



## **SEN and Disability**

**Local Offer:**

### **Secondary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

**Name of School: The Acorns School (PRU)**

**School Number: 08147**

**School Name:** The Acorns School

**Address:** 43 Ruff Lane, Ormskirk, Lancashire L39 4QX

**Telephone Number:** 01695 575486

**Website Address:** [www.theacornsschool.co.uk](http://www.theacornsschool.co.uk)

**Headteacher:** Mrs Joanne Hodson

**SENCOs:** Mrs Cathryn Woodhall and Mrs Sue Stephenson

**SENCO Contact:** [SENCO@westlancspcss.lancs.sch.uk](mailto:SENCO@westlancspcss.lancs.sch.uk)

The Acorns School caters for pupils in the 11-16 age range.

The Acorns School does not specialise in meeting the needs of children with a particular type of SEN.

## **Keeping Children Safe**

### **What the school provides**

The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are reviewed within appropriate timescales by school H and S officer.

Taxis drop off and collect students at the start and end of the day and are used to transport to vocational provision or work experience where appropriate.

A designated member of staff monitors alternative provision.

The school uses the Evolve system to record and monitor visits and trips outside school.

School staff meet and collect individuals at the main reception at the start of the day.

Teaching assistants work as keyworkers with all students and liaise frequently with parents and carers, often daily.

All policies, guidance and procedures relating to safeguarding, child protection, security, safety and support including behaviour policies, positive handling and anti-bullying and protocols for offsite staff are available on the school website or via the school office.

There is an E-safety Charter and Champion designated staff member.

## **Accessibility and Inclusion**

### **What the school provides**

The school building is a 19th Century former residence of which some areas are inaccessible to wheelchair users. The school environment is partially accessible to both wheelchair users, ambulant students and those who use a variety of mobility equipment.

The car park area maintains disabled parking spaces close to the rear entrance. There are disabled and standard toilet facilities. There are ramps to the rear main building, annexe building and nurture base buildings with rails.

Corridors are narrow on the first and top floor. Without careful planning there would be potential for congestion at lesson changeover in some areas.

The school does not use height adjustable tables as a rule. There are adjustable height chairs available within school.

Two new mobile classrooms were installed in September 2017. Both areas are fully adapted for disabled users.

School has all required policies and guidance in place. These are based closely on LCC model policies and guidance, modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office.

Information can be made available on request in different formats including, where necessary, other language formats. For parents whose first language is not English, the school will seek to provide an interpreter to attend meetings.

School aims to ensure that all communications in written format are clear and concise, and will inform parents, carers and family members verbally where appropriate.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

All statements and EHCPs are reviewed on an annual basis.

Each child has an electronic file which includes admissions information, prior attainment, targets and interventions. These are evaluated regularly.

Reviews are carried out in line with statutory guidance for reviews.

Advice is provided by the school, external agencies, vocational providers, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer, vocational providers and mainstream schools. Students are encouraged to participate in their meeting.

Progress of all students with SEND needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

Progress data is shared with parents three times a year, in written format as well as face to face at review meetings.

Key staff are available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.

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, as well as progress in individual social, emotional or behavioural targets.

## **Health (Including Emotional Health and Wellbeing)**

### **What the school provides**

Children with specific physical medical needs can be educated in the school building and can choose to have meals separately from the rest of the student population if required.

Medication is administered by trained key workers and First Aiders. All TA staff are first aid trained. All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key.

Medications in the drawer are all 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 Plan.

All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.

Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.

Staff have had training on the use of Epi Pens.

The school nurse visits school to see students at their request.

Care Plans are held centrally in the school office. They are reviewed by the School Nurse at least annually or if circumstances change.

Staff are briefed by the school nurse, CAMHS, community paediatric team regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment; contact a first aider, and the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head Teacher is contacted immediately. Staff in the nurture facility 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.

There are regular visits from the school nurse, CAMHS workers, Educational Psychology Service, MIND and Addaction.

## **Communication with Parents**

### **What the school provides**

The school website provides general email contact. Full details on how to contact staff, and which member of staff is the most appropriate contact is given during admissions meetings. All children are allocated a keyworker who is the lead professional for pastoral care support and guidance.

The Pupil Support Officer and keyworkers conduct home visits.

At the admissions meeting for newcomers to the school, key staff members are introduced to parents and pupils. We have an 'open door' policy. Parents can come without appointment to school at any time (within safeguarding constraints).

Regular phone calls home are made if there is a cause for concern or to celebrate success.

Interim assessment is formally reported to parents at regular intervals throughout the school year via review meetings and further contact is expected and routinely made if there is an area for concern or celebration.

Feedback is actively pursued by questionnaires and school practice is adjusted and reformed in the light of this feedback.

There is a positive turnout for staff and parent coffee mornings or open days.

## **Working Together**

### **What the school provides**

School Council reps meet and information is fed upwards and downwards. As the school population is constantly evolving there is yet to be an established pattern of meetings.

Students are involved in the local community and work in partnership with social enterprises and local business.

Form Time is a permanent fixture within the timetable @ 9 – 9.30 am daily.

Some students have worked as ‘buddies’ to support and mentor younger more vulnerable students.

Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.

Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent’s evenings as well as website feedback.

Students with additional needs are able to make their views known in the student’s feedback in Annual Reviews, as can parents.

The constitution of the Governing Body requires parents to be represented on the body.

The Home/School agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.

There is a governor linked with SEND who reports back to full the Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.

## **What Help and Support is Available for the Family**

### **What the school provides**

All staff work closely together to support families.

The student’s key worker is the lead professional liaising with families.

Administrative support is supplied via the main school office on request.

A commissioned worker ensures that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.

Students are given support in completing application forms.

Working in partnership with the Integrated Transport Unit, we ensure students are allocated appropriate transport provision.

## **Transition from Primary School and School Leavers**

### **What the school provides**

Individuals and small groups of students are given increasing access to the school, via pre-arranged visits.

All students are offered Careers Education Advice Information and Guidance (CEIAG).

Local Colleges attend school to meet students and they in turn visit to see what opportunities are available.

A nationally recognised and organised Careers Fair is attended in March each year. Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.

The CEIAG officer works very closely with all year 11 students to ensure a succession strategy is in place.

The CEIAG officer engages 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.

Vocational providers are invited to any review held during year 11.

Taster Days are offered to all students.

Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.

## **Extra-Curricular Activities**

### **What the school provides**

The school does not offer child care before or after school.

The school does not offer after school activities.

There is an Enrichment programme for younger and some older students

Breakfast is available each day from the common room.

All activities and trips are available to all students but may be subject to risk assessment.

All students are expected to participate in community activities as part of a form group.