



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Browndedge St Mary's High

School Number: 07105

School/Academy Name and Address	Brownedge		Telephone Number	01772 339813
	St Mary's High School, Station Road, Bamber Bridge, Preston, PR5 6PB		Website Address	www.st-maryshigh.lancs.sch.uk
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?	Mixed gender 11-16			
Name and contact details of your school's SENCO	Joanne Oldham – Assistant Headteacher/SENCO 01772 339813 oldhamj@st-maryshigh.lancs.sch.uk			

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

URL link to Brownedge St Mary's Local Offer	https://st-maryshigh.lancs.sch.uk/our-school/policies		
Name	Joanne Oldham	Date	September 2024

URL link to Lancashire's Local Offer	www.lancashire.gov.uk/SEND
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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 (e.g.; ancillary aids or assistive technology?)

What the school provides

- Brownedge St Mary's is predominantly a 1950s build contained on one site. It was built to accommodate than the current average number of pupils. There are 2 buildings; the main building is spread over 3 floors and there are 2 lifts in this building. All parts of this building are wheelchair accessible except a geography classroom and a science classroom (not a lab) as the corridor is too short to accommodate a ramp and too short and narrow to accommodate a lift. The second building is a newer build which spreads over 2 floors and contains a lift and a disabled toilet; all areas of this building are wheelchair accessible.
- We have accessible parking spaces for both buildings with a designated parking space at the front entrance. We have ramps at entrances and exits. We also have a wheelchair accessible minibus.
- Corridors are narrow but with careful planning and a one-way system in place, congestion is minimal.
- We have good auditory and visual environments. Many classrooms have carpets and the majority have window blinds. Wall displays are in classrooms and corridors and in other areas of the school. Teaching assistants help to keep displays in good order and up-to-date. We have technical equipment to utilise in the assembly hall which includes: lighting, microphones, speakers. The dining hall and gym areas are poor acoustically. Most of the ground floor is not carpeted.
- There are two accessible toilets within the main building both with handwashing facilities. One of the facilities contains a shower cubicle.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary. We have a link to google translate and our main letters are translated into Polish.

- We are proactive in making information accessible to parents and families with SEN (Special Educational Needs). We have an external EAL tutor who comes in once a week to help support some of our EAL pupils. We provide foreign language dictionaries; translators, iPads, storyboards etc. We have an Intervention mentor closely linked to SEN who deals with some of our most vulnerable pupils. We also have a Counsellor who is in the building for 2 days a week.
- We have keyboard adaptations for pupils with visual impairments and other conditions such as cerebral palsy, severe ADHD and dyspraxia.
- We use the annual review process to look at equipment and facilities needed for those with a plan, and this is then purchased through the pupils' funding or directly from the local authority.
- Some students need a designated place where they can go for some 'time out'. Should this be the case this can be arranged.
- We have a sensory area to support pupils with high levels of sensory needs.

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

- The school has a SENCO and deputy SENCO as well as a team of 9 teaching assistants.
- We will assess each pupils' current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.
- Class teachers will make regular assessments of progress for all pupils and identify those whose progress
 - Is significantly slower than that of their peers starting from the same baseline;
 - Fails to match or better the pupil's previous rate of progress;
 - Fails to close the attainment gap between the child and their peers;

- Widens the attainment gap.

The pupil will then have further assessments by the SEN team in school to further identify the specific needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- Classroom based support is the first layer of additional support and this takes place through the use of personalised pupil passports and in class TA support, where appropriate. Teaching assistants will support pupils on a 1:1 basis when it is required as part of their EHC plan. Subject-based intervention is provided by subject specialist staff.
- We have a range of small group interventions when further input is needed such as IDL, Lexonic and mentoring. Our interventions are amended each year after evaluation and impact and after consideration of any new pupils and their needs.
- Good literacy skills are developed through the whole school timetable. There are Alphasmarts to assist identified pupils with handwriting and recording difficulties. School may buy in from IDSS (Inclusion and Disability Support Services) to support any identified need for pupils when necessary.
- Some pupils use laptops, if it is appropriate and their handwriting is impacting their progress.
- The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- All pupils with an EHC plan (Education Health and Care Plan) or are SEN K (SEN Support), have a personalised Pupil Passport and this is reviewed by the pupil and parents each term.
- Updates are made available to staff, by the SENCO, via staff briefings, the weekly bulletin or face to face meetings. Internal and external training is available to support the staff.
- Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are invited to provide advice and strategies for teaching pupils with SEN and medical conditions.
- Within the SEN team, staff have a range of specialist skills. These include expertise in ASD, VI and PD.
- School works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual pupil
- There is a small number of pupils who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- We support a variety of vocational pathways. Attendance, progress, behaviour and engagement is monitored and reported back to school ensuring the quality of provision and safeguarding of pupils.

