



SEN and Disability

Local Offer: Secondary Settings

Tarleton Academy

School Number: 08502

School Information:

School/Academy Name and Address	Tarleton Academy Hesketh Lane Tarleton PRESTON. PR4 6AQ		Telephone Number	01772 812644
			Website Address	http://www.tarletonacademy.org/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	11-16 year olds			
Name and contact details of your school's SENCO	Mr A Case, SENCO Mrs Janet Batey, Inclusion Manager Contact details above.			

Person Responsible for updating the Local Offer:

Name of Person/Job Title	Mrs Janet Batey, Inclusion Manager		
Contact telephone number	01772 812644	Email	j.batey@tarletonacademy.org

Please give the URL for the direct link to your school's Local Offer			
Name	Janet Batey	Date	25.9.20

Accessibility and Inclusion

What the school provides

- Tarleton Academy is a smaller than average secondary school based in a rural community
- The school comprises of five separate buildings as well as a Sports Hall and Swimming Pool and are spread over a wide area.

The buildings and access are summarised as follows:

- Mersey Building – is made up of four floors and is the main base for Humanities (top two floors), Modern Foreign Languages (first floor) and the Dining Room (ground floor). This building has restricted access for those with physical difficulties as there is no lift and only a single staircase. Corridors and the stairway are narrow. There is potential for congestion at lesson changeover in some areas so movement requires careful handling.
- Lune Building – is home to the Pastoral Development Centre and the Main Hall on the ground floor. Towards the rear of the building there are stairs with Maths being based on the top floor, ICT and the Year 11 common room on the first floor and Food Tech based on the ground floor.
There is access to a Disabled Toilet on the ground floor.
- Yarrow Building – is predominantly the Science block. There are two Science classrooms on the ground floor and four Science classrooms on the first floor. There is also a computer suite, the Graphics classroom and Art on the ground floor.
- Ribble Building – Physical Education theory lessons are taught in the three classrooms on the first floor and Music and Drama are taught in the ground floor classrooms. There are also Music practice rooms.
- Aisling Building – There are seven classrooms on the ground and first floor, designated as English classrooms. There is access to a Disabled Toilet on the ground floor and a lift shaft for future development.
- Sports Hall – all on the ground floor including access to the changing rooms. There is access to a Disabled Toilet on the ground floor.
- Swimming Pool – access is by the ground floor with a slope for wheelchair access. Currently there is no disabled access to the changing rooms.
- All ground floor classrooms have wheelchair access. There are no lifts anywhere in school to access higher floors.
- The school does not use height adjustable tables as a general rule. School has a range of different height tables and chairs to support access to resources. Adjustable foot rests are also available on a number of chairs upon request.
- Laptops are available upon request for students experiencing difficulties with handwriting.
- There are a number of families with children at the school whose first language is not English. School have an arrangement with interpreters to transcribe letters from English to the preferred language. Arrangements can also be made upon request to have an interpreter present at meetings in school. This has included a Sign Language interpreter. Once identified the parents are sent an introductory letter in their first language asking them to let us know how we can best provide support.
- Coloured overlays are provided where appropriate as well as coloured paper. Once this support has been identified teachers are asked to produce notes and PowerPoints in the specified colour. As a matter general practise teachers are asked to use coloured backgrounds in any of their materials in order to assist all children.
- School uses the Indirect Dyslexia Learning programme. It is a software system that

supports reading and spelling for all children. It can be accessed in school or can be sent home for the student to download and work on at home.

- School policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.

