

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Leyland St Marys Catholic High School

School Number: 07102

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.SENDReforms@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	Leyland St Marys Catholic High School		Telephone Number	01772 421909
	Royal Avenue Leyland PR25 1BU		Website Address	www.lsmchs.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	Mixed gender, 11-16			
Name and contact details of your school's SENCO	Mrs Stella Adegunwa			

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	Mrs Stella Adegunwa SENDCo		
Contact telephone number	01772 421909	Email	s.adekunwa@ismchs.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.

Please give the URL for the direct link to your school's Local Offer	www.ismchs.com		
Name	Mrs S Adegunwa	Date	27/02/14

Please return the completed form by email to:
IDSS.SENDR reforms@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

- **Most of the school is easily accessible for wheelchair users including changing/toilet facilities.**
- **Wheelchair users would be educated downstairs as there are no lifts on site.**
- **Additional information is provided in Polish.**
- **There is a designated parking area at the front of the school.**

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

- **Students with SEN are usually identified during the transition period from year 6 to year 7, where the secondary staff spend some time in primary school with the staff sharing information.**
- **Pupils also do a baseline assessment in reading and spelling at the start of year 7.**

- **Class teachers can flag up pupils they have concerns about.**
- **Pupils with low educational ability are usually in small class groups with a teaching assistant present.**
- **There is literacy intervention provision in place for pupils that require the extra support. This is usually through a timetabled session.**
- **There are laptops available for use by pupils to assist them with their handwriting as well as recording.**
- **All staff are part of an INSET, to provide relevant training at the start of the school year and they are regularly updated with information on specific pupils.**
- **Staff specialisms are in the area of Specific Learning Difficulty (SPLD) and Counselling.**
- **Specific pupils are given extra time during exams based on access arrangements, some are also allowed supervised rest breaks.**
- **Parents are kept informed through annual reviews and parents evening.**
- **Some pupils in year 10 also have the opportunity to do work experience.**

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

- **Review meetings are held annually for children with statements, and they are carried out in line with the statutory guidance for reviews.**
- **Based on the individual needs of the child, support and intervention is put in place to help the child.**
- **The effectiveness of the provision is evaluated through the reports produced by the school to show progress that is made and any areas for improvements.**
- **The SENDCO is available for discussion/meetings via an appointment system regarding individual pupils and confidentiality is ensured.**

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 site manager has responsibility for risk assessments in the whole school. This is subject to regular review and or when a change is needed.**
- **Personal evacuation plan for pupils with physical disability.**
- **In the classes, the heads of department and subject teachers are responsible for the risk assessments of the pupils.**
- **Risks assessments are carried out by the trip organiser then passed to the educational visits coordinator for verification and in some cases the county council.**

- **Supervision is carried out by teaching staff during break and by teaching assistants during lunchtime.**

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

- **A meeting is usually held with parents and health professionals to draw up a care plan to help with the child's particular needs.**
- **The care plans are held in the main school office.**
- **The pastoral care also get involved depending on the specific need of the child. They are usually reviewed when there is a change in circumstances.**
- **All medication is kept under close supervision in a central place in the main school office. They are carefully labelled to identify the pupil it belongs to.**
- **The health or therapy services that children can access on school premises are: counselling, family support, school nurse and the nurture facility.**
- **Epipen training and training on how to help and support diabetic pupils is also given to staff to help facilitate the needs of the pupils.**

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

- **Information is available on the school website and the learning managers are usually the first contact.**
- **The school planner has the pupil’s form tutor and the learning manager contact name.**
- **Parents/Carers are usually encouraged to make an appointment to meet with staff. They can contact the school via sending an email or ringing up.**
- **Parents are kept informed on their child’s progress through the reports generated by the school.**
- **They are also kept informed through different information evenings, open evening, parents evening and options evening for year 9 pupils.**
- **Some staff visit all the feeder primary schools during the transition period.**

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

- **The school encourages pupils to have their say through the school council.**
- **Parents are elected as school governors and part of the Parents, Teachers and Friends Association (PTFA).**
- **Pupils with special Educational Needs and Disability are supported by the pupil welfare team which comprises of SEND team, Nurture, Chaplaincy and the Family support.**
- **Appointments of teaching staff usually involve the pupil panel to meet with the candidates and ask relevant questions, which are then fed back to the interviewing panel.**
- **There is a SEN Governor that reports to the governing body.**
- **There is a home school agreement that is signed by the parents and the pupils at the start of each academic year that ensures safeguarding is supported.**

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

- **Help can be given to complete forms on an as and when required basis as well as through the careers programme.**
- **A good variety of information is also available from colleges and employers.**
- **Travel plans can be put in place in exceptional circumstances through pupil access.**

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 offers taster days for year 6 pupils to come and visit the school.**
- **On their arrival in year 7, there is a guardian angel scheme in place to help with buddying year 7 pupils with year 11 pupils.**
- **Arranged visits can be made with the SENDCO to visit the school apart from the opening evening that is offered.**
- **Pupil information is usually transferred from the feeder primary schools to the high school.**
- **Some year 6 pupils also come on day visits to the high school with their teaching assistant.**
- **Young people's service also provide pupils with adequate information. Pupils also have the opportunity to visit the colleges on taster days.**
- **The college also come in to schools to inform pupils on career guidance.**
- **Work experience is also put in place for some pupils in year 10. School also helps facilitate work experience for interested pupils.**
- **The school offers an extensive Personal Social and Health Education (PSHE) programme through an enriched curriculum.**
- **College taster days are offered to pupils in Year 10 to assist them with their plan for when they leave school.**
- **The school is also involved with the Duke of Edinburgh expedition which the young people are encouraged to participate in to develop skills for life and work.**

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

- **Lunchtime and after school activities are available in a variety of areas and they come at no cost.**
- **They are made available to all pupils and they are encouraged to join either a lunch time or after school activity so as to forge relationships with other pupils.**
- **Occasional summer schools and holiday summer sessions are organised and within the school year pupils partake in a friendship and relationship days for years 7 & 9, and residential trips for years 8 & 10.**
- **All extra-curricular activities which have a cost are available with a subsidy.**
- **Parents are required to pay for individual music tuition.**
- **The school makes the St Benedict's centre available to pupils that are emotionally and socially vulnerable to help with their social interaction and friendship groups under the close supervision of adults.**

<http://www.lancashire.gov.uk/send>