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

- All EHC plans are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance.
- Advice is provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Each pupil is always encouraged to participate in their meeting.
- Progress of other pupils with SEN support needs is monitored regularly 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 the form of a written review, parents' evenings and a final report.
- The school operates an open-door policy, welcoming parents who have any concerns about their child.
- The effectiveness of our provision is measured through progress data and through pupil and parent satisfaction surveys. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.
- Pupils with SEMH concerns are monitored through regular meetings, counselling records, nurture groups, the POD and the restorative justice work, intervention mentor input, and wider mentoring programmes.
- We have a school Chaplain
- We have a designated person to monitor our looked after children and regular CLA and PEP meetings take place.
- We have a sensory 'safe' place within the ELC to support pupils who have sensory issues, ASD or ADHD.

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

- Preliminary assessment made by the SENCO at school visit before pupil starts at school. The Local Authority and present school are welcome to attend this meeting and assist with the assessment. School draws in specialist advice as necessary.
- Full risk assessment made and stored in school when place at school is confirmed. This is subject to regular review and/or when need changes.
- Sheltered reception area at front of school and automatic sliding doors allow pupils to be dropped off easily or picked up by school transport or responsible adult. Child protection and safeguarding procedures comply with County guidance. However, parking in school is very limited, and so the only designated parking/waiting space is for emergency vehicles.
- The library and the dining room both have “safe-haven” and supervised support for vulnerable children at break and lunchtimes.
- 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.
- The school policy on safeguarding and child protection is clear. It is inclusive, Ofsted approved, and comprehensive and specifies additional requirements for SEN pupils.
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request. The school maintains a separate bullying log, racist incident log and homophobic incident log.

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

- The school’s medicines policy is available by a direct link on the school website and hard copies are available on request.
- Prescribed and non-prescribed medication is administered by trained first aiders. Brownedge St Mary’s Catholic High School adopts Lancashire County Council’s (LCC) policy of **not** accepting and administering non-prescription medication in school. In exceptional circumstances, following a medical procedure it will be at the school’s discretion, with agreement from parents/carers as to whether the school accepts and administers non-prescription medication in school.
- All medication is kept under lock and key in pupil reception. For the safety of all the community, pupils are not allowed to carry medicines in school. The locked cupboard is labelled, and designated staff have access to the key. It is the parents’/carers’ responsibility to check that medications are within expiry date.

- Medications in the cupboard are all clearly labelled to identify the pupil 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.
- Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- We have a School Nurse who holds regular drop-in sessions.
- If needed, a Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse may carry out a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff. The SENCO agrees all care plans on behalf of the head teacher.
- Care Plans are held in the main office and pupil reception, so they are easily accessible. They are reviewed by the School Nurse at least annually, or if circumstances change.
- Staff are briefed by the SENCO or Deputy SENCO regularly about pupils with medical needs. Additional training (e.g. diabetes, epilepsy) for staff or first aiders is arranged via the school nurse or specialist nurse practitioners as necessary.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment & contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether the pupil may be moved to front entrance, or whether to call for an ambulance. The SENCO is contacted in the case of SEN pupils being injured. In the event of a serious incident, an ambulance is called immediately, along with the emergency contact adult.
- The school has a drop in from a School Health specialist nurse regularly. Pupils can drop in without an appointment and seek confidential advice. Alternatively, parents can request that their child sees the nurse. Other services and agencies occasionally make an appointment to visit a child on site, with parental permission if necessary, and subject to school safeguarding protocols.
- The school has a Mental Health lead who supports pupils and has a team of trained pupils who act as Mental Health Ambassadors.
- Pupils with social, emotional and mental health concerns are monitored through regular meetings, counselling records, nurture groups, the Pod restorative justice work, Intervention Officer input and mentoring programmes.
- Other services who visit school include: IDSS, CAMHS workers, Educational Psychology Service, Barnardo's, We Are With You, YPS, Safer Neighbourhood Policing, Child Action Northwest, Young MINDS, Compass Bloom and we are part of Lancashire Family Hubs Network.

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 (e.g. 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

- Our school website provides contact emails for all staff and the general school telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact, is given on the website.
- At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.
- Our transition coordinator and a member of the SEN team visit all feeder schools during transition. Each feeder primary school has contact details for Brownedge.
- We have an open-door policy. Appointments can be made on request; we welcome parents at any time. We hold an Open Day and 2 Open mornings each year although we will offer other Open Days on request.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact will be routinely made if there is an area for concern or celebration. Communication to parents is done through: reviews, reports, telephone calls and emails, if necessary, Firefly.
- Feedback is pursued through parental voice questionnaires, surveys and through governors.

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?

What the school provides

- The school has an active Pupil Voice. Pupils are asked to complete a questionnaire (pupil voice) about school, their learning and wellbeing, and their participation in school life on a regular basis

- We have Form representatives on the House councils and senior House councils which meet regularly.
- School Council representatives meet each term, and information is fed upwards and downwards.
- Some staff appointments have involved a pupil panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Pupils can visit the school website and request support via the 'I am worried' account.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as website feedback.
- Pupils with an EHC plan are able to make their views known in the pupils feedback in Annual Reviews, as do parents.
- Interim assessment is formally reported to parents at intervals throughout the school year by means of a review. Additional contact may be made if there is an area for concern or celebration.
- 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.
- There is open door access to the Headteacher.
- There is a governor linked with SEN who reports back to the full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.

