



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Bishop Rawstorne Church of England Academy

School Number: 09502

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|---|--|------------|-------------------------------------|----------------------|
| School/Academy Name and Address | Bishop Rawstorne Church Of England Academy, | | Telephone Number | 01772 600349 |
| | Highfield Road, | | Website Address | bishopr.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: | |
| | No | | | |
| What age range of pupils does the school cater for? | 11 to 16 | | | |
| Name and contact details of your school's SENCO | Miss Ellen Palmer | | | |

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 | Miss Ellen Palmer | | |
| | SENCO | | |
| Contact telephone number | 01772 600349 | Email | epalmer@bishopr.co.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.

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| Please give the URL for the direct link to your school's Local Offer | https://bishopr.co.uk/parents/policies-statements | | |
| Name | Ellen Palmer | Date | 26th September 2018 |

Please return the completed form by email to: IDSS.SENDReforms@lancashire.gov.uk

The Local Authority's Local Offer can be found at www.lancashire.gov.uk/SEND

Accessibility and Inclusion

What the school provides

- Bishop Rawstrone CE Academy was built to accommodate fewer than the current average number of students.
- The school consists of a number of different buildings (six) located around the site all of which are wheelchair accessible on the ground floor. Three of these buildings have a first floor only and one of which has a lift. The others are only accessible by staircase only.
- Our physical environment is safe and welcoming
- Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.
- Disabled toilets are available and disabled car parking spaces are marked out at the front of the school.
- All classrooms benefit from window blinds and wall displays which are aesthetically pleasing, support the learning of the students and showcase good work.
- The dining rooms, main hall and gym areas are poor acoustically.
- The school does not use height adjustable tables.
- There are handrails on all stairs.
- There is clear visual signage around school and in all classrooms.
- The school offers visual timetables, photographs of staff and rooms to ensure students who need pictorial clues can access the timetable and become familiar with the staff, rooms and facilities they will encounter.
- Parents have the opportunity to request access arrangements for Parents' Evening.
- The school issues passes for students who need to leave the classroom early to ensure safe movement or who require access to a toilet or other facility
- Support chairs are available for use in Science and Technology.
- Laptops are available should the need arise.
- Full provision is made for those who need additional support for public examinations.

Teaching and Learning

What school provides

- The school actively promotes independence and we try to encourage students to this end, thereby preparing them for life after school. Collaborative learning can be seen in all lessons and students are encouraged to participate in these activities in and out of the classroom.
- Regular monitoring of students' progress and the setting of challenging year-on-year targets ensures that most make the appropriate levels of progress and beyond.
- Students undertake a broad and balanced curriculum and make good academic progress.
- A qualified full time first aider is available to assist with the support students may need and other members of staff also hold first aid qualifications.
- Specialist teachers are employed to assist and support our teaching. They support staff with the strategies and support mechanisms to help the students through not only their studies but 'life skills'.
- Reader Leader and IDL (Indirect Dyslexia Learning) are incorporated into the curriculum of students with weaknesses in literacy.
- Literacy and numeracy interventions are available through timetabled lessons and extra-curriculum activities. Mastering these key foundation skills is a priority of the school. We strive to ensure all students have sufficient literacy and numeracy to access the curriculum and make appropriate progress.

- We have colleagues within the school who have specialisms in learning difficulties, SEN, social and communication skills, to name just a few.
- Students receive support with GCSEs and are tested in Year 9 to see if they are eligible for the GCSE access arrangements. School works within the examination board guidelines to put into place Access Arrangements that are appropriate and meet the needs of the individual pupil.
- Regular contact is made with parents through interim reviews, parents' evenings, as well as an open door policy where parents can phone the school at any time to discuss any issues and/or meetings can be arranged.
- Our Learning Support Assistants (LSA's) are generally assigned to departments meaning that they have the subject specific knowledge to support the students and staff in those particular subject areas.
- Students with SEND are usually identified through Year 6/7 transition.
- 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.
- Each teaching and non-teaching member of staff is given relevant information at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff via staff briefings and face to face meetings.
- Training and staff development is given in house and through external courses.
- Individual teachers are responsible for making lessons accessible to all. Teachers are expected to apply a wide range of teaching strategies, including targeted questioning, peer coaching and the provision of differentiated tasks.
- Attendance and engagement is monitored regularly ensuring high levels of attendance. The school works closely with students and parents where this does not occur.
- The school refers in to an external counselling provider to help pupils who struggle with Social, Emotional and Mental health.

Reviewing and Evaluating Outcomes

- All EHCPs are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance.
- Advice is provided by the school, external agencies, 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 and school. All reviews are 'Student-Centred'.
- Progress of all students with SEND support is monitored termly by the SENDCo 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 each year, in written format as well as face to face at parent's evenings.
- The Learning Support Department operates an 'open door' policy and the school is committed to a working partnership with all parents.
- Underachievement is identified as early as possible and students are supported to develop and progress in line with their capabilities. Students are set individual challenging targets which address the area of underachievement.
- The school meets with parents (by prior arrangement) when a request is made either by us or by the parent. Regular conversations take place over the telephone in order to work together to support the student.

- Specialist teachers are employed to support the student, teachers and support staff and all the resources for the students are shared electronically and available to all staff.

