SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Bishop Rawstorne Church of England Academy

School Number: 09502

Bishop Rawstorne Church of England Academy

Verse

"But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere."
James 3:17

Vision

"Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all."

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross 'Christian Values for Church Schools'. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstorne Church of England Academy, we are actively engaged in partnership working with Lancashire Local Authority striving for the outcomes for our young people and the wider community. We contribute to, and draw upon, the Local Authority's resources and expertise, aligning our shared commitments to removing barriers and creating safe, enriching and fruitful learning experiences for every member of our school community.

School/Academy Name and Address	Bishop Rawstorne Church of England Academy, Highfield Road, Leyland, Lancs PR26 9HH		Telephone Number	01772 600349
			Website Address	bishopr.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of students does the school cater for?	11 to 16			
Name and contact details of your school's SENCO	Dr Rosalyn Saunders office@bishopr.co.uk 01772600349			

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	Dr Rosalyn Saunders SENCO		
Contact telephone number	01772 600349	Email	office@bishopr.co.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	www.lancashire.gov.uk/SEND		
Name	Rosalyn Saunders	Date	16.03.26

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

The Local Authority's Local Offer can be found at www.lancashire.gov.uk/SEND

Accessibility and Inclusion

What the school provides

- Our physical environment is safe and welcoming.
- All classrooms benefit from window blinds and wall displays which are aesthetically pleasing, support the learning of the students and showcase good work.
- There are handrails on all stairs.
- There is clear visual signage around school and in all classrooms.
- The school offers visual timetables, photographs of staff and rooms to ensure students who need pictorial clues can access the timetable and become familiar with the staff, rooms and facilities they will encounter.
- Parents' Evenings are delivered online through School Cloud.
- The school issues Exit Passes for students who need to leave the classroom early to ensure safe movement or who require access to a toilet or other facility.
- Support chairs are available for use in Science and Technology.
- Laptops are available should the need arise; however, consistent use of a laptop will require a student to bring in their own.
- Full provision is made for those who need additional support for public examinations.
- Disabled toilets are available and disabled car parking spaces are marked out at the front of the school.
- Bishop Rawstorne CE Academy was built to accommodate fewer than the current average number of students.
- The school consists of a number of different buildings (seven) located around the site all of which are wheelchair accessible on the ground floor. Four of these buildings have a ground floor only and one of which has a lift. The others are accessible by staircase only.
- Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.
- The dining rooms, Sports Hall, main hall and gym areas are poor acoustically.
- The school does not use height adjustable tables, except in some science laboratories.

Teaching and Learning

What school provides

- The school actively promotes independence and we try to encourage students to this end, thereby preparing them for life after school. Collaborative learning can be seen in all lessons and students are encouraged to participate in these activities in and out of the classroom.
- Regular monitoring of students' progress and the setting of challenging year-on-year targets ensures that most make the appropriate levels of progress and beyond.
- Students undertake a broad and balanced curriculum and make good academic progress.
- A qualified full time first aider is available to assist with the support students may need and other members of staff also hold first aid qualifications.
- A Specialist Teacher can be employed to assist and support our teaching. They support staff with the strategies and support mechanisms to help the students through not only their studies but also 'life skills'.
- Reader Leader, Rainbow Reading, Lexia and Bedrock are incorporated into the curriculum of students with weaknesses in literacy.

- Literacy and numeracy interventions are available through timetabled lessons and extra-curriculum activities. Mastering these key foundation skills is a priority of the school. We strive to ensure all students have sufficient literacy and numeracy to access the curriculum and make appropriate progress.
- Students receive support with GCSEs and are tested in Year 9 to see if they are eligible for GCSE exams access arrangements. School works within the examination board guidelines to put into place Exam Access Arrangements that are appropriate and meet the needs of the individual student.
- Regular contact is made with parents through interim reviews, parents' evenings, as well as an open door policy where parents can phone the school at any time to discuss any issues and/or meetings can be arranged.
- Our Teaching Assistants (TAs) are assigned according to need and in accordance with provision specified in a student's EHC plan.
- Students with SEND are usually identified through Year 6/7 transition.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting difficulties; however, availability is limited and students regularly asked to bring in their own.
- School will consult staff from a variety of external agencies to advice and support across the range of SEND.
- Each teaching and non-teaching member of staff is given relevant information at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff via Synergy, staff briefings and face to face meetings.
- Training and staff development is given in house and through external courses.
- Individual teachers are responsible for making lessons accessible to all. Teachers are expected to apply a wide range of High Quality First Teaching and Learning strategies, including but not limited to targeted questioning, peer coaching and the provision of differentiated outcomes/resources.
- Attendance and engagement is monitored regularly ensuring high levels of attendance. The school works closely with students and parents where this does not occur.
- The school refers to an external counselling provider to help students who struggle with Social, Emotional and Mental health.

Reviewing and Evaluating Outcomes

- All EHCPs are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance.
- Advice is provided by the school, external agencies, the student and the parent. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. All reviews are 'Student-Centred'.
- Progress of all students with SEND support is monitored termly by the SENCO in line with school assessment procedures.
- Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as parent's evenings.
- The Learning Support Department operates an 'open door' policy and the school is committed to a working partnership with all parents.

- Underachievement is identified as early as possible and students are supported to develop and progress in line with their capabilities. Students are set individual challenging targets which address the area of underachievement.
- The school meets with parents (by prior arrangement) when a request is made either by us or by the parent. Regular conversations take place over the telephone in order to work together to support the student.
- A Specialist teacher can be employed to support students, teachers and support staff and all resources for the students are shared electronically and available to all staff.

