

## **SEN and Disability Local Offer:**

**Secondary Settings:** Mainstream, Short Stay  
Schools, Special Schools and Academies

School: Central Lancaster High School

School Number: 01

<b>Academy Name</b>	Central Lancaster High School	<b>Address</b>	Crag Road, Lancaster LA1 3LS
		<b>Telephone No.</b>	01524 32636
This school <b>does not</b> specialise in meeting the needs of children with a particular type of SEN			
<b>SENCO</b>	Miss Laura Evans	<b>Email</b>	<a href="mailto:levans@lancasterhigh.lancs.sch.uk">levans@lancasterhigh.lancs.sch.uk</a>
		<b>Telephone</b>	01524 32636

Details of the person who is responsible for maintaining details of the Local Offer.			
<b>Name</b>	Miss Laura Evans	<b>Title</b>	SENCo
<b>Contact Telephone No.</b>	01524 32636	<b>Email</b>	levans@lancasterhigh.lancs.sch.uk

## Accessibility and Inclusion

**What the school provides:** Central Lancaster High School is an inclusive learning community and is therefore committed to welcoming all students. Needs and adjustments will be made, where necessary and where possible, to enable all students for whom Central Lancaster High School is the best placement, to access lessons and join in the activities of the school. Central Lancaster High School will work to foster good communications with parents/carers. School is committed to ensuring that all students are able to achieve the best possible progress and are supported to become assured and independent learners whatever their needs or abilities.

All students follow a broad, balanced and relevant curriculum. When appropriate, this curriculum may be adapted to suit specific needs of students who require specialist teaching or an adapted curriculum to enable them to achieve. School works closely with Specialist Services including: Specialist Teachers, Educational Psychologists, CAMHS, Medical practitioners, Speech Therapist, Social Services and Barnardo's for example to provide support for the students and advice to staff.

School holds a register of students with Special Educational and Disabilities Needs (SEND). This register identifies students with SEND and is shared with all relevant staff so that adaptations to the learning environment and teaching are made to ensure the best possible outcomes for students. SEND students have a student support plan which is made available to staff. This support plan identifies their specific barriers to learning and key strategies for the teacher to use to support learning.

School has a programme of Continuous Professional Development (CPD) to ensure that staff develop their knowledge and understanding of Special Educational Needs and to support staff in the provision of a positive approach towards learning, progress and achievement of SEND students.

Students who may require access arrangements will be identified by the subject teacher, support staff or SENCo. Arrangements will be made to assess these students. An application via Access Arrangements on-line will be made for students who meet JCQ criteria. The Examination's Officer will put these arrangements in place for all relevant examinations.

Students who have difficulties with reading or writing skills maybe given a lap top or reading pen to help them overcome their barrier to learning and foster independence in the classroom.

### Teaching and Learning

**What the school provides:** All students are taught in ability groups for all core subjects. Setting is based on a range of data including KS2 outcomes, CAT scores and termly assessment data. Year 7 students are setted during the first half term. Although non-core subjects are not set specifically, students are taught in groups that are setted based on other curriculum subjects.

Quality First Teaching requires staff to adapt and differentiate the lesson as far as the specific curriculum content will allow. Students who require Access Arrangements will be given these, both in lessons, where practical, and in assessments, ensuring that this is their normal way of working.

### Communication with Parents

**What the school provides:** Central Lancaster High School will, as far as is reasonably possible, foster good communications with parents/carers. School's staffing structure is available via the school's website. Parents are encouraged to contact relevant staff as required. Staff are flexible in their contact with parent/carers; so, although they may not be able to return parent/carer calls during teaching hours, they will endeavour to return calls as soon as possible. More formal meetings will be pre-arranged, appointments, either in person, via video link or by telephone, are made for specific meetings with the appropriate member of staff. School seeks parents' views and feedback anecdotally, through annual questionnaires, annual/termly SEND reviews, parent advices and are signposted to the OFSTED parent view website.

Student progress is monitored and tracked, reports are sent home annually and grade cards are sent home termly. Parents' evenings are held for each year group annually. Students who are on the SEND register will have a termly meeting with a member of Learning Support. Students with Educational and Health and Care Plans (EHCP) will have an annual review in one term and termly reviews in the other two terms.

School website provides information about the school and copies of all policies are available to view or download. Letters to parents and the school calendar are published on the school website and if an email address is provided letters are emailed. Paper copies are also sent home via the student if requested

School holds information evenings for option choices for KS4 and post 16 careers advice. In the summer term, before students join year 7 in September, parents/carers and students are invited to attend an Information Evening, in addition students are invited to attend a Transition Day to facilitate familiarisation with staff, peers and their environment. Additional visits for students with SEND who require an enhanced transition will be arranged as required by the SENCo.

