to use TAs effectively. All teachers and TAs have access to attend courses related to SEN. All our TAs have attended courses specific to their strengths in supporting children with SEN e.g. Speech and Language

courses, Behaviour Management courses, ASD and Gender Dysphoria. All staff have an SEN toolkit and a shared resource area with strategies to support students and their needs.

The SENDCo holds weekly meetings with all teaching assistants to support and develop their understanding of children with special educational needs. There are spotlight briefings on SEN pupils, in which, staff share strategies that they find successful with the student in the spotlight.

Pupils are tested in Year 9/10 for exam concessions by a teacher with a specialist qualification in SpLD. The school provides readers/scribes, separate rooms, rest breaks, extra time and prompts for pupils who meet the criteria outlined by exam boards. Pupils in lower school have exam concessions in relation to their learning needs.

Parents/carers meet with the SENDCo at the start of Year 7 to discuss the needs of their child. Termly and annual reviews take place for pupils who have Education Health Care (EHC) plans. Termly reviews take place for children who have an ILP. Pupils who may be experiencing difficulties can be reviewed at any time during the school year. All parents are encouraged to contact school if they have concerns or information about their child.

Attendance office monitors attendance, ensuring high levels of attendance and working with pupil and parents where this does not occur.

The SEN department has an SEN provision map to support individual pupils or groups. This is broken down into Wave 1, Wave 2 and Wave 3 depending on the need of the child.

There is a varied intervention programme at Key Stage 3 which includes: IDL, basic numeracy, Better Reading Support programme, paired reading, time-telling, handwriting, emotional literacy and social skills.

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:

Annual reviews take place for pupils with EHC plans inviting parents/carers and any relevant outside agency. Additional or interim reviews take place in accordance with statutory requirements. Termly reviews take place for children with an ILP.

Reviews will take place with parents/carers to assess pupil needs; this is each half term, termly or yearly, according to need. Pupils, parents, TAs, relevant teachers and the SENDCo will attend these reviews.

Teaching assistants use in-class record sheets to monitor pupil progress. At the weekly SEN meeting the SENDCo and teaching assistants give feedback on pupils' current needs, teachers and teaching assistants are part of the assessment and evaluation of the provision provided in school. ILPs are updated following reviews with parents/carers/school staff/outside agencies, alongside Pupil Passports.

Data is analysed after each tracking event to ensure the pupils are making progress and to evaluate how effective the provision is for the young person and adapted if required. The document is sent prior to meeting and held at mutually agreed times. All reviews are 'Pupil – Centred'.

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 carried out for pupils with physical disabilities e.g. hearing impaired, visually impaired and pupils with mobility problems. The risk assessment is conducted prior to the arrival of pupils starting in September. Pupils arriving through the school year would have to have a risk assessment before they could start. The risk assessment is carried out by SEND Trade (formerly, IDSS) with the involvement of other agencies such as physiotherapy and occupational health.

All teachers and staff are made fully aware of the medical and physical needs of pupils via the Confidential Medical Booklet and Medical Passports which are on the staff shared area and also on the individual student's synergy files. The SENDCo updates all staff on the first training day in September regarding the needs of pupils and the new intake with physical or medical difficulties. There are subsequent updates throughout the year.

Special arrangements are made for pupils to be collected from the front of school who have a specific need e.g. taxi collection. There is one disabled parking space near a side entrance of school.

At lunchtimes there are two 'My Space' clubs (KS3 and KS4) which are safe areas for pupils who are vulnerable and require a quiet and calming environment. These are staffed by TAs and take place in Room 39 (KS3) and Room 4 (KS4) with rooms designated to meet the needs of our SEN students. The outside area of school is fully supervised by SLT and the pastoral team at lunchtime.

Teaching assistants accompany pupils with SEN on trips. Teaching assistants also support children in P.E lessons, if required. Teaching assistants will also accompany pupils from one lesson to the next, if necessary. The Pastoral Hub is available for pupils with emotional difficulties to use if their anxiety levels are high and the designated intervention / quiet room is available.

School policy on safeguarding is clear. Yearly Child Protection training takes place. The SENDCo works closely with the Deputy DSL in school.

Risk Assessments are initiated by the SENDCo in liaison with the Senior Leadership Team following contact from parents, carers or the pupils' previous school.

Parents/carers can find details of the schools Anti-Bullying Policy, and all other policies, on the school's 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:

All staff refer to a confidential Medical Booklet. Diabetic pupils, pupils who use Epi-pens or pupils who have severe allergies have individually named boxes which are kept in the school office.

Care Plans are drawn up following a face to face meeting with parents, carers, pupils, school nurse, school first aider, SENDCo and/or TA. All staff have access to care plans and these inform the Medical Passports.

In case of a medical emergency all staff know to: Contact school first aider immediately in the vicinity, assess needs, call 999 for assistance, if required, and inform parents or carers. Pupils will be accompanied to hospital by a member of staff if parents have not arrived at school.

Within school there are twenty four members of staff who are regularly updated on their first aid knowledge. There are fully qualified members of staff who can administer first aid and some are trained to use the school's defibrillator. All trips have qualified first aiders on them.