Teaching and Learning

What the school provides

- The Inclusion Manager visits the feeder primary schools during the summer term of Year 6 in order to get up to date information about all SEN and vulnerable students and strategies that support these children. Communication is particularly welcomed with parents of these children during Open Evenings and at any other time.
- During the autumn term of Year 7 there are a number of cognitive psychometric tests that take place to assess the ability and attainment of the students. These include CAT tests and assessment of reading, spelling and mathematical ability. Close liaison is maintained with the Pastoral Development team so that any behavioural issues can be assessed. Subject teachers and Tutors are also encouraged to highlight any students with difficulties so that investigative work can be undertaken.
- School has good links with our SENDO, at Lancashire County Council, for any advice required on identification. At the stage where school are considering statutory assessment school will consider buying in specialist assessment packages.
- In Years 7 and 8 there is a Nurture Group. It is around 10 students who are identified as needing additional intensive work to allow them to access the mainstream curriculum more successfully and who are usually performing below age related expectations. Students are assessed on their vulnerability, academic, emotional and behavioural difficulties. The Nurture Group is taught by subject specialist teachers in subject classrooms. Students are moved into mainstream classes as soon as it is assessed they are ready.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.
- School have purchased a software package (IDL) to actively encourage improvement of spelling and reading skills of all students but specifically targeting those in the groups SEND, EAL and PP who account for the majority of students who fall into the Below Average range.
- Cognitive progress is checked regularly at pertinent stages through whole school with whole year group and targeted individuals being tested psychometrically. Results form the basis of recommendations from the Specialist Assessor for targeted intervention using internal and external resources where necessary.
- Academic progress is constantly monitored with parents receiving multiple academic reports per year. Most of these reports are data summaries of progress to targets and engagement in learning and at least one include comments from the child's tutor focusing on areas for development. Each Year group has at least two parents' evenings with at least one of these directly with subject staff.
- A timely assessment of all Year 10 students by the schools Specialist Assessor (training sponsored by school) ensures that all those students who meet the relevant eligibility criteria are awarded the appropriate access arrangements to allow them to achieve their full

potential despite any difficulties they may have (primarily SEND, EAL, medical and PP).

- At the end of Year 10 students have the opportunity to go out of school on work experience self placement schemes. This is not mandatory. In the past students with EHCP have experienced the working environment although it has been limited taking their difficulties into account.
- Individual teachers are responsible for making lessons accessible to all using highly differentiated work.
- The school subscribes to the Acorns Centre (PRU) in Ormskirk and Shaftesbury High School in Chorley. These are used for respite placements and on a very few occasions alternative provision for a range of students. One of our Assistant Headteachers (Progress and Intervention) liaises with offsite learning provision to ensure students are engaged and learning. The quality of provision is monitored through visits, phone calls and data collection.
- Through the West Lancashire Partnership attendance, progress, behaviour and engagement is monitored and reported back to school regularly, ensuring the quality of the provision and safeguarding of students effectively.

Reviewing and Evaluating Outcomes

What the school provides

- Children with EHC Plans of SEN are reviewed on an annual basis.
 - Year 11 are reviewed in December,
 - Year 9 and Year 10 are reviewed at Easter, and,
 - Years 7 and Year 8 are reviewed in July.Reviews can take place at any other time by request of parents or at the request of school.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is provided in advance, and meetings held at mutually convenient times. Summary advice is sent to the Local Authority, the parent/carer and school. Students are always encouraged to participate in their review meeting.
- Internal tracking systems are used to highlight the progress of all individual students as well as those identified with Additional Needs.
- All parents are welcome to contact the Inclusion Manager at any time either by telephone or by email to address any queries or worries that they may have. Appointments to meet are usually arranged for a mutually convenient time to ensure privacy and confidentiality. The Inclusion Manager acts as a focal point to coordinate any queries about concerns that parents may have if their child is experiencing difficulties.
- 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 well as progress in individual social, emotional or behavioural targets.
- All areas of school undergo rigorous quality assurance and self evaluation processes which lead to annually reviewed action plans.

Keeping Children Safe

What the school provides

- Extract From Current Health & Safety

We will ensure that so far as is reasonably practicable, all areas of risk are assessed and adequate control measures are put in place to ensure the health and safety of all employees, students, contractors, non-employees and anyone else affected by the school's activities.

