



## **SEN and Disability**

**Local Offer:**

### **Secondary Settings Template**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Lostock Hall Academy**

School Number: **13711**

<b>School/Academy Name and Address</b>	<b>Lostock Hall Academy Todd Lane North Preston PR5 5UR</b>		<b>Telephone Number</b>	<b>01772 336293</b>
			<b>Website Address</b>	<b>www.lostockhallacademy.org</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>The school is a mixed sex, 11-16 school</b>			
<b>Name and contact details of your school's SENDCO</b>	<b>Miss V Gregson v.gregson@lostockhallacademy.org</b>			

## Accessibility and Inclusion

### What the school provides

- Lostock Hall Academy was built to accommodate fewer than the current average number of students. There are numerous buildings arranged into subject specific areas and/or buildings.
- Our physical environment is safe and welcoming
- Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.
- The car park has designated and clearly marked disabled car parking spaces near the front entrance.
- Classrooms are situated within a series of two and three story blocks. There is no lift access in place.
- All classrooms benefit from window blinds and wall displays which are aesthetically pleasing, support the learning of the students and showcase good work.
- The dining rooms, main hall and gym areas are poor acoustically.
- There are two student toilets with disabled access.
- The school does not use height adjustable tables.
- The school has resources for hearing impaired pupils, including radio aids.
- Classrooms are adapted to use HI equipment and each subject area has a member of staff specifically trained in the use of the current radio aid systems used within school.

- The school issues passes for students who need to leave the classroom early to ensure safe movement or who require access to a toilet or other facility.
- 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.
- Policies are available in a print format from school or on the website. All policies can be downloaded and adapted as necessary.
- Parents have the opportunity to request access arrangements for Parents' Evening.

## Teaching and Learning

### What the school provides

- Students with SEND are usually identified through Year 6/7 transition.
- All students are assessed using standardised reading and spelling tests on entry. Any mid-year SEND transfers are tested on arrival. All students with SEND are tested using the Dyslexia Portfolio. Updates are made annually or more frequently if required. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents / carers.
- Curriculum based support and intervention can take place in one to one, small group or whole class settings. Classroom based support / intervention is usually provided by the subject specialist and qualified teacher.
- As a school we carefully review the deployment of our Teaching Assistants to ensure maximum impact. Typically, TAs will be used by class teachers to guide and oversee 'those that can', enabling the teacher to provide bespoke support to 'those that struggle'.
- Our TA team also provide a range of extra-curriculum activities and out-of classroom interventions; these can take place before, during or after the school day.
- IDL (Indirect Dyslexia Learning) is 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.
- Cooperative Learning Structures, designed to promote effective pair and group work, are common lesson components across all subject areas.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting difficulties.
- There is a range of equipment available within school for students with visual difficulties.
- School will consult staff from a variety of external agencies to advise 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 staff briefings and face to face meetings.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, MLD, SpLD & Speech and Language.
- Training and staff development is given in house and through external courses.
- School works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual pupil.
- Individual teachers are responsible for making lessons accessible to all. Teachers are expected to apply a wide range of teaching strategies, including targeted questioning, peer coaching and the provision of differentiated tasks.
- Where appropriate students may be offered an enhanced provision at KS4. These may be provided by external organisations or taught in-house. In the past vocational qualifications such as BTECs have been offered in a selected range of subjects.
- The school subscribes to the Chorley & South Ribble Learning Federation who provide inclusion, collaboration and engagement initiatives at Shaftesbury High School focusing on behaviour for learning for selected vulnerable students.
- Attendance and engagement is monitored regularly by the school's AIW (Attendance Improvement Worker) ensuring high levels of attendance. The school works closely with students and parents where this does not occur.
- The school employs a counsellor to help pupils who struggle with Social, Emotional and Mental health.
- SEND department offer a range and level of support for individual students or groups with similar needs and provide resources to help meet individual need/s.

## Reviewing and Evaluating Outcomes

### What the school provides

- 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/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. All reviews are 'Student-Centred'.
- Progress of all students with SEND support is monitored termly by the SENDCo/SEND Officer in line with school assessment procedures. Parents and students are encouraged to complete Advice Forms prior to the meetings.
- 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 face to face at parent's evenings.
- The Learning Support Department operates an 'open door' policy and the school is committed to a working partnership with all parents.
- The effectiveness of our provision is measured in the progress that individuals and

groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

- 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.
- Line management meetings are held regularly to discuss issues arising and to quality assure the implementation of whole school and SEND policy.

## Keeping Children Safe

### What the school provides

- The school site is risk assessed annually by the site manager.
- Preliminary assessment is made by the SENDCo prior to a student with SEND starting at the school.
- Full risk assessment made (with help of IDSS where appropriate) and stored in the SENDCo office when a place at Lostock Hall Academy is confirmed. 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.
- The Nurture room provides a safe-haven and supervised support for students before school, 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. 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 pupils with SEND.
- A considerable proportion of the staff, particularly in practical areas such as Technology and PE, are first aid trained. This accreditation is renewed every 3 years.
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request.
- 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.

