



# Mount Carmel

## R.C. HIGH SCHOOL



### **SEND – Local Offer**

Last review ed July 2024 / DSY and LBY

Next review July 2025 / DSY and LBY

*A Family of Faith & Learning*

<b>School/ Academy Name and Address</b>	<b>Mount Carmel RC High School. Wordsworth Rd Accrington BB5 0LU</b>	<b>Telephone</b>	<b>01254 233458</b>
		<b>Website Address</b>	<b><a href="http://www.mountcarmelhigh.lancs.sch.uk">http://www.mountcarmelhigh.lancs.sch.uk</a></b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>Yes</b>	<b>If yes, please give details: Mobility, disabled access.</b>	
<b>What age range of pupils does the school cater for?</b>	<b>11-16 years</b>		
<b>Name and contact details of your school's SENCO</b>	<b>Daniel Sweeney - 01254 233458 <a href="mailto:d.sweeney@mountcarmelhigh.lancs.sch.uk">d.sweeney@mountcarmelhigh.lancs.sch.uk</a></b>		
<b>Feedback</b>	<b>If you wish to give any feedback on our Local Offer, please contact Daniel Sweeney, details above.</b>		

## Accessibility and Inclusion

### What the school provides: -

- Mount Carmel High School buildings are spread over three floors with a lift,
- platform lifts and access ramps making all parts of the building accessible with the exception of five classrooms in the ROSLA block, these rooms are currently designated as English subject classrooms and alternative classrooms are available on the ground floor in the same block.
- There are two designated disabled car parking spaces immediately adjacent to the main entrance along with designated visitor parking.
- An environmental audit from the Specialist Visual Impairment Teacher was completed in the Summer Term 2014 due to two students with VI who started in September 2014. All classrooms are clearly signed and from September will have Level 1 Braille signage.
- There is one toilet area with disabled access which has hand washing, shower and hoist facilities. The medical bed is electrically height adjustable.
- Evac (evacuation) chairs are sited at each main lift point - above ground floor. All Teaching Assistants and Site Supervisors have had training from our in-house qualified trainer – refreshed termly.
- Nine Teaching Assistants have had and regularly update the Lifting and Moving of People” training, which is certified and requires renewing every three years (this training will only be renewed when necessary).
- 15 staff, including Teaching Assistants, Support Staff and Teachers have completed Epi-pen training.
- The school has two electronically height adjustable tables and use table height leg raisers routinely in classrooms.
- The school has 2 Neo2 word processors for use by students with long term needs such as arthritis and more short term needs such as a broken arm (laptops are also available).
- In consultation with the pupil and parents, the Business Manager and SENCO, complete Personal Emergency Evacuation Plans for pupils that require one.
- The school has 2 defibrillators. One is permanent based on site and the other is a portable defibrillator that is taken on school visits and sporting events.
- In line with our inclusive Ethos, the School has invested in Nurture provision. This room has been fully refurbished and will cater for our most vulnerable students. Led by the SENCo/TA3.
- Our physical environment is safe and welcoming.
- Corridors are wide and well lit.
- There are handrails on all stairs.
- There is clear visual signage around school and in all classrooms.
- We now have a Sensory room available for all our pupils.
- Policies are available in a print format from school or on the website. All Policies can be downloaded and adapted as necessary.