Risk assessments will be undertaken by:	All staff as appropriate, overseen by Heads of Department and Resource Development Manager
The significant findings of risk assessments will be reported to:	Headteacher/Faculty Head and the Resource Development Manager
Action required to remove/control risks will be approved by:	Headteacher/Heads of Faculty
The responsibility for ensuring the action required to reduce risks is implemented is that of:	Headteacher/Heads of Faculty
Checking that implemented actions have removed/reduced the risks is the responsibility of:	Heads of Faculty
Risk Assessments will be reviewed: annually or when an element of the work activity changes significantly, whichever is sooner; and when advised by the county council. Risk assessments will be undertaken prior to the introduction of a new element of work activity.	Heads of Department / Resource Development Manager

- Handover arrangements for students at the start and end of the school day are agreed on an individual basis depending on the situation with the student. This is agreed as part of the risk assessment. Parents may bring students after the start of school & collect early to avoid the crowds while moving around school or the students may continue with their usual method of travel to and from school.
- Risk Assessments are carried out to ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips). Evolve is used for any educational visits.
- Bullying of all forms is covered during the PSHE days, discussions in tutor times and during assemblies. We have a strong student leadership programme that supports students who struggling with aspects of school, there are very few incident of bullying. When there is a suggestion or suspicion of bullying behaviour this is dealt with quickly and effectively.
- The anti bullying policy can be found on the school website along with any other policies. Hard copies are available upon request.
- Provision of a 'protected' environment for vulnerable students in the PDC Lunch Club (for example EAL, SEND, PP, medical and any other troubled child). This creates a positive relationship between staff and students and engenders a form of trust for those students who might find a busy school environment a challenge. This is generally for the more vulnerable students who might struggle in unstructured social situations. The Club is supervised by a member of staff and help can be given with homework or games played to encourage social interaction with other students. It provides a safe haven with supervised support for children at lunch times.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for students with additional needs.

Health (including Emotional Health and Wellbeing)

What the school provides

- School has a very good working relationship with our School Nurse. They hold a Drop-In clinic weekly in school during lunchtime for students to attend with any queries or concerns and have a dedicated room for their own use. They also carry out follow up appointments on an individual basis.
- The School Doctor is a Consultant Community Paediatrician based at Ormskirk Hospital. They attend a local GP's practice once a week to consider correspondence and see students whose parents have particular concerns. Our community paediatrician is a crucial part of our early intervention scheme in school to support students and their families.
- The majority of support staff are trained First Aiders.
- When the medical condition of a student may impact upon their education there is a process in place to draw up a Medical Care Plan with the lead being taken by the School Nurse, parents and school. These plans are reviewed and updated annually with close liaison between the parents, school and School Nurse.
- At the start of the academic year whole school training takes place on an INSET day in September. All staff are updated on those children who may have serious medical conditions. Cards are available in the Staff Room for all staff to familiarise themselves with those students who have medical problems that they should be aware of (photographs included).
- The School Nurse undertakes whole school training on Epilepsy, Diabetes, Anaphylaxis and Asthma annually, where necessary.
- In the case of a medical emergency school dials 999 and requests the attendance of an ambulance. If the parent can get to school before the ambulance leaves then they are expected to accompany their child. However if the parents cannot get to school before the ambulance leaves then a member of staff will accompany the child to hospital and stay with them until a parent arrives.
- Any medication which needs to be taken during school time is kept under lock and key in the General Office and is controlled by the Office Manager.
- All medication is checked regularly for expiry dates, and parents contacted to replace any items where necessary.
- Medical Care Plans are held in a secure office by the Inclusion Manager, who informs all relevant staff when necessary of any changes or updates.
- Other health and therapy services frequently visit school to target either a year group or individuals for whom a referral has been made. Regular visitors include Speech and Language Therapy, Occupational Therapy (Fine motor skills and Gross Motor skills), Young Carers and other early intervention services as required.
- Key staff have walkie-talkies to contact the General Office if necessary.
- For short term medical issues such as broken limbs an individual Risk Assessment is drawn up and shared with all school staff.

Communication with Parents

What the school provides

- The school website provides contact emails for enquiries which go directly to the Head's PA and the general school telephone number for general enquiries.
- School hosts an Open Evening in early October annually. This is aimed primarily at Year 6

children making a choice of secondary school. Children of other ages are also encouraged to attend earlier than Year 6 if they are looking for specialist provision in a particular area. Parents of older children already at the school are also invited as a courtesy.