- Synergy is used to record and evaluate targets set at termly and annual reviews. This software enables all staff to have up-to-date student information.
- All students, including those with SEND, attend Life Study Lessons. This course covers a range of Safeguarding related topics, including online safety, drugs and SRE (sex and relationships).
- All staff receive annual safeguarding training, covering child protection, prevent and online safety.
- All staff have received critical event training and have completed a practice drill.
- A weekly safeguarding and pastoral meeting are held with the Designated Senior Leads for Child Protection, SENDCO, Progress Leaders, Attendance Officer and the Safeguarding governor.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- Where a student requires medication it is routinely administered by the behaviour for Learning staff with parental written consent and must be prescribed by a GP
- All medication is kept under lock and key in a central place in the behaviour for learning office. 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 a clearly marked area of the refrigerator.
- A Care Plan is drawn up in conjunction with the parents, child and medical professional. The school nurse does a home visit and a meeting is called in school where the plan is agreed and signed by responsible staff. The Principal agrees all Care Plans personally.
- Care Plans are held centrally in the behaviour for learning office and in the SEND Officers office. They are reviewed by the School Nurse at least annually or if circumstances change.
- All Staff are briefed by the SEND Officer 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. However, we do have access to the school nurse service.
- There are regular visits from the school nurse, who has drop in sessions, and visits from Speech and Language services, CAMHS workers and the Educational Psychology Service where appropriate.

## Communication with Parents

### What the school provides

- School 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.
- There is a Year 6 Transition page on the website on which can be found differentiated copies of the Year 6 transition booklets.
- At the Year 6/7 transitions evening for newcomers to the school, key staff members are introduced to parents and pupils.
- Staff visit all feeder schools during transition.
- Additional contact days are made available for Year 6 pupils to come and experience working in our school.
- Annual Parents' Evenings are held. Additionally, further information evenings relating to specific activities and careers are held at key points during KS3.
- Parental feedback questionnaires are completed at each Parents' Evening.
- Parents can meet with a member of the SLT by appointment.
- Prior to starting school, parents and students can arrange a tour around the working school within strict safeguarding limitations by appointment.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued through Synergy, questionnaires and face to face meetings. School practice is adjusted and reformed in the light of this feedback.
- There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community. The school website provides contact emails for staff and a 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. Reception staff direct parents to relevant staff members.

## Working Together

### What the school provides

- The school has an active 'Student Voice' which is led by the Head Students. We have



Form representatives on the School Council who meet regularly and information is fed upwards and downwards.

- The Head Students are trained as peer mediators to help students to resolve conflicts within their peer groups.
- Students are invited to attend meetings of the Governing Body at appropriate times.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- 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 Principle is available by appointment.
- There is a governor linked with SEND who reports back to 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.

- Administrative support (e.g. help with completion of forms) is supplied via the main school office on request.
- The school website clearly signpost where support can be found.
- The school fulfils the statutory requirement to provide impartial advice and guidance through an independent Careers Advisor. They provide one to one support as well as organising whole school events.
- A wide range of external agencies and colleges are invited into school to assist in this delivery.
- Students with a statement receive one-to-one advice and guidance as required from YPS.
- Students are given support in completing application forms.
- Students with additional needs and their parents also have the option to meet with the SENDCO in year 9 to discuss appropriate option choices and have meetings with the external Young Peoples' Service to complete Action Plans as part of their reviews.

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

### **What the school provides**

- The school works with local primary schools and Parent Partnership Officers from

Year 5 through to arrival in Year 7.

- The school holds an Open Evening each year in September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCo following Open Evening.
- Transition visits start in the autumn term for some students, following early liaison with feeder school.
- Individuals and small groups of students are given increasing access to the school, via pre-arranged visits.
- The school has an active Buddy system for Year 7 pupils. This includes Year 7 students writing welcome letters and arranged meetings on Taster Day and at the start of Year 7
- All Year 6 pupils including those with SEND attend a Taster Day and the Year 6 Evening during the Summer Term
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from a named specialist teacher.
- Local Colleges attend Parents' Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the South Ribble Area. This is open to any pupil and their parent/carer. Colleges attend and give presentations.
- The SENDCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by students in the summer term of Year 10 and Year 11.
- 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

### What the school provides

- There is additional support available before school for identified vulnerable pupils.
- Breakfast is available each day from the dining room at break time.
- There is a range of extra-curricular activities available to all pupils, some charges are applicable e.g. transport costs. The activities include, sport, music and drama.
- The Learning Support Department has a wide range of extra-curricular activities available e.g. nurture time and social skills groups.
- Parents are required to pay for individual music tuition. Students entitled to Free School Meals can access free music tuition
- All clubs, activities and trips are available to all students, but may be subject to risk assessment.
- 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 makes the Nurture room available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of adults.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the Learning Support Department for support.