## Teaching and Learning

### What the school provides: -

- Students with SEN are identified in the Year 6 Transition Meeting between the SENCo/Head of Year 7 and the Year 6 Teacher/SENCo of the relevant Primary School and information regarding Free School Meals, Ethnicity is confirmed via the Common Transfer File. All students are assessed using Standardised Word Recognition, Reading Comprehension and Spelling using LUCID Exact in the first weeks of the Autumn Term. Those students with significant discrepancies in the Non-Verbal Reasoning and Verbal Reasoning CAT scores are assessed using the LUCID Rapid dyslexia screening tool. Parents of those students identified as requiring support / intervention are informed of all planned intervention. The students then receive targeted support from a Level 3 Teaching Assistant focussing on Maths and/or Reading Comprehension. Following intervention students are assessed again and the results updated on SIMs.
- In Key Stage 3 students arriving from Primary School at below EXS for English and / or Maths receive additional Literacy / Numeracy intervention as a class. Those students at Level 3 receive small group withdrawal intervention. Form L/N is in place to support this group to help close the gap.
- In class support is provided by a team of experienced Teaching Assistants. Intervention will take place in registration, during and after school.
- There are Neo2 word processors available in school for students with handwriting / recording difficulties.
- Each teaching and non-teaching member of staff is provided with information at the start of each academic year regarding the new intake of students. This information including medical conditions and students with Statements is provided for all staff.
- Newly Qualified and newly appointed staff follow a structured induction programme which includes a training session delivered by the SENCo.
- The school follows the examination guidelines from JCQ to put in place additional access arrangements that are appropriate and meet the needs of the individual student.
- Individual teachers are responsible for differentiating work and making lessons accessible to all.
- Every Child in Year 10 has the opportunity to take part in a 1-week work placement
- Students in Key Stage 4 who require support due to below average academic progress are offered additional support in place of one of their GCSE options. This provides the opportunity for targeted support / intervention without withdrawal from another GCSE course.
- In school attendance, progress, behaviour and engagement is monitored and reported back to the LA regularly through the quarterly attendance network meetings. Attendance intervention including meetings with parents and attendance panels take place.
- We are in the process of looking into creating SEN provision maps illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs.

## Keeping Children Safe

### What the school provides: -

- For specific students a preliminary assessment is made by the Business Manager / SENCO during a school visit before the student (s) starts at school. LA and present school representatives attend this meeting and assist with the assessment.
- The reception area at front of school is the designated place for students to be dropped off or picked up. Two designated parking / waiting spaces are for disabled access / emergency vehicles.
- Students in receipt of transport to and from school via the LA Travel Unit are collected from school reception.
- Room F7 provides safe-haven and supervised support for children at break, lunchtimes and afterschool.
- Breakfast club is on in the morning in the 12\* Dinner (full access)
- 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.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students as appropriate.
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request.
- Risks for an individual are considered where appropriate as part of a Care Plan and / or a Moving and Handling Plan or a Personal Emergency Evacuation Plan. These are subject to review when needs change or as part of an annual review – currently in May each year. These Plans are reviewed in consultation between the parents, School Nurse and SENCo – other staff and professionals are involved as appropriate.
- The school has an H&S Committee that meet up termly to review the school’s procedures, policies and working practice.
- Governors review all RIDDOR injuries/incidents at the Resources termly meetings.
- All Curriculum Leaders and Team Leaders are responsible for their departmental risk assessments which are reviewed on an annual basis.
- Health and Safety is reviewed regularly at both Governors level and departmental level. Any concerns are discussed with the Business Manager.
- The Health and Safety Governor conducts an annual Health and Safety workplace inspection and provides a report for the Full Governing Body on his findings. Any actions identified from this report are actioned by the Business Manager.
- The Assistant Site Manager conducts half-termly workplace inspection and reports any findings/concerns to the Departmental Leader and the Business Manager.

## Health (including Emotional Health and Wellbeing)

### What the school provides: -

- Medication is routinely stored in school Pastoral Office. There are numerous staff who are First Aid trained, additionally approximately 15 staff have also had Epi-pen and Defibrillator training. All medication is kept in the school office. For the safety of all the community, students are not allowed to carry medicines in school. Medication is 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 plans.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some "rescue" medications are kept in more than one location in school as a reserve.
- A Care Plan is drawn up in conjunction between the parents, medical professional and child where appropriate. The plan is agreed and signed.
- Care Plans are held centrally in the school office and Additional Needs Office. They are reviewed by the School Nurse at least annually or if circumstances change.
- Where needs are identified in transition meetings and the school is not able to meet those needs, training is initiated for current staff to meet those needs.
- Key Staff are briefed by the school nurse regularly about students with medical needs. Additional training for staff or first aiders is arranged by the school business manager 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, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance, for specific individuals the protocol is to ring for an ambulance immediately. Key staff have walkie-talkies to contact the main switchboard if necessary. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health 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. Previously this has included Speech and Language Therapists, Physiotherapy, Occupational Therapist Specialist Teacher – Hearing Impaired, ELCAS Asian Heritage Mentors and Educational Psychologists.
- If a parent is not available to go with their child to hospital a member of staff will travel with the pupil in the ambulance.
- Additional training for staff or first aiders is arranged by BGY.