- School welcomes enquiries from any family and guided tours of the school are always available by prior appointment. If a child is known to have additional needs then any meetings will also include the Inclusion Manager so that specific advice can be given.
- At the transition meeting for new Year 7's to the school key staff members are introduced to parents and students. Parents then have time with their child's new House Progress Lead and then their child's tutor.
- There are a variety of parents' evenings throughout the year. Year 7 & 8 parents have tutor evenings. Year 10 & 11 have an overview of the year with SLT. Year 9 has a Key Stage 4 information evening to prepare for options. Years 7 – 8 have one subject staff consultation evening and years 10 and 11 have two.
- Children in school receive six reports per academic year. Three of those reports include detailed, personalised comments from the child's tutor about progress and targets that may have been set. The other three reports are data shots so that parents are kept up to date with progress.
- Upon arrival at Tarleton Academy children are allocated a tutor in a House. We have four Houses identified by Olympic champions – Ennis, Farah, Wiggins and Daley. This House system encourages a sense of ownership and belonging in the children. Tutor groups are arranged vertically so that there is a greater sense of family and a development of social skills across the year groups.
- School encourages parents to contact the relevant Head of House if there are any academic queries. Any behavioural or social issues are dealt with by the Pastoral Behaviour Managers. Any queries about additional needs are dealt with by the Inclusion Manager.
- Parents are encouraged to contact school initially to arrange an appointment just to avoid disappointment if that particular member of staff is teaching.
- Parents are formally asked for feedback at Parents Evenings in the form of a questionnaire however school welcomes comments at any time about things that have worked well as well as any ideas about how things might work better.
- Parents are introduced to Tutors, House Progress Leads and Pastoral Managers at the Year 6 Induction evenings. All of these staff are available at all Parents Evenings for consultation. If in doubt any queries can be directed to the correct member of staff by the General Office.
- All staff are listed on the website and within the Reception area there are photographs of all staff.
- The Pastoral support team also work positively and proactively with the students and parents in resolving any issues. This builds good relationship with parents and carers in order to achieve the best outcomes for the students.
- There is a strong parent representation within the school Governing Body. This representation covers the entire broad demographic of our school community.

Working Together

What the school provides

- The school has a student leadership structure including School Captains and House Captains (4 houses with 2 captains each) and a variety of other student leadership roles which are predominantly Year 11. They are appointed in the summer of Year 10 following a rigorous application and interview procedure. At the beginning of Year 10 students are also invited to apply to become prefects and they are a presence around school at break and lunch.
- The school has an active student voice, house councils, a whole school council and regular

targeted student panels.

- School Council and House representatives meet regularly and information is fed upwards to the Senior Leadership Team as well as downwards to their peers.
- All staff appointments involve student voice, following lessons or feedback from a specific appointments panel.
- Students are asked to complete questionnaires about school, their learning and well being on an annual basis.
- Tarleton Academy students show excellent attitudes and are always willing to contribute to school life and help out on the various evening that are held in the school for external and outside visitors, including parent and open evenings.
- We believe as a school in our students and that peer mentoring is a strong part of the leadership programme, most students feel they are able to approach another student or member of staff if they have a concern.
- Vertical tutor groups, introduced in September 2012, ensure that students from all year groups mix well with each other with older students taking the lead on Year 7 induction. Year 7 feedback is that the Year 11 students are often seen as the best thing about school.
- School has seven Parent Governors on the Governing Body. This is half the governing body. Their term of office normally runs for four years but as a general guide there are often elections run for a vacancy about once a year. All parents are invited to join the Governing body and all parents are entitled to vote should there be an election.
- During parents' information evenings, each parent receives a questionnaire asking for feedback regarding the school and their child. Many parents take the time to complete the questionnaire and if any concerns are mentioned this is followed up by the relevant member of Senior Leadership Team.
- An information evening is held for each year group at the beginning of each school year where SLT and Pastoral Lead are present for any concerns or questions.
- Students with additional needs are able to make their views known in the feedback to their Annual Review. Parents are given the same opportunity.
- There is an SEN Nominated Governor who reports back to the Governing Body on a termly basis. The report emphasises the involvement, and the impact this has produced, by key agencies. This ensures that there is a regular, comprehensive review of provision.
- The school works with a wide range of agencies to support students with additional needs whether SEND or emotional/ behavioural these include Child and Adolescent Mental Health Service (CAMHs), Acers (including Acorns and Shaftesbury House), Child Action North West, Jigsaw, Pupil Access, SENDIASS, Inclusion and Disability Support Service, School Nurse and Doctor, Consultant Community Paediatricians, Educational Psychologists, Child and Parenting Service (CaPS), Add Action, Early Intervention Team, Home Tutoring Service, Specialist Nurses (diabetes, epilepsy, stoma), Alder Hay Liaison Team and close transition partnership with primaries.

