

## **SEND and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Penwortham Priory Academy

School Number: 07502

<b>School/Academy Name and Address</b>	<b>Penwortham Priory Academy</b>		<b>Telephone Number</b>	<b>01772 320250</b>
	<b>Crow Hills Road Penwortham Preston Lancashire PR1 0JE</b>		<b>Website Address</b>	<b>Priory.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>NO</b>			
<b>What age range of pupils does the school cater for?</b>	<b>11-16</b>			
<b>Name and contact details of your school's SENDCO</b>	<b>Amanda Holland</b> <a href="mailto:a.holland@priory.lancs.sch.uk">a.holland@priory.lancs.sch.uk</a> <b>01772 320250 Ext 239</b>			

<b>Name of Person/Job Title</b>	<b>Amanda Holland</b> <b>SENDCo</b>		
<b>Contact telephone number</b>	<b>01772 320250 – main line</b>	<b>Email</b>	<a href="mailto:a.holland@priory.lancs.sch.uk">a.holland@priory.lancs.sch.uk</a>
	<b>01772 320265 – SENDCO direct line</b>		

## 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 preSENDing activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

- The majority of classrooms are on the ground floor. The exceptions to this are the Maths Department and two ICT suites, which are on the first floor both of which have lift access.
- The corridors are wide and classrooms are spacious making all parts of the school accessible.
- There are three accessible toilets one in the main building next to LEAP, one in the new Hex building and one in the Technology Block.
- The medical room has a medical bed, lockable storage, toilet and hand washing facilities.
- There are two designated access parking spaces by the front entrance for disability vehicles.
- There are wheelchair access ramps at the front of the school and the science corridor entrance, all other entrances are at ground level.
- All policies are available upon request.
- The school does not use height adjustable tables.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
- 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 SEND and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- 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 SEND 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

- **Students with SEND are initially identified through the transition process in year 6. Liaison between Priory and the feeder school takes place via the Transition Manager.**
- **Upon entry students are assessed using the NRA for reading and comprehension and Young for spelling. More standardised testing would take place through the WRAT. All year 7 pupils also take the CATs**
- **Updates are made annually or more frequently if required. The school will refer to external agencies for assessment or diagnosis as appropriate and following consultation with parents / carers.**
- **Classroom based support and intervention can take place in a variety of ways including, in-class TA support, small group withdrawal or in a one to one setting. All of these take place during or after the school day and are delivered by either specialist teachers or experienced Teaching Assistants.**
- **Laptops and other technology are used regularly within lessons and enhance the learning process. They are a particular support to those pupils with identified handwriting and recording difficulties and for many become their 'Normal way or working'**

- **School will consult experts from a variety of external agencies to advise and support across a range of SEND.**
- **Each teaching and non-teaching member of staff is given relevant training 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.**
- **Regular updates are given to all staff, by the SENDCo, via whole staff briefings, pastoral briefings or face to face meetings. External training is made available to staff if required.**
- **Within the SEND team, staff have a range of specialist skills and qualifications including, ASD, Spld, HI, Dyslexia and Emotional Literacy.**
- **External specialists for EAL, ASD and Speech and Language work within the department on a regular basis.**
- **The school works within the examination board guidelines to put in place Exam Arrangements that are appropriate and meet the needs of the student.**
- **Making lessons accessible to all is the responsibility of the individual subject teachers.**
- **At Key Stage 4 we can offer a Vocational Option, where students have access to Vocational courses within school and external Vocational Qualifications at Local Colleges. This is offered on an individual needs basis once a pupils suitability has been assessed.**
- **Every child in year 10 has the opportunity to participate in a one week Work Experience Placement.**
- **There is an Attendance / Family Support Officer and two Pastoral Managers based within school who monitor the attendance, behaviour of pupils and ensure that the safeguarding of the pupils is effective in school.**
- **The school provides parents with three report feedbacks per year, two are grade based and one is through parents evening. For year 7,10 and 11 there is also a 'Settle factor' report and parents evening at the beginning of the year.**
- **Both individual pupils and identified groups are well supported and resourced in order to met their needs.**

## 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 SEND support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEND and Disability?

### What the school provides

- All EHCP's are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance.
- Review reports are provided by the school, external agencies / professionals, the student and the parent / carer. These are shared in advance of the meeting, which are held at mutually agreed times. Students are encouraged to attend and participate in their meetings.
- Progress of other students with SEND support needs is monitored termly in line with the school assessment and reporting procedures. These are used to inform the review of the students IEP's, which is carried out twice a year.
- Internal tracking systems are used in order to monitor the progress of individuals and identified groups.
- Progress data is shared with parents three times each year, both through written reports and face to face meetings at parents evenings.
- The school encourages and promotes open communication between parents and staff. Parents are free to contact school via phone or email at any point to discuss any concerns they may have.
- The SENDCo and the Learning Manager are available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- The school is required to measure the progress of, individuals and identified groups of students, using nationally agreed standards and criteria, as well as progress the individual makes socially, emotionally and behaviourally.