Speech and Language Service, Physiotherapy and Occupational Health will visit school on request, when required. Pupils who are visually impaired and hearing impaired are seen by Specialist Teachers on a regular basis. Students are made aware of the well-being clinics run by YPS via leaflets and posters.

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:

The SENDCo visits the pupil's Primary School if a child has a special educational need. There is a Transition Evening for all pupils in Year 6 where pupils and their parents/carer meet the Head of House and SENCO. Within the first 3 weeks there is an informal evening for year 7

parents to meet key members of staff. Within the first half term the SENDCo invites parents and carers of children identified with a special educational need into school for a meeting. On the school's website all teaching staff and their specialisms are listed.

It is possible to make an appointment or ring the School Office, however, if a parent has an immediate concern they could be seen without an appointment. Parents can also phone or email the school SENDCo for advice or support at any time. There is a non-teaching Pastoral Admin Assistant and Pastoral Manager who are always available to deal with any concerns.

Within each academic year there are three effort and progress reports. In addition, pupils who have an EHC Plan/ILP have an annual review and two informal meetings/contact with the school.

In addition to the Open Evening there are days during the following week where pupils can visit school with their parents or guardians.

Parents can give feedback to school at Parents' Evenings where there is a parent questionnaire to give their views to the school. There is also an evaluation sheet enclosed in the pupil's report to be returned to school with an opportunity for any comments. As part of the EHC Plan parents/carers complete a Parental Review sheet prior to the meeting. The results of questionnaires are sent back to parents.

The SENDCo sends out a termly review of Pupil Passports.

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)

What the school provides:

There is an Upper and Lower School Council and an English council which is open to all pupils. There is a representative from each tutor group often elected by the pupils in the tutor group. There is an active pupil voice system in school. At interviews there is a pupil panel where pupils have the opportunity to ask candidates their own questions. Tours of the school are conducted by pupils. All pupils have the opportunity to be Prefects and attend the Prefect Review Panel.

As well as Parents' Evenings and Review Meetings, parents/carers are welcome to come into school and discuss their needs at any time. Parents have the opportunity to telephone and email staff.

All parents and carers are invited to apply to be on the Governing Body. Each department has a link Governor, including the SEN Department. At the Year 7 Coffee and Cakes Evening, parents are invited to join the PTA. There are also quiz nights, bingo nights, Maths Challenge Evening, treasure hunt and the Spring Fair. Parents are encouraged to support drama productions and musical showcase evenings. There is the Lower School Rewards afternoon, Year 11 Presentation Assembly, Speech Night, Record of Achievement morning and GCSE performances. Parents are notified of these events via Parentmail, the online calendar and the twitter feed.

The Governing Body have opportunities to attend courses provided by the Governors Services.

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:

Support with paperwork and administration

The SENDCo and/or the Pastoral Admin Assistant supports parents/carers in the completion of forms and paperwork. Appointments to see the school's SENDCo should be made by phoning the school office. The SENDCo/School can direct families to outside agencies for help e.g. SENDIASS.

Information, Advice and Guidance

Advice evenings e.g. Internet Safety, information on options.

Liaison meetings with Young Peoples Services.

Meetings with SENDCo. College representatives are invited to attend Year 11 Transition Reviews.

Information, advice and guidance are provided by school staff or outside agencies.

Advice is sought from the relevant agencies regarding transport arrangements.

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:

The SENDCo visits pupils at their primary school. Parents/carers are welcome to see the SENDCo before their son or daughter starts school. Any extra Transition visits are arranged for pupils with an EHCP or if their primary school thinks that a pupil would benefit from extra support. An individual Transition booklet is provided to alleviate any concerns the pupil may have. There is also a full New Intake Day at the start of July with designated TAs attached to tutor groups. There is also a New Intake Parents' Evening in June, where booklets to support transition are given out, and individual meetings with the SENDCo can be arranged to discuss a pupil with SEN and the provision to meet their needs.

Visits to college are arranged at the Year 11 Transition Review for pupils with an EHC Plan.

Whilst at Balshaw's, pupils follow a PSHE curriculum that encompasses the social and emotional development of pupils and provides them with strategies to cope with adult life. The Year 9 PSHE programme focuses on careers. There are opportunities for pupil leadership as Prefects, Ambassadors to departments and Stewards.

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:

The Learning Resource Centre is open after school for pupils to use and it is staffed by the school librarian.

School offers a wide range of clubs during lunchtimes and after school. These are run by teachers and TAs. The SEN Department encourages pupils to attend the clubs it runs, including My Space, Homework Club, Handwriting Club, Art Therapy. Pupils can also go to all the other clubs e.g., Warhammer, Puzzle, Sports, Drama and Music.

All clubs, activities and residential trips are open to all pupils. Financial assistance may be sought to cover the cost of trips in certain circumstances.

Friendship groups are encouraged in the following ways: My Space (lunchtimes) for vulnerable pupils, Social Skills Groups for lower school, pupils are encouraged to join clubs at lunchtime. In class seating plans and group work are used to foster positive interaction between peers.

For further advice on mediation and appeals please follow the link below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>