Keeping Children Safe

- The school site is risk assessed annually by the site manager.
- Preliminary assessment is made by the SENCO prior to a student with SEND starting at the school.
- Full risk assessments are carried out by the SENCO as and when required with, when necessary, input from specialists from outside of the school. This is subject to regular review and/or when changes are needed.
- Main reception area at the front of school is a safe place for identified students to be dropped off or picked up by a responsible adult. Students are only released to adults subject to safeguarding procedures. Access for parents onto the school site is restricted at the start and end of the school day unless by special arrangement.
- Learning Support provides a safe-haven and supervised support for students before school (on request), at break, lunchtimes and after school (on request).
- All school trips are processed through "evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff. A first aid trained member of staff will be present on all school trips where a risk has been identified.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for students with SEND.
- A considerable proportion of the staff, particularly in practical areas such as Technology and PE, are first aid trained.
- The school's anti-bullying policy is available on the school website.
- Emotional, social and behavioural concerns are recorded, reviewed and monitored using CPOMs. This software ensures confidential information is kept private and is only shared with designated staff.
- All staff receive annual safeguarding training, covering child protection, prevent and online safety.
- All medication is kept in a secure area of the school. It is kept in a locked cupboard and there is the availability of a safe for medication that should be stored in a secure area. The medication is regularly checked to ensure it is replaced should it be or about to go out of date. It is administered by students under the supervision of the first aider.
- Care plans are available and used when planning activities and school trips.

Health (including Emotional Health and Wellbeing)

- The school has a full time first aider and an area in the school that is specifically allocated for students who fall ill.
- The school encourages healthy lifestyles with water fountains around the site, a salad bar option for lunch and a number of other health options. Fruit is also available and fresh vegetables are included with the main meals.

- A medical form, which is updated yearly, completed by parents is kept in school with full details of any medical conditions and these details are regularly updated.
- Where a student requires medication, it is routinely administered by a first aider with parental written consent.
- All medication is kept under lock and key in a central place in Learning Support. For the safety of all the community, students are not allowed to carry medicines in school. The locked cupboard is clearly labelled and designated staff have access to the key.
- Medications in the cupboard are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in specific refrigerator purely for medical use.
- A Care Plan is drawn up in conjunction with the parents, child and in some cases medical professional.
- Care Plans are held centrally on the school network for staff to access. They are reviewed annually or if circumstances change.
- All Staff are briefed by the SENCO regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- All accidents are recorded in the school accident book.
- The school does not have any health professional or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- A number of staff have been trained in the use of epipens, how to administer Buccolam and how to deal with people with diabetes and this is updated on an annual basis.
- The school nurse comes on a regular basis and sees students on request.

Communication with Parents

- School's website provides contact details for all departments and general school telephone number for general enquiries. Full details on how to contact school is given on the website as well as direct email links.
- Staff visit as many primary schools as possible during the transition period.
- Additional contact days are made available for Year 6 students with SEN to come and experience working in our school, predominantly at the 'Get to know Bishops' day for students with SEN in June.
- A Year 6 Taster Day takes place in July, where the students spend a day in the school and get used to the surroundings. New Intake Evening takes place in June and gives students and their parents the opportunity to meet key members of staff such as the SENCO, Pupil Premium Lead, Head of Year and Form Tutor.
- Annual Parents' Evenings are held online via School Cloud. Additionally, further information evenings relating to specific activities and careers are held at key points during KS3/4.

- Regular communication with parents takes place with an 'open door' policy where parents have and do take advantage of the opportunity to contact the Leaning Support department in the school.
- Parents' evenings and interim review meetings take place throughout the year and regular tracking of students' progress is followed by interventions to keep the students in line with their targets. Additionally, further information evenings relating to specific activities and subject areas take place across all school years.
- Reports are issued giving details of student attendance, attitude to learning and attitude to independent learning as well as predicted GCSE grades for students in KS4.

Working Together

- 'Student Voice' is prominent in the school with a student council and questionnaires asking students' opinions on a number of issues.
- A SEND Governor plays an active role in the department and takes regular interest and liaises with the department.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- The school fulfils the statutory requirement to provide impartial advice and guidance through an independent Careers Advisor
- Students are given support in completing application forms.
- Parents are invited to meet with the SENCO at the annual parents' evening to discuss any matters that may have arisen from subject areas.

What Help and Support is available for the Family?

- Support is offered from within the department for any issues that may arise and these are addressed as and when they come to light.
- A Careers Advisor is employed to assist the students in choosing their next steps after school and regular contact is made with the local colleges when they come and talk to the students or if they offer their open days.

Transition from Primary School and School Leavers

- Any SEND issues are discussed with the primary school once a place has been allocated.
- The Year 6 Taster Day, New Intake Evening and additional visits to school help in the smooth transition from primary to secondary.

- Attendance at Year 6 Annual Reviews by SENCO or Deputy SENCO to inform planning for Year 7 of students with an EHCP
- Primary visits in the summer term by Head of Year and SENCO to gather strategic information for any students with SEND.
- Invitation to 'Get to know Bishops', where students can come and meet other students starting, have a tour of the school and see some of school life.
- The SENCO works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family
- Subject departments engage with universities and colleges for subject specialist information.
- The school has a dedicated careers area in the school library which holds information on many colleges and universities as well as information about employment and training opportunities.

Extra Curricular Activities

- There are a number of opportunities for students to partake in educational trips both aboard and within this country.
- There are many activities taking place both at lunchtime and after school and this list is given to students when they arrive and is regularly updated.
- All clubs, activities and trips are available to all students, but may be subject to risk assessment.
- Where places are oversubscribed, parents will be informed as to how places will be allocated.
- The school makes Learning Support available to socially or emotionally vulnerable students, and actively promotes social integration and friendship support under the supervision of adults.
- Staff and other adults will signpost vulnerable young people to the Learning Support Department for support.