



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **St Mary's Catholic High School**

School Number: **07102**

<b>School Name and Address</b>	St Mary's Catholic High School Royal Avenue Leyland PR25 1BS		<b>Telephone Number</b>	01772 421909
			<b>Website Address</b>	http://www.lsmchs.com
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	No	Yes	If yes, please give details: Internal lift for wheelchair access	
		✓		
<b>What age range of pupils does the school cater for?</b>	11-16			
<b>Name and contact details of your school's SENDCO</b>	Mrs Veronica Schofield			

Person responsible for maintaining details of the Local Offer

<b>Name of Person/Job Title</b>	Mrs Veronica Schofield, SENDCO		
<b>Contact telephone number</b>	01772 421909	<b>Email</b>	v.schofield@lsmchs.com

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	http://www.lsmchs.com/wp-content/uploads/2014/12/LO-LEYLANDSTMARYS2.pdf		
<b>Name</b>	Mr Philip Thompson	<b>Date</b>	September 2020

Please return the completed form by email to: [IDSS.SENDEforms@lancashire.gov.uk](mailto:IDSS.SENDEforms@lancashire.gov.uk)

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

### **What the school provides**

#### **Access to buildings and equipment:**

Disabled parking space available close to the main building. The main building houses a lift to the first floor, wide corridors, with double fire barrier doors which release on fire activation. Two areas of the school that do not currently have wheelchair access are part of the old structure. These are Art rooms and Pastoral Services on the first floor.

The main building houses Technology, Science and Humanities on the ground floor, with Maths, English and MFL on the first floor which can be accessed via the lift. The Learning Resource area is large and open plan, there is easy access to the Drama Theatre and the dining hall. Lockers at various heights are situated outside under cover, there is seated areas and designated play areas, a netball court, a multi-purpose games area which are all accessible. The sports hall and dance studio are located in a separate building and these too are accessible.

The science department has adjustable height tables for wheelchair users and for special support chairs. There are seven disabled toilet facilities. Five are situated in the main building, one adjacent to the dining hall and two are on the ground floor adjacent to Technology and Science, both on the ground floor. Two are situated on the upper floor in the main block adjacent to Maths, MFL and English. We have a motorised bed in one of the other two disabled toilets, situated in the Nurture/Pastoral block.

#### **Support for visually impaired and hearing impaired students:**

The school has had pupils with Visual Impairment and risk assessments have taken place to ensure safety visual strips are on the newer staircases. Staff work with our visually impaired on an individual basis; one has use of a school laptop.

For pupils with hearing impairment, staff are supported in how best to place in lessons and have an understanding of how to use a FM system. Should a pupil arrive at the school who require a hearing loop, funding can be applied for this to be fitted.

#### **Support for students with EAL**

Pupils who arrive in school with language difficulties may require the support of the EAL Service. Withdrawal support is also offered by the SENDCO who works closely with the EAL provider. If pupils speak a different language a dictionary is available for them.

### **Use of other specialist equipment**

Each classroom has an interactive whiteboard. TAs help pupils to move around the school from class to class and will take children out of the lesson early if needed, e.g. to ensure pupils get lunch. The school has equipment supplied by the Local Education Authority. They have also trained teachers and TAs to use the equipment safely. Pupils can have the use of a laptop to support literacy needs.

The School has a defibrillator available in the main reception area with trained staff available. Parents with additional needs of their own are welcome at any time but will need to make an appointment, to discuss verbally the needs of their child. Care Plans and medication are also kept in the main school office. Information for parents can be enlarged if requested to do so. The SENDCO can meet with parents/carers of children with additional needs to offer support and any additional guidance

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

#### **Identification of Pupils with SEND:**

Before pupils start in Year 7, the Pastoral Leader visits our feeder schools where pupils and their Year 6 teachers work together to get information to support a smooth transition. Following this, the SENDCO and/or TAs visit those pupils identified with SEND to establish strategies for success. If needed, the new Year 7 pupils with special education needs have transition mornings and afternoons while they are in Year 6. In some cases, the TAs at St Mary's visit the feeder primary schools to meet with pupils in advance.

Any pupils with medical needs may require risk assessment to take place before they start in September in order to ensure their safety. On arrival at St Mary's, whole school screening assessments take place for reading, spelling, comprehension and numeracy. CAT tests (Cognitive Ability Test) are also carried out.

**Support:**

All teachers share best practice for SEND pupils and it is delivered through Quality First Teaching. A full audit of SEND pupils is conducted and updates are made as needed. This includes shared strategies, ILP's for E and K pupils and standardised scores of SEND pupils which is updated on the secure SIMS network for staff to use to inform their planning and classroom strategies.