### Working Together

**What the school provides:** Central Lancaster High School works with all stakeholders to support the student and where necessary signpost support for the family. School works closely with the many agencies, including: Local Education Authority, Social Care, CAMHS, Speech and Language, Educational Psychology, Specialist Teacher and Barnardo's for

example. Professionals working with students and families are actively encouraged to attend and participate fully in meetings to ensure coherent and cohesive outcomes.

All stakeholders including parents, students, school staff and any other professionals working with the student or family receive a written invitation to EHCP reviews and all are actively encouraged to take a full part in this review process.

### **Keeping Children Safe**

**What the school provides:** School has in place all statutory risk assessments. These include: risk assessments associated with premises and grounds; subject specific; individual students; educational visits etc. They are responsibility of the Principal (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and carers wherever appropriate. They are reviewed within appropriate timescales.

Teachers and additional welfare staff are on duty over the break and lunchtime periods. Learning Support provides a break and lunch club for the most vulnerable students. All policies, guidance and procedures relating to safeguarding, child protection, IT security and safety are available on the school's website or via the Bay Learning Trust's office.

### **What Help and Support is available for the Family?**

**What the school provides:** When requested, school's admin support staff will aid families in completing paperwork or direct it to the most appropriate person to help and support. Where necessary and if available, support in meetings is provided for parents for whom English is an additional language.

There is a person in school who is responsible for information advice and guidance (IAG). All students are invited to attend a meeting prior to key times of transition to discuss career pathways. In addition, all teaching staff, heads of department and senior staff are able to offer IAG to parents and young people throughout their time at school. A member of staff has responsibility for transition arrangements at key points in a students' school life. Where necessary The Local Authority will provide additional support to students and families of young people with SEND at key points in transition and LCC transitions team will work with the most complex Students 14+.

When required, pastoral staff, student support staff, learning support staff or SENCo will, with parental/careers agreement, refer or signpost students and their families to other agencies for support or diagnosis.

### **Transition from Primary School and School Leavers**

**What the school provides:** All Year 6 students transferring to our school are expected to attend a transition day. Some students with more complex or specific needs may require additional support or visits and these will be arranged as required. Similarly, when Year 11 students move on to a post 16 provider, the SENCo will meet with a member of that provider's Learning Support Department as requested.

Students in their final year of school will have a timetable and curriculum that focuses in part on the next steps and life beyond school. They will have a range of options to facilitate their chosen career path open to them, with support from staff. Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings etc and a careers event takes place as part of the school calendar.

## Reviewing and Evaluating Outcomes

**What the school provides:** Students are assessed by subject staff regularly to assess progress within the subject and against their target grades (students' target grades are devised using KS2 levels, CAT scores and other nationally recognised assessment tests).

Student progress across all subjects is formally tracked after every grade card. Heads of Department/subject will monitor progress and where necessary provide opportunities for students to 'catch-up'. SEND student progress is monitored by SENCo as well as subject staff. When required interventions may be delivered by support staff to close or narrow the gap between the target and predicted grade.

SEND students whose numeracy, literacy, language or social communication skills for example are a barrier to progress will be offered intervention, either before, during or after school to support the development these skills. Assessments prior to and at the end of interventions are completed so that progress can be measured and the effectiveness of the provision can be evaluated.

## Health (including Emotional Health and Wellbeing)

**What the school provides:** A Teaching Assistant works closely with students with medical needs, including ADHD, diabetes and epilepsy. A care plan is written, with advice and support from the school nurse or other medical professional and is shared with staff.

The school works very closely with health professionals from across all agencies to support an individual student as required. Student Support provides support for students with mental health and behavioural issues. Staff are provided with advice and training as well as key strategies that should be used for students who are finding it difficult to manage their mental health or wellbeing. School will endeavour to support all students, including those with SEND to develop self-esteem, confidence and independence so that they are able to take responsibility for their own learning and behaviour.

## Extra Curricular Activities

**What the school provides:** School has a breakfast club every morning and after school activities as standard. Every day there is a break and lunch club for the most vulnerable students supported by staff familiar to these students. The school also organises revision or booster sessions for students who are falling behind. These are organised and run by staff familiar to the students. A number of 'one off' trips or visits take place out of school hours across the school year e.g. to theatres, etc. The school has a charging and remissions policy, which seeks contributions for payments from parents, though all trips and residential activities are heavily subsidised through the school or via fund raising. All activities, trips follow the vision and values of the school and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience.