



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Lytham High School

School Number: 04114

School/Academy Name and Address	LSA Technology & Performing Arts College. Worsley Rd. Lytham St Annes. Lancs FY8 4DG		Telephone Number	01253 733192
			Website Address	www.lythamhigh.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?	The school is a mixed comprehensive. (Age range – 11 to 16 years)			
Name and contact details of your school's SENDCO	Tonia Hallam - SENDCO tonia.hallam@lythamhigh.lancs.sch.uk Tel 01253 733192			

Name of Person/Job Title	Tonia Hallam - SENDCO		
Contact telephone number	01253 733192	Email	Tonia.hallam@lythamhigh.lancs.sch.uk

Please give the URL for the direct link to your school's Local Offer	https://www.lythamhigh.lancs.sch.uk/SEN-Provision		
Name	LOCAL OFFER	Date	20/09/21

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

Accessibility and Inclusion

What the school provides

- LSA is a large secondary school spread over several blocks of which only 2 are inaccessible to the upper floors for wheelchair user.
- Most blocks in the school are at least 2 storeys high.
- All other buildings have lifts for use by anyone with a physical disability.
- Corridors in the main corridor of the original block are narrow and a one-way system is in place to alleviate congestion.
- There are 2 designated access parking spaces at the front entrance.
- There are 3 disabled toilets, one of which has a wet-room and a changing area.
- Certain areas in school are fitted with auditory equipment.
- There are height adjustable tables in two of the technology rooms.
- Height adjustable chairs are also available.
- Most general-use classrooms are linoleum flooring and have blinds at the windows.
- The medical room is situated on the ground floor in a small portacabin in the heart of the school – near the Dining Room.
- There is a designated access parking space near the front entrance.
- An audit of the auditory environment has shown that acoustics, can be difficult in some classrooms.
- The acoustics in large circulation areas such as dining rooms, main hall and gym areas are in need of improvement.
- All school policies are available either via the school's website or in print format from the school.

Teaching and Learning

What the school provides:

- Pupils with SEND needs are usually identified in the Y6/7 transition / liaison window. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Information is gathered by the SENDCO via visits to the feeder primaries. All pupils are assessed using standardised reading and spelling tests prior to their start date. Testing is updated where appropriate.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Classroom based support is available through a team of experienced Teaching Support Staff. Intervention can take place before, during or after the school day.
- Reading, communication, numeracy and SEMH interventions are available for identified pupils. Such interventions are a priority for the school designed to promote independent learning and curriculum access, as well as support best progress and attainment.
- There are laptops and other digital devices, available in school to enhance the learning process.
- All relevant information is made available to teaching staff and is updated regularly.
- Each teaching and non-teaching member of staff is given relevant Safeguarding Training at the start of the school year. A specialist nurse and other health agencies are available to provide advice and inform on strategies for teaching pupils with SEND and medical needs.
- Referral to external agencies for advice, consultation and or assessment and diagnosis, is made following consultation with parents/carers.
- Updates are made available to staff, by the SENDCO, via staff briefings, the round robins – using Edukey or face to face meetings.
- A comprehensive range of training and staff development is given in house.
- 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.
- Attendance, progress, behaviour and engagement is monitored and reported back to school regularly, ensuring the quality of the provision and safeguarding of the pupils effectively.
- Parents have access to academic progress through the school's reporting process and through Consultation Evenings with Parents.

Reviewing and Evaluating Outcomes

What the school provides:

- All Educational Health and Care Plans (EHCP) are reviewed on an annual basis.
- Reviews are carried out in line with the statutory guidance for reviews.
- 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. Pupils are always encouraged to participate in their meeting.
- The progress of pupils with SEND is monitored regularly and 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 five times each year, in written format as well as face to face during Parents' Consultation Evenings.
- The SENDCO is available to discuss individual pupils at any point, by appointment, to ensure privacy and confidentiality.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria. It also measures other outcomes such as the social, emotional and behavioural development of individuals.

Keeping Children Safe

What the school provides:

- The school employs a full time Health & Safety Coordinator who is also a trained first-aider: Mr P. Tozer.
- There is a range of facilities available at breaks and lunchtimes for pupils who may feel vulnerable or who wish to share a problem. This includes our Thrive support.
- All trips have to be risk assessed, approved and all relevant paperwork in place prior to the trip taking place. All school trips are processed through EVOLVE and risk assessments are attached to forms, checked by our EVC and delivered by group leaders/responsible staff.

- The school follows the Safer Recruitment Process for all staff appointments.
- Identification lanyards are worn by all staff.
- Visitors to school are required to sign in and be issued with an identification badge which contains their photograph.
- Some external doors are locked by key code.
- The school has a robust Safeguarding Policy and process in place. School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for pupils with SEND needs.
- The school's Safeguarding policy is available to all parents via the school's website and in hard copy on request.
- At the beginning of each academic year, all staff are required to sign a declaration to say that they have read and understood the Safeguarding Policy.
- The school's Induction Programme ensures that new staff understand the school's Safeguarding Policy.
- The school has an Anti-Bullying Policy which is available on the website or in hardcopy on request. The curriculum provides opportunities for pupils to explore the issue of bullying and its impact.
- At the beginning of each month there is a "Safeguarding Briefing" to staff which updates staff on the names of any pupils who are particularly vulnerable or at risk.
- The school is structured into Year groups, each year group has a Head of Year to support them both pastorally and academically. Then there are 3 Assistant Headteachers who are attached to the year groups so support academic progress.
- Preliminary assessment made by the school safety officer/SENDCO at school visit before pupil starts at school.
- The sheltered reception area at the front of school is a safe place for pupils to be dropped off or picked up by a responsible adult. Children are released to adults subject to safeguarding procedures having been carried out. However, parking in school is very limited and so the only designated parking/waiting space is for emergency vehicles.

Health (including Emotional Health and Wellbeing)

What the school provides:

- There are trained First Aiders on site.

- Medication is routinely administered by trained First Aiders in accordance with the Medicines in School Policy.
- All medication is kept under lock and key in a central place in the school's medical room. The locked cabinet is clearly labelled and only designated staff have access to the key.
- Medications in the cabinet 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 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 parents, the child and a medical professional. The school nurse conducts a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff.
- Care Plans are in place for identified pupils and available to staff via SIMs. They are reviewed the health and Safety Officer and head of pastoral care.
- 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 make an initial assessment and contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. Key staff have mobile phones and/or radios to contact the main switchboard where necessary. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school nurse liaises with Heads of year and Sendco and safeguarding lead on students who require additional support. Other services are also available by arrangement, these include: Speech and Language Services, CAMHS workers, Educational Psychology Service; Butterfly and Phoenix Projects.
- SEMH support is provided to students through our Thrive rooms, here student have long term interventions, some identified students are able to use Thrive as needed, some have respite.

Communication with Parents

What the school provides:

- The school website provides a contact email for all staff and a school telephone number for general enquiries.
- At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.
- Designated staff visit feeder schools during transition.
- Our summer school inducts vulnerable pupils about school procedures and makes them familiar with key staff faces and names.
- There is an Induction Day for Year 6 pupils and an Induction Evening for Year 6 parents. Additional contact days are made available for Year 6 pupils to come and experience working in our school, if they are needed and identified by the primary school.
- By appointment and within strict safeguarding limitations, parents and pupils will be escorted on a tour around the working school.
- 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 school questionnaires and via Parents' Consultation Evenings.
- There is a strong parent representation within the School Governing Body.
- The school has a dynamic and effective PTFA which parents are encouraged to join and support.

Working Together

What the school provides:

- The school has an active pupil voice.
- Pupils are invited to attend meetings of the Governing Body at appropriate times.
- Pupils are involved in active citizenship programmes. They have an opportunity to visit Parliament, talk with local MPs and visit the local council chamber.

- Staff appointments involve a pupil panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- The school has an active Buddy system running across the year groups, enabling older pupils to support and mentor younger more vulnerable pupils.
- Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis. Their feedback is used to inform school improvement planning.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school Parents' Evening. This feedback is used to improve this provision.
- Pupils with additional needs are able to make their views known in the pupil'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.
- Our Home/School agreement is signed at the start of each academic year. It supports safety and safeguarding for all.
- The Head Teacher is available via appointment.
- There is a governor linked to the school's SEND provision. This governor reports back to the full Governing Body. This ensures there is a regular, comprehensive review of provision.

What Help and Support is available for the Family?

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.
- The school website clearly signposts where support can be found.
- A designated teacher ensures that impartial careers advice and guidance is delivered to all 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.
- There is clear advice about appropriate progression routes.

- At key transition points, each pupil (and their parents/carers) receives an individual interview so that best advice, information and advice can be given.
- Pupils are given support in completing application forms for Further Education and Higher Education.
- Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans.
- School works with Families who may need higher levels of support through the Early Help Assessment process. This allows the school, the family and outside agencies to work together to meet the needs of students in school.

Transition from Primary School and School Leavers

What the school provides:

- The school works with feeder 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.
- The school holds an Induction Evening for pupils and parents in June each year for those starting their KS3 education the following September.
- There is a Year 6 Induction Day in July when children get a chance to experience their secondary school.
- Transition visits start in the Summer term for some pupils, following early liaison with feeder school. There may be some pupils who have earlier visits.
- Individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits.
- Year 6 pupils are invited to join in Summer School activities.
- All pupils including those with SEND needs 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 autumn term. This is open to any pupil and their parent/carer. Colleges attend and give presentations.
- A Careers Fair is organised for Year 9 which includes local employers, colleges and training providers.
- Follow-up drop-in visits are made by colleges to support potential pupils in completing applications. The school also offers this support to pupils.
- The SENDCO works closely with pupils, parents and external providers to ensure a smooth transition to Post-16 provision.
- Taster Days are offered and usually taken up by pupils in the summer term of Years 10 and 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the pupil and family.

- Subject departments engage with universities and colleges for subject specialist information.
- The school actively promotes the work of the Young Peoples Service, The Duke of Edinburgh Awards Scheme.
- Young people are encouraged to participate in uniformed service organisations Eg, Police Cadets, Army Cadets, and Sea Cadets.

Extra Curricular Activities

What the school provides:

- Breakfast is available each day from the dining room from 8.30 onwards.
- 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.
- All clubs, activities and trips are available to all pupils, 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 where additional support may be needed.
- 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.
- A range of extra-curricular opportunities are available to all pupils throughout the year which include: sports activities and teams; Duke of Edinburgh Awards; music and theatre events and many more. The schools more than grades programmes encourages students to get involved.