Pupils who have weak literacy may have weekly withdrawal lessons with TAs with a literacy speciality. The school has fully qualified and experienced Teaching Assistants. There are four Level 2 Teaching Assistants and one Level 3 Teaching Assistants. There is also a Pupil Premium Co-ordinator who works with pupils who are both Pupil Premium and who have SEND.

Tutoring intervention takes the form of small English and Mathematics groups, across both Key Stages, for targeted lessons. General in-class support is targeted at pupils' specific needs whether it is learning or social and emotional difficulties. Literacy intervention is available through timetabled lessons and activities.

The school buys in specialist support for children with ASC/SEMH from Inclusion and Disability Support Service (IDSS). The school also has access to an Educational Psychology service who works with children and with staff for training in all areas of SEND. The SENDCO delivers training through regular teaching and learning briefings and INSET for teachers.

**Nurture:**

Vulnerable pupils have access to a nurture facility if needed. Nurture is open at breakfast, break and lunch for any pupils who wish to attend and is run by the teaching assistants.

Two of the teaching assistants offer Mentoring for any identified pupils. The SENDCO and Pupil Premium Co-ordinator are working closely with CAMHS for pupils whose difficulties require this additional input.

The SENDCO holds weekly meetings with all teaching assistants. This is to share strategies and to highlight any difficulties. Any strategies or concerns are then shared with teaching staff as appropriate.

**Access Arrangements:**

Pupils are tested in Year 10 for exam concessions by the SENDCO. The school provides readers, laptops, scribes, separate rooms, rest breaks, extra time and prompts for pupils who meet the criteria outlined by exam boards. Identified pupils will have concessions within the normal assessment structure to provide a 'normal way of working' for their GCSEs.

**Pupils who need extra support:**

Parents/carers meet with the SENDCO at the start of Year 7, or in Year 6 if appropriate, to discuss the needs of their child. Annual reviews take place for pupils who have Statements of Special Educational Needs or Education Health Care (EHC) plans. Pupils who may be experiencing difficulties can be reviewed at any time during the school year. Children who receive learning interventions in school have an ILP which informs any extra strategies put into place, along with test results which show progress.

All parents are encouraged to contact school if they have concerns or information about their child and the SENDCO may call a parent to highlight any concerns.

**Attendance:**

The Attendance Officer who monitors attendance, works closely with the SENDCO to support any difficulties arising. The SENDCO also co-ordinates with the Family Support Worker and

Safeguarding Officer. The Learning Support department has a SEND provision map to support individual pupils or groups. This is broken down into Wave 1, Wave 2 and Wave 3 depending on the need of the pupil. Intervention is recorded and parents are informed about any additional intervention support.

- 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 SEN support needs?

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

All educational visits have a risk assessments attached to forms, checked by group leaders/responsible staff. A first aid trained member of staff will be present on all educational visits where a risk has been identified. Teaching Assistants accompany pupils with SEND.

Teaching Assistants also support children in P.E. lessons if required. School policy on Safeguarding is clear. Yearly Child Protection training takes place. Risk Assessments are initiated by the Safeguarding Officer and the Family Support Worker with the SENDCO as appropriate.

Personal Emergency Evacuation Plans are also in place for any pupil who has physical disabilities.

Parents/carers can find details of the schools Anti-Bullying Policy, and all other policies, on the school's website.

- 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**

### **Medical Needs:**

Pupils with additional medical needs are highlighted in the confidential Information Booklet. Diabetic pupils, pupils who use Epi-pens or pupils who have severe allergies have individually named boxes which are kept in the school office, along with their Care Plans. All staff have access to Epi-pen training at the start of the school year. Care Plans are drawn up following a face to face meeting with parents, carers, pupils, school nurse, school first aider, SENDCO and Pastoral Leaders. All staff have access to Care Plans.

In case of a medical emergency all staff know to: Contact school first aider, assess needs, call 999 for assistance if required and inform parents or carers. Pupils will be accompanied to hospital by a member of staff if parents have not arrived at school. Within school there are sufficient qualified first aiders who regularly update on their first aid knowledge. There are fully qualified members of staff who can administer first aid and some are trained to use the school's defibrillator.

All trips have qualified first aiders on them. The school has a school nurse who visits weekly and the SENDCO co-ordinates with Occupational Therapy and CAMHS as needed.

- 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**

### **Year 6/7 Transition:**

The SENDCO visits the pupil’s primary school if a pupil has a special educational need. There is a transition day for all pupils in Year 6 where pupils can meet the Pastoral Leaders, Pastoral Assistant and their Form Tutor. In June, there is an information evening for new Year 7 parents where they can meet key members of staff.

