



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

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDE reforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

School/Academy Name and Address	The Acorns School		Telephone Number	01695 575486
			Website Address	www.theacornsschool.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
What age range of pupils does the school cater for?	11-16			
Name and contact details of your school's SENCO	Mrs Joanne Hodson			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Joanne Hodson		
Contact telephone number	01695575486	Email	admin@westlancspcss.lancs.sch.uk

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.

Please give the URL for the direct link to your school's Local Offer	Please look under 'Information' – Local Offer.		
Name	J Hodson	Date	08/11/24

Please return the completed form by email to:
IDSS.SENDReforms@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 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 presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

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 general rule. There are adjustable height chairs available around school.**
- **Two new mobile classrooms 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 all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.**

Teaching and Learning

- 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?
- 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

- **Each child has profile information on SIMS which includes admissions information prior attainment, targets and interventions.**
- **Students with SEND are usually identified in admissions meetings. All students are assessed using standardised CATs tests. Reading age tests and WRAT may be carried out depending on the results of the CATs. Updates are made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.**
- **Most students have a Passport detailing strategies for meeting needs within 6 weeks of admission. Classroom based support and intervention can take place one to one, small group or whole class settings. Class sizes are small. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.**
- **Literacy intervention is available through 1-1 sessions and is a priority of the school. There are laptops/ I Pads available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with visual difficulties. School will consult staff from a variety of external agencies to seek advice and support across the range of SEND.**
- **CAMHS staff provide training and briefing sessions and link workers liaise with staff frequently.**
- **Within the team staff have a range of specialist skills. These include: expertise in ASD, Spld, mental health awareness, Solihull Training, trained counsellor, training in CBT, training in Mindfulness, stress reduction.**
- **Teaching and non-teaching staff are given relevant training. Updates are made available to staff, by via staff briefings, meetings, emails, or face to face meetings. External training is available to support the staff.**
- **The school nurse holds a 'drop in' for students when required. Specialist agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.**
- **Much training and staff development is given in house.**

- School works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual student.
- Individual teachers are responsible for making lessons accessible to all.
- Most students access courses on offer from external providers. These lead to vocational related or industry standard Qualifications, progress is carefully monitored by designated staff.
- Staff deliver lifeskills, personal awareness and social skill development sessions through Personal Development lessons. The school has a wide range of well-respected partners to ensure a wide curriculum offer is available for children across the needs range.
- Through the West Lancs partnership of schools, attendance, progress, behaviour and engagement is monitored and reported back to school regularly, ensuring the quality of the provision and safeguarding of the pupils effectively.

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 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?

What the school provides

- All statements and EHCP's 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.

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

- **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 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)**

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

- **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.**

- 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 'drops in' to 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, 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

- 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

- 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 meeting. All children are allocated a keyworker 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 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

- 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 – 9.15 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 do parents.
- The constitution of the Governing Body requires parents to be represented on the body.
- 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 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?

- 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

- **All staff work closely together to support families.**
- **A 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 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

- **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

- 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

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