What Help and Support is available for the Family?

What the school provides

- School operates a House system and vertical tutor groups, tutors act as academic mentors, setting targets which are regularly reviewed. House Progress Leads have been appointed to have a strategic lead in academic cross curricular intervention. The academic year begins with a whole school review day and individual target setting with tutors which is reviewed throughout the year and during a second Review Day in spring. Tutors act as academic mentors liaising between teachers and tutees in the pursuit of excellence. Professional

conversations are facilitated upon a daily basis in which the learning needs of students are assessed. Parents' evenings specifically with the tutor take place in Years 7 and 8 and they are encouraged to contact the tutor as appropriate.

- If parents require help completing paperwork then the Inclusion Manager will always assist where possible in a sensitive manner. Often this arrangement is made mutually as communications links are actively pursued.
- School can assist with help and guidance about support for individual students as well as support for the family. Accessing these services often requires the completion of a Common Assessment Framework (CAF) form which school will manage on behalf of the student and parents. Access to these services is normally discussed through meetings with the Inclusion Manager or the Family Support Worker. The school actively pursues the completion of a CAF as an early intervention and a range of staff are trained in completing the CAF forms.
- School buys in the expertise of an ASD/ADHD Specialist teacher. This support is predominantly for EHCP children in order to comply with their EHCPs. Access to this support can be arranged for other students who school feel may benefit through the Inclusion Manager who display characteristics that do not have a formal diagnosis.
- Students are given support in completing college application forms through PSHCE days and the CEIAG co-ordinator.
- Working in partnership with the Local Authority Travel Unit, we support the information received by parents concerning travel plans.

Transition from Primary School and School Leavers

From Primary school:

- Key members of school staff (PDM's and House Progress Leads) visit all of the primary schools early in the summer term of Year 6 to meet the children coming to our school and to allow the children to familiarise themselves with the staff. The Inclusion Manager makes separate arrangements to meet with the primary school SENCO's to ensure that pertinent information is passed on about those children with additional needs.
- Year 6 children are brought into school for two days to experience Tarleton Academy. The first day in June is to meet their new class mates and tutor and encompasses some team building activities and the making of new friends. The Year 6 Induction Parents' Evening is scheduled at the same time so that parents can identify with their child's tutor and pass on any further, pertinent information. The second day is a curriculum day where the children experience some of the lessons that they will have at secondary school.
- Parents of Year 6 children with additional needs are encouraged to contact the Inclusion Manager directly to organise extra visits for pupils, with parents, with their primary Teaching Assistant or with specialist nurses to ensure all relevant information is passed on.
- Care is taken when allocating tutor groups that children are placed with at least one friend to ease anxieties, based on forms completed by families and the school.
- It is expected that any child with an EHCP will already be known to the Inclusion Manager and that the Inclusion Manager will have already been invited to the Transition Review at the primary school.

School Leavers:

- For EHCP pupils, plans are prepared in conjunction with the individual student, and, based upon the resulting plan, the SENCO/Inclusion Manager can facilitate a smooth transition to a post 16 college involving the input of individual college teams to make the transition as smooth and as successful as possible. This can also include the provision of transport post 16.