## Communication with Parents

### What the school provides: -

- School website provides a school email address and 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 the new intake to the school key staff members are introduced to parents and pupils.
- Key staff visit all feeder schools during transition.
- Additional "Next Steps Days" are made available for Year 5 and Year 6 pupils to come and experience our school.
- Parents can come and visit school by appointment; they will be escorted on a tour around the working school within strict safeguarding limitations.
- Feedback is actively pursued by report slips, school planners, questionnaires, and our thriving parent consultation group. 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 Parent / Teacher Association is thriving organisation which regularly supports school events, raises money for school projects and is used to consult on a range of school initiatives.

## Working Together

### What the school provides: -

- The school has an active student voice which is involved in the recruitment process of all staff and regularly consulted to shape school policy.
- We have Form representatives on the Year councils which meet regularly.
- School Council reps meet each term and information is fed upwards and downwards.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions, and feeds back information to the appointments panel.
- The school has an active Peer Mentor system running across the year groups, enabling older students to support and mentor younger students.

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

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## Extra-Curricular Activities

### What the school provides: -

- Breakfast is available each day in the dining room from 8am and a homework club operates four afternoons each week (Monday – Thursday) until 4pm. This provision is staffed by Teaching Assistants with additional targeted support for SEND students is available each Wednesday and Thursday.
- Parents are required to pay for individual music tuition.
- All clubs, activities and trips are available to all students, and will include an appropriate risk assessment. The school uses the EVOLVE system recommended by the LA.
- All 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 Peer Mentor system where older pupils offer guidance, help and friendship support to younger students.
- A Nurture room is available to but not exclusively to, socially or emotionally vulnerable students, and actively promotes social integration and friendship support under the supervision of adults.

## 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 October and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCo, following Open Evening.
- Transition visits start in the spring term for some students, following early liaison with feeder school.
- The SENCo attends Annual Review Meetings from Year 5, and Transition Review Meetings, 'little steps' days are used where appropriate to support with our most vulnerable students.
- Groups of students are given increasing access to the school, via pre-arranged visits. For specific individuals' visits are arranged throughout the summer term.
- The Head of Year 7/APL and other Key Staff visit feeder primary schools in the summer term, to give information, advice and guidance to Year 6.
- Year 6 FSM and CLA students have been targeted to attend the 2-week Summer School (when running).
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from a named specialist teacher.
- Local Colleges (ACROSS and St Mary's Blackburn) attend Parents Evenings from Year 9 onwards.
- A careers event is held in school involving all the local post 16 providers. This is open to any student and their parent/carer. The Young Peoples Service support statemented students.
- Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.
- YPS engage with SEND students prior to Transition Reviews in Year 9 and stay in contact through to leaving Year 11. Students and parents can request an interview at any point.
- The SENCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision, including arranging additional visits after Year 11 exams are concluded.
- Colleges" offer Taster Days" and usually taken up by students in Year 10.
- Additional advice, information and guidance is provided about local colleges and training providers by the school, with the agreement of the student and family.
- The school has a section in the library dedicated to careers which holds information on many universities and colleges as well as information about employment and training opportunities. This information section in the library is updated regularly.
- The school employs a specialist CEIAG Officer on a permanent part-time basis.
- All students in Year 10 are given the opportunity to undertake a period of Work Experience.