Keeping Children Safe

- The school site is risk assessed annually by the site manager.
- Preliminary assessment is made by the SENDCO prior to a student with SEND starting at the school.
- Full risk assessments are carried out by the SENCO as and when required with, when necessary, input from specialists from outside of the school. This is subject to regular review and/or when changes are needed.
- Main reception area at the front of school is a safe place for identified students to be dropped off or picked up by a responsible adult. Students are only released to adults subject to safeguarding procedures. Access for parents onto the school site is restricted at the start and end of the school day unless by special arrangement.
- Learning Support provides a safe-haven and supervised support for students before school (on request), at break, lunchtimes and after school (on request).
- All school trips are processed through “evolve” system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff. A first aid trained member of staff will be present on all school trips where a risk has been identified.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for pupils with SEND.
- A considerable proportion of the staff, particularly in practical areas such as Technology and PE, are first aid trained.
- The school’s anti-bullying policy is available by a direct link on the school website.
- Emotional, social and behavioural concerns are recorded, reviewed and monitored using CPOMs. This software ensures confidential information is kept private and is only shared with designated staff.
- All staff receive annual safeguarding training, covering child protection, prevent and online safety.
- All medication is kept in a secure area of the school. It is kept in a locked cupboard and there is the availability of a safe for medication that should be in a secure area. The medication is regularly checked to ensure it is replaced should it be or about to go out of date. It is administered by students under the supervision of the first aider.
- Care plans are available and used when planning activities and school trips.

Health (including Emotional Health and Wellbeing)

- The school has a full time first aider and an area in the school is specifically allocated for the students who fall ill.
- The school encourages healthy lifestyles with water fountains around the site, a salad bar option for lunch and a number of other health options. Fruit is also available and fresh vegetables are included with the main meals.
- A medical form, which is updated yearly, completed by parents/carers is kept in school with full details of any medical conditions and these details are regularly updated.
- Where a student requires medication it is routinely administered by a first aider with parental written consent.
- All medication is kept under lock and key in a central place in Learning Support. For the safety of all the community, students are not allowed to carry medicines in school. The locked cupboard is clearly labelled and designated staff have access to the key.
- Medications in the cupboard 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 specific refrigerator purely for medical use.
- A Care Plan is drawn up in conjunction with the parents, child and in some cases medical professional. The Headteacher agrees all Care Plans personally.
- Care Plans are held centrally on the school network for staff to access. They are reviewed annually or if circumstances change.
- All Staff are briefed by the SENDCO 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 contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- All accidents are recorded in the school accident book.
- The school does not have any health professional or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols. However we do have access to the school nurse service.
- Staff have been trained in the use of epipens and how to deal with people with diabetes and this is updated on an annual basis.
- The school nurse comes on a weekly basis and sees students on request as well as holding a 'drop in' clinic where the students can discuss any issues they wish to raise.

Communication with Parents

- School website provides contact details for all departments and general school telephone number for general enquiries. Full details on how to contact school is given on the website as well as direct email links.
- Staff visit as many feeder primary schools as possible during the transition period.
- Additional contact days are made available for Year 6 pupils to come and experience working in our school, predominantly at the 'Get to know Bishops' morning.
- A Year 6 Taster Day takes place in July, where the students spend a day in the school and get used to the surroundings. Intake Evenings take place in June before they start in September where the students meet their new Group Tutor.
- Annual Parents' Evenings are held. Additionally further information evenings relating to specific activities and careers are held at key points during KS3.
- Parental feedback questionnaires are completed at each Parents' Evening.
- Regular communication with parents takes place with an 'open door' policy where parents have and do take advantage of the opportunity to contact the Learning Support department in the school.
- Parents' Evenings and interim review meetings take place throughout the year and regular tracking of students' progress is followed by interventions to keep the students in line with their targets. Additionally further information evenings relating to specific activities and subject areas take place across all school years.
- Reports are issued giving details of student attitude to learning and attitude to independent learning as well as predicted end of year levels and grades and their targets.

Working Together

- 'Student Voice' is prominent in the school with a student council and questionnaires asking students' opinions on a number of issues.
- The school eco team improve the sustainability and increase the awareness of all our responsibilities to care for the environment.
- An SEN Governor plays an active role in the department and takes regular interest and liaises with the department.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- 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. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- The school fulfils the statutory requirement to provide impartial advice and guidance through an independent Careers Advisor
- Students are given support in completing application forms.
- Parents are invited to meet with the SENCO at the annual parents evening to discuss any matters that may have arisen from subject areas.

What Help and Support is available for the Family?

- Support is offered from within the department for any issues that may arise and these are addressed as and when they come to light.
- A Careers Advisor is employed to assist the students in choosing their next steps after school and regular contact is made with the local colleges when they come and talk to the students or if they offer their open days.

Transition from Primary School and School Leavers

- Any SEN issues are discussed with the primary school once a place has been allocated.
- The Year 6 Taster Day and the intake evenings as well as tours of the school all help in the smooth transition from primary to secondary.
- Attendance at Year 6 Annual Reviews by SENCO or Deputy SENCO to inform planning for Year 7 of students with an EHCP
- Primary visits in the summer term by Transition Coordinator and SENCO to gather strategic information for any students with SEND.
- Invitation to 'Get to know Bishops', where pupils can come and meet other pupils starting, have a tour of the school and see some of school life.
- The SENDCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by students in the summer term of Year 10 and Year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family
- Subject departments engage with universities and colleges for subject specialist information.
- The school has a dedicated careers area in the school library which holds information on many colleges and universities as well as information about employment and training opportunities.

Extra Curricular Activities

- There are a number of opportunities for students to partake in educational trips both abroad and within this country.
- There are many activities taking place both at lunchtime and after school and this list is given to students when they arrive and is regularly updated.
- All clubs, activities and trips are available to all students, but may be subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are oversubscribed, parents will be informed as to how places will be allocated.
- The school makes Learning Support available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of adults.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the Learning Support Department for support.