## 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

- Where required the SENDCo and School Health and Safety Officer will liaise with parents / carers, primary school and Medical Professionals to discuss any possible access arrangements and implement a risk assessment. This will take place during the summer term, whilst the child is in year 6 or at any other point of entry.
- All risk assessments made are stored within school. These are subject to regular review and change when necessary.
- There is a sheltered reception area at the front of school, which is a safe place for students to be dropped off or picked up by a responsible adult. Children are released to adults subject to safeguarding procedures having been carried out.
- There are three reserved parking bays at the front of school, one for visitors and two for Disability vehicles.
- A variety of school clubs and sporting activities provide supervised support for children at breaks and lunchtimes.
- There is a Targeted Homework Club, which runs before school, at break and lunchtimes and after school which is supervised by Teaching assistants and aided by Peer Mentors. This provides a safe haven for some of the more vulnerable children.
- All school trips are processed through the Evolve system and risk assessments are attached to forms. These are checked with the school EVC and implemented by responsible staff / group leaders.
- The School Policy on safeguarding is clear. It is inclusive and comprehensive, which additional specifications for students with SEND.
- The School's anti-bullying policy is available on request.
- The school operates an 'Open Door Policy' at breaks and lunchtimes and pupils are expected to manage the process individually.

## 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

- All prescribed medication is kept in a secure cabinet within the main school office or the Pastoral Office. All medicines are clearly labelled with the student's name and dosage instructions. These are checked carefully and instructions read before administration. Only Medications for pupils with individual care plans are kept.
- All medication is regularly checked by staff for expiry dates and parents are contacted to replace if necessary.
- For the safety of other pupils we do not allow the students to carry medication in school.
- A whole school medical register is kept and held centrally in the main school office and by the SENDCo, these are also shared with all staff, via the school Synergy system.
- Care plans are completed in conjunction between the parents / carers, the child, medical professional and school. The school completes a home visit and a meeting is called in school where the plan is agreed and signed by the staff responsible and the Headteacher. Care plans are reviewed annually or more often if required.
- Copies of individual Care Plans are also held by the SENDCo and Office staff. All school First Aiders are made aware of the specific needs of all students in receipt of a Care Plan.
- The school nurse operates a referral system where staff or pupils can request an appointment with her within school.
- The school nurses provide regular updates / briefings about students with medical needs. Additional training for staff / first aiders is arranged via the school nurse or other medical professionals.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact the office / first aider. The first aider will make the decision regarding treatment on the spot, or whether an ambulance is required. The Headteacher (or Deputy Headteacher) is contacted immediately. At breaks and lunchtimes, key staff have walkie-talkies to contact the main office to report a medical issue.
- In the event of an emergency, an ambulance is called immediately along with the emergency contact adult for the child.
- The school allows access to outside medical professionals to visit students during school hours, via appointment and subject to the school safeguarding protocols.
- CAMHS workers, Speech and Language services, ASD and Hearing

**Specialist hold regular sessions with individual students within school.**

## 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 (eg 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

- The school website provides the contact details for all staff at school. Individual email addresses are available and telephone enquiries can be fed through the main school office.
- Key members of staff are introduced to parents at the New Starter evening, which is held in the summer term.
- During additional transition meetings held in school, relevant staff are introduced to both the parents / carers and the child.
- The transition manager meets with year 6 class teachers and visits all the children in their primary school settings prior to their start in September.
- For more vulnerable children or those with SEND, additional visits to primary schools are made by the SENDCo. To ease transition and if it is felt appropriate, students are invited to visit Priory during the school day to tour the school or have taster sessions within the school setting.
- The school operates an Open Door policy. Parents / carers are encouraged to contact school at any time. Visits can be made by appointment and parents / carers and students will be escorted on a tour around school. These visits will be carried out within the safeguarding guidelines.
- Progress reports are formally reported to parents three times throughout the academic year. Additional contact will be made by staff if there is any area of concern or celebration.
- Feedback from parents is encouraged and can be given via email, report slips, questionnaires, Parent Forum or the Parent representatives on the Governing Body. School act upon the feedback given.
- There is Parental representation on the School Governing Body, which covers the all aspects of the school community.
- Designated Child Protection Officer information is displayed in the reception area.

## 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 Trustees?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEND and their families?