- All Year 10 students are given the opportunity to attend a taster day at two local colleges. Transport is provided there and back and students attend a number of different sessions to experience college life.
- Students are also given the opportunity to attend a taster day at one additional college of their choice. Again transport is provided to make it an inclusive project.
- During their final year all Year 11 students work on preparing their Curriculum Vitae and Personal Statement before finally completing their college applications. School employs a member of support staff specifically to deal with this process and ensure that every student has made an application for post 16 studies. This is done through collapsed curriculum days with members of the English Faculty.
- At the end of Year 10 students have the opportunity to go out of school on work experience. The school ensures Health and Safety requirements are met through 'Via'. Work experience is arranged mainly through self placement schemes. Parents pay for the H&S checks apart from students in receipt of free school meals who have this payment paid for them. This is not mandatory. Statemented students and other appropriate students who would benefit from this experience are closely guided through this process and in some cases work placements are found for them.

Preparing for adulthood, higher education, employment, independent living and participation.

- The school has 5 collapsed curriculum days (Personal, Social, Careers and Health Education) where these issues are addressed through a structured programme.
- Colleges are invited to all Year 9, 10 and 11 parents' evenings.
- Parents are regularly contacted and involved/ supported in meetings and discussions with students who's aspirations and motivation is a concern.

Extra Curricular Activities

What the school provides:

- The school runs a breakfast club from 8.00am. Breakfast is provided free of charge to students in receipt of free school meals.
- The school runs a homework club after school until 5:00pm
- Tarleton Academy run a Holiday Camp every school holiday apart from Christmas for children aged 5 – 11 years old.
- There is an extensive extra-curricular programme at lunch and after school including a huge array of sports, Science clubs and clinics for all ages, debating club, library, Art, choir, band, keyboard, Drama and a healthy selection of revision and coursework clinics.
 - After School: Number of Activities held each night from 3.15-4.15pm (All year groups)
 - Winter - Badminton, Trampolining, Cross Country, Dance, Basketball, Football, Girls Football, Swimming, GCSE PE & Dance Theory Clinics, Netball, Rugby
 - Summer - Swimming, Athletics, Rounders, Cricket, Basketball, GCSE PE & Dance Theory Clinics, Tennis, Dance, Netball
 - Lunchtime:
 - Active Lunch every lunchtime - Sports - Basketball, Volleyball, Badminton
 - Personal Development Centre (PDC) lunch club. This is particularly targeted at vulnerable and SEND students and is manned by a Teaching Assistant with games and activities to develop numeracy, literacy and communication/ confidence. Students must have a pass and particular students are specifically encouraged to attend.
- All activities run from 8.00am to 4.15pm (apart from fixtures) and are free of charge.
- Clubs and activities are free of charge and all students at Tarleton academy have the

opportunity to attend. Students are informed by tutors, PE staff, posters around school and the school website. Parents are not required to pay for clubs or sporting activity/ fixtures, transport to and from fixtures (to school) or affiliation fees. Inter form sporting activities take place throughout the year, as a school we compete against local schools in West Lancashire in a vast range of sporting activities. We attend Lancashire School's events in sports such as Basketball, Athletics, Cross Country and Football. We also enter English School's Competitions in Athletics and Cross Country.

- Records are kept of students involved in extracurricular activities and trips and where appropriate students/ groups of students are specifically targeted.
- The school operates a House system and tutor groups contain a mixture of different year groups. In September the Year 11 students buddy their Year 7 tutee associates and spend the day introducing them to the school and looking out for them during their induction. House and tutor activities promote team building throughout the year and tutors actively facilitate interaction and participation. This is a caring school where children look out for each other. The school employs two Personal Development Managers (PDM). PDMs are non teachers with a specifically pastoral role. They deal with issues including behaviour, family and/or friendship breakdown, bullying, anxiety etc. Any student who we notice to be vulnerable will be supported by a PDM with integration strategies. Regular and early contact with parents is a priority.