Within the first half term the SENDCO invites parents and carers of children identified with a special educational need into school for a meeting. When appropriate, any pupil with SEND can visit St Mary’s for sessions to familiarise themselves with the school and to meet our TAs. The SENDCO can meet with parents before transition if needed. Information about an individual child’s needs is communicated to staff by the SENDCO on the first day of term and through the SEND handbook.

### **Communication:**

It is possible to make an appointment or ring the School Office, however if a parent has an immediate concern they will be seen without an appointment. Parents are invited to phone or email the school SENDCO for advice or support at any time.

There is a non-teaching Pastoral Assistant who is always available to deal with any concerns. Within each academic year there are three effort and progress reports and one full written annual report. In addition, pupils who have an EHC Plan have an Annual Review and Interim Reviews as needed. The review forms part of the Provision Map.

### **Feedback:**

The school welcomes any feedback about parent views of the school. There is also an evaluation sheet enclosed in the pupil’s report to be returned to school and an evaluation feedback form at parent’s evening with an opportunity for any comments.

The school regularly requests the views of pupils through Pupil Voice. There is a notice board on which updates will be posted as ‘You Asked, We Did’.

- 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 governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)

- How do home/school contracts/agreements support children with SEN and their families?

## **What the school provides**

### **Pupil Voice:**

There is a School Council which is open to all pupils. There is a representative from each form group often elected by the pupils in the form group. There is an active Pupil Voice system in school and a pupil Think-Tank.

Pupil views are also shared with subject staff. This is carried out by the SENDCO and focuses on how the pupil works best in lessons and highlighted in the All About Me profiles.

At interviews there is a pupil panel where pupils have the opportunity to ask candidates their own questions. Tours of the school are conducted by pupils. All pupils have the opportunity to be Prefects and attend the Prefect Review Panel.

### **Parents/Carers:**

As well as Parents' Evenings and Review Meetings parents/carers are welcome to come into school and discuss their needs at any time.

### **Governors:**

The SEND Department has a nominated governor. The pupils take an active role in charity fundraising events and can become active members of the School Chaplaincy Team.

The SEND Governor works closely with the SENDCO to support the development of SEND policy.

The school has a Home/School Agreement which is completed at the start of Year 7. This outlines what is expected of the school, the pupil and the parent/carer.

- 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**

### **Support with Paperwork:**

The SENDCO can offer support parents/carers in the completion of forms and paperwork. Appointments to see the school's SENDCO should be made by phoning the school office. The SENDCO/School can direct families to outside agencies for help e.g. Parent Partnership. In addition, there are information, advice and guidance evenings on topics such as Internet Safety and information on options.

### **Information, advice and guidance:**

Pupils with Statements of Special Educational Needs or EHC Plans will have liaison meetings with Young People's Services for further guidance and advice on options and post 16 choices.



College representatives are invited to attend Year 9 and Year 11 Transition Reviews alongside the completion of the 139A Forms for pupils with a Statement of Special Educational Needs. Information, advice and guidance are provided by school staff or outside agencies.

### **Transport:**

St Mary's is able to offer a mini-bus service for those pupils requiring transportation to and from school, and for local school trips (Church services, e.g.)

- 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**

#### **Transition:**

Following initial consultation with the Pastoral Leader, The SENDCO visits SEND pupils at their primary school and discusses needs with the primary SENDCO. Parents/carers are welcome to see the SENDCO before their son or daughter starts school. Any extra transition visits are arranged for pupils with a Statement of Special Education Needs/ EHCP or if the primary school/parent thinks that a pupil would benefit from extra support.

There is new Intake Day at the start of July with designated TAs attached to form groups. There is also a New Intake Parents Evening in June, where booklets to support transition are given out, and individual meetings with the pupils' Pastoral Leader and SENDCO are available.

Pupils with an EHC Plan are seen by Young People's Services in Year 9 and Year 11 and an Action Plan is written to support pupils as they move through each transition phase.

St Mary's provides the following careers guidance to pupils: Option Evening/day in Year 9; Careers Fairs in Year 9, 10 and 11; three Work Related Learning days; five college assemblies; mock interview and interview technique sessions; local college taster days; prefect training days; college application guidance; Post 16 information drop-in sessions and targeted intervention for vocational pupils. For pupils with SEND additional support sessions or interviews can also be arranged separately. **This can be**

**School trips are organised as part of the curriculum and some reward trips are offered to those pupils who do not lose merits over the school year. Subsidies and financial assistance can be made available in special circumstances.**