### What the school provides

- **Student Voice is a key priority of the school community. Representatives from all year groups and Houses form a school council. They meet regularly to discuss whole school projects, events and issues passed on from their form members.**
- **Senior prefects have weekly meetings with the Headteacher and other members of SLT.**
- **Students are invited to attend and contribute to meetings of the Governing Body at appropriate times.**
- **All students follow a Citizenship and PSHE programme, which allows them to explore issues in the wider community. Outside speakers, such as local MP's and Councillors are regular visitors to school.**
- **Staff appointments involve a Student Voice panel. Questions are pre-prepared and answers, including the pupils opinions are fed back to the interview panel.**
- **All years 7-9 pupils complete the Accelerated Reading Programme through their English lessons. For lower ability readers a differentiated reading programme is used called Reading Plus.**
- **Students are asked to complete questionnaires on a regular basis about school, their learning and wellbeing.**
- **Parents are asked to provide feedback following review day, parents evening or other events held in school.**
- **For children with SEND annual reviews provide the opportunity for the views of parents and child to be recorded and acted upon.**
- **There are parent representatives on the Governing Body. When a vacancy arises for a Parent Trustee position, vacancies are advertised via letters home and parents apply in accordance with the Governing Body Constitution.**
- **A Home / School agreement is signed by both parent / carer and student at the beginning of each academic year, which supports the safety and safeguarding for all.**

- The SENDCo liaises with the SEND Trustee and prepares a report highlighting intervention and its impact within school and an overall review of progress.
- A nominated SEND Trustee is elected annually.

### 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

- The school is able to offer assistance with the completion of paperwork. The list of contacts / emails on the school website provides information on the relevant member of staff to be contacted.
- Impartial Careers advice and guidance is delivered to students via the PSHE days and a Designated Careers Advisor. A variety of local Colleges and Outside Agencies are invited into school in order to assist with the delivery of this information.
- Students are given guidelines and support in the completion of application forms / letters and the writing of CV's and Personal Statements.
- Students with EHCP's currently have a 1:1 interview with the LA's career officer as part of statutory requirements.
- Unless identified through EHCP's school does not generally create individual travel plans. School buses are operated by the LA.

## 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

- The school has strong links with feeder primary schools and works on transition from year 5 to their arrival in year 7. Both the Transition Manager and the SENDCo liaise with Parent Partnership in order to support Parents / carers and their child.
- An Open Evening is held every September where both year 5 and 6 pupils are invited to attend. If required additional meetings with the SENDCo or Learning Manager are held following the Open Evening.
- Transition meetings are held in the summer term, where all feeder primaries are visited and meetings held with the year 6 class teachers.
- Year 6 pupils attend an Induction day in June, where they are introduced to their form and tutor and have the opportunity to sample a variety of lessons.
- Where appropriate, additional visits for more vulnerable children or those with SEND are arranged via the SENDCo.
- All students are offered Careers Education Advice and Guidance.
- Local Colleges and Training Providers attend year 9 Options Evening and Parents Evenings in year 10 and 11. These are open to all students and their parent / carers.
- At KS4 Local Colleges deliver assemblies and hold lunchtime drop in sessions, open to all pupils.
- A LA representative works closely with all Year 9 and Year 11 students with an EHCP, providing careers guidance, liaising with the colleges on the students / parents behalf and providing a written report to contribute to the students annual review.
- An additional interview with an advisor can be requested on behalf of the student at any point, this is done in conjunction with the school and parent / carer.
- The SENDCo works closely with students, parents and external providers to ensure a smooth transition post 16.
- Curriculum areas liaise with local Colleges and Universities for subject specialist information.
- The PSHE programmes guide the students on Financial Awareness, Application / interview techniques, Employment and training Opportunities. These are delivered by specialist staff, both from in and outside of school.

- **All year 10 students will take part in a two week Work Experience placement in the summer term.**
- **Those students who opt for the Vocational option at KS4 will complete a Vocational Qualification at a local College, which contributes to the Progress 8 Measure.**
- **The school delivers the Duke of Edinburgh Award Scheme, which is open to all KS4 pupils.**
- **A permanent member of staff is employed as a Transition Manager, for the equivalent of four days per week. Their role oversees the students transition into high school either at the beginning or midway through the academic year.**

## 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

- There is no before and after school child care offered by school.
- Most Curriculum areas offer extra- curricular activities, including a variety of sports, drama, music, film and media, science and STEM.
- These run at either lunchtime or after school, there is no additional cost for these activities, unless they are being delivered by an outside agency.
- Individual music tuition is arranged at the parental request and does incur a cost.
- All clubs, trips and residential activities are open to all students but are subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents / carers.
- For socially or emotionally vulnerable students the Peer Mentors offer support and guidance. This is done either through the form group setting or during the lunchtime homework club and under the supervision of a member of staff.
- Staff will refer and concerns regarding vulnerable pupils to the Head of House, Pastoral Manager, Inclusion Manager or SENDCo.
- Individual consideration is given to those pupils for whom cost is an issue.