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

- Administrative support is supplied via the main school office on request. The key staff worker is identified and assigned according to need. We have staff who will help and other members of staff who act as mentors.
- The school website clearly signposts where support can be found.
- Careers North ensures that impartial careers advice and guidance is delivered to pupils. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.
- Pupils are given support in completing application forms.

- Working in partnership with the Local Authority Travel Unit, we support the information received by parents concerning travel plans.
- Our DSL (Designated Safeguarding Lead) liaises closely with families.

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

- At Browndedge we have someone in charge of transition and careers.
- Browndedge offers taster days for Year 5 pupils from our feeder primaries. This means that by the time they are in Year 6, they have had the chance to visit our school, and should hopefully not be as concerned, as they have met some of the teachers and seen how lessons transpire.
- In Year 6, during the Summer Term, the transition leader visits the Primary Schools collating information about each Year 6-7 pupil. The transition leader may accommodate “drop in” sessions in some of our feeder schools, where the school Chaplain and the transition leader will be on hand to talk to pupils who are nervous about starting Secondary School. Dependent on success, this may be rolled out to all feeder schools.
- We provide extra transition for any SEN pupils especially those with ASD; we develop transition programmes with the Primary School. The SENCO and/or Deputy SENCO attend any year 6 Annual Reviews for pupils with an EHC plan.
- In July we invite all of the Year 7 September starters to Browndedge by having two transition days. This is so they know their forms, Form Tutors and they will meet new friends. This has proven to be very successful and means that we can sort any problems prior to September and hopefully each pupil will not be worrying over summer.
- We hold a Primary Liaison evening where we invite parents to meet their child’s Form Tutor and various key members of staff. Again, we have discovered that this allays fears and means that they should not have all summer to worry about their child starting high school.
- We have a Pathways Programme for Key stage 3 to Key stage 4 transition where pupils are guided when choosing their options. The Annual Review Process for pupils with an EHC plan in year 9 is geared towards helping these pupils make the right choices for their options.
- The Annual Review Process for pupils with an EHC plan in year 11 is geared towards Key stage 4 to Key stage 5 transition and each meeting where possible, is attended by a representative from the local colleges.
- We organise 1:1 visits to colleges for vulnerable pupils.

KS4 Intervention

Brownedge operates an Intervention programme driven by pupil progress, punctuality, preparedness and politeness. We provide a Year 11 Mentoring Programme where pupils are assigned a personal mentor. Mentors meet with pupils on a regular but informal basis during the school day, providing opportunities for discussion on a wide range of issues including behaviour, confidence, attendance, and progress. The aim of the programme is to support, motivate and empower our pupils to participate fully in their lessons and other aspects of school life and ultimately to achieve their full potential in their GCSE examinations.

We also operate a system known as PPE (pre public exams) which allow Year 11s to develop revision skills and attend intervention lessons after school known as period 6.

Year 9 Information Evening

This evening is aimed at providing parents and pupils with some important information regarding core subjects that pupils in Year 9 will be studying over their final years in school. In addition, we provide information about the key dates and deadlines across the range of GCSE options. Hopefully this will give parents an indication of the road ahead, the challenges their children will face, and when they can expect to face them.

Careers Advice

Careers Education modules are built into the Learning for Life Curriculum

- Exploring A Levels, T Levels and Apprenticeships
- How to write Personal Statements/CVs
- Completing application forms

Year 10 - Summer term

- College sampler days
- Enterprise Activities
- Mock Interviews
- Work Experience

Year 11 – Autumn term

- Drop-in Advice Sessions
- Interviews for college and work placements
- One-to one interviews with feedback and follow up for every year 11 pupils.
- GCSE Results day personal advice and guidance

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 school offers Homework Club after school; there is no charge for this service. There may be occasions this service will not be available due to unavoidable closures.
- There is a range of extra-curricular (CASEO Programme) available to all pupils. The activities include sport, music and drama.
- The school currently offers a chance to access the Duke of Edinburgh Award.
- Parents are required to pay for individual music tuition.
- All clubs, activities and trips are available to all pupils but may be subject to risk assessment. We have been praised by pupils and parents of our inclusive approach when arranging trips as we make adjustments as necessary.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are oversubscribed parents will be informed as to how places will be allocated.
- The school operates a buddy system where older pupils offer guidance, help and friendship support to younger pupils.
- Teachers, Welfare staff and other adults will signpost vulnerable young people.
- We have a wide range of inclusive groups and activities such as: Mentoring Programmes, Nurture Groups, Peer Mediation, Counselling, Chaplaincy, Pupil Intervention Mentor, Breakfast with God and the Duke of Edinburgh Award.