



# Longridge High School

## SEN and Disability Local Offer Policy

Date Document Updated	Date approved by Governing Body	Date of next Policy Review
January 2022	January 2022	September 2022

School/Academy Name and Address	Longridge High School		Telephone Number	01772 782316
	Preston Road Longridge PR3 3AR		Website Address	<a href="https://lhs.lancs.sch.uk/">https://lhs.lancs.sch.uk/</a>
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?	The school is a mixed sex, 11-16 school			
Name and contact details of your school's SENCO	Fergus Elder <a href="mailto:rfe@lhs.lancs.sch.uk">rfe@lhs.lancs.sch.uk</a>			

### ACCESIBILITY AND INCLUSION

#### What the school provides:

- Longridge High School was built to accommodate fewer than the current average number of pupils. The buildings are spread over two floors and there is one disabled lift. All parts of the school buildings are accessible except in 2 areas. In both cases the subjects taught in these areas could be time-tabled to accessible rooms.
- An SEN audit was undertaken in September 2019 to best inform the support provided to pupils.
- The school has had an Environmental Audit in 2014 to confirm the accessibility for wheelchair users.
- Certain staff have undertaken training to accompany pupils in the lift and in back care and basic wheelchair handling.
- The Learning Support base is on the ground floor, located centrally in the main building.
- There are two pupil toilets with disabled access, one of which has a shower.
- There is a designated access parking space near the front entrance.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.

- Support is given to parents on an individual needs basis to ensure that they have access to information in whatever format they require to meet their needs.
- The school does not use height adjustable tables as a general rule, apart from 2 Science classrooms which have adjustable work benches. There are adjustable height chairs available around school. Equipment has been bought specifically for some EHC pupils e.g. chairs with foot rests for use in Science and Technology.
- Pupils with Visual Impairment have adapted desktops available on any school computer to allow for larger cursor and icons. Where appropriate the pupil has had modified settings for colour and mouse speed.
- Strategies have been adopted to reduce visual stress and aid the learning of children with Specific Learning Difficulties (e.g. dyslexia)
- The Learning Support Department provides enhanced literacy support in class, in the Learning Support Base and through various targeted withdrawal programmes run by Teaching Assistants.
- School have adopted the use of iPads and laptops for targeted pupils and with staff working on specific projects with pupils in school.

## **TEACHING & LEARNING**

### **What the school provides:**

- Pupils with SEN are usually identified in the Year 6/7 transition / liaison window. Information about pupils is provided by Primary Schools and additional meetings, visits and testing are done by the SPL/ AHT, Head of Year 7, SENCO and TAs prior to the start of year 7. CATs are also used.
- Once in Year 7 pupils will be tested for reading and spelling.
- Any pupil arriving after Year 7 is assessed using information from previous schools and any appropriate assessments. A decision is made as to whether they have SEN and what support available would best meet their needs.
- The progress of SEN pupils is monitored at least termly. A formal Review process is in place followed by parental forum. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is provided by subject specialist staff who deliver Quality First teaching. This is in line with the 2015 SEND CoP.
- Classroom based support is also available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.
- Literacy and numeracy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and curriculum access. Pupils use English, Maths and Science computer programmes and apps for aspects of this. E.g. accelerated reading, MyMaths and Educake.
- Identified pupils with barriers to learning are given support in the form of spelling and handwriting club, reading mentoring, working memory intervention, social skills club and Lego therapy.
- There is a range of equipment available within school for pupils with visual difficulties.
- School will consult staff from a variety of external agencies to advise and support across the range of SEND
- As well as from the regular reporting and meeting systems, parents and SEN pupils will receive a termly update about their progress in meeting academic targets.
- Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching pupils with SEND and medical conditions. Regular visits from the Specialist Teacher are examples of this.
- Updates are made available to staff, by the SENCO, via staff briefings, the weekly bulletin or face to face meetings. External training is available to support the staff.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASC, VI, HI, SEMH and SpLD. 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 pupil.
- Individual teachers are responsible for making lessons accessible to all through Quality First teaching and learning.

- There are a small number of pupils who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications. Courses are based at Preston College and provide accredited vocational engagement programmes for 14-16year old pupils.
- School uses Pupil Referral Units at Larches and Shaftsbury House for a small number of pupils.
- Year 10 and 11 are encouraged to undertake independent work experience in their own time.
- School offers a comprehensive careers and work preparation programme throughout year 7-11.
- In KS 3 pupils focus on identifying personal skills and researching appropriate jobs, then research requirements for GCSE courses and post 16 to ensure they are employable as possible.
- In KS4 pupils undertake activities in experiencing the work place. These are done inside and out of school with outside providers of work apprenticeship schemes and college placements working directly with pupils.
- All pupils are supported in the application process to colleges or employers.

## **REVIEWING AND EVALUATING OUTCOMES**

### **What the school provides:**

- Progress of all pupils with SEN 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. We call this process the SEN Pupil Passport Reviews.
- Progress data is shared with parents three times each year, in written format as well as face to face at parents' evenings. The SENCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.
- An SEND Parents' Forum offers parents and carers the opportunity to come into school and discuss their child's needs with LS staff and the SENCO.
- All Education, Health & Care Plans (EHCPs) are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the pupil 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 any other contributors. Pupils are always encouraged to participate in their meeting.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils 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**

### **What the school provides:**

- Preliminary assessment made by the school safety officer/SENCO at the school visit before a pupil starts at school. LA and the pupil's current school attend this meeting and assist with the assessment.
- Full risk assessment made and stored in school office when place at school is confirmed. This is subject to regular review and/or when need changes.
- Reception area at front of school is safe place for pupils to be dropped off or picked up by responsible adult. Children are released to adult subject according to safeguarding procedures having been carried out. Parking in school is limited by the main car park being closed by a barrier during the school day. There are available 4 marked visitor spaces in the back car park where pupils can be dropped off or picked up. Designated "bus bays" at the front of school are used before and after school to drop off and pick up pupils.
- Learning Support is based on the ground floor, at the front of the school adjacent to reception and the library. It provides a safe space for Inclusion and study support during morning registration, break and lunch-times and throughout the school day. The school library is available after school.
- 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.
- Risk Assessments for PE are regularly monitored, evaluated and updated for the environment and activity. The PE department work with the SENCO in the case of pupils with specific SEN needs to allow them full access to the PE curriculum.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN pupils.

- The school's anti-bullying policy is available to download from the school website, or paper copies are available from school.

## **HEALTH (INCLUDING EMOTIONAL HEALTH AND WELLBEING)**

### **What the school provides:**

- The school follows the LA guidelines for short term medications, which is that pupils carry medication with them and are responsible for them. Or parents come in and administer.
- Emergency medication is administered by the designated person in the school office if it is prescribed by a doctor, with written instructions from parents including dosage and clearly labelled.
- 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.
- A Care Plan is drawn up in conjunction between the parents, child and the school nurse.
- There is a designated member of the support staff responsible for creating and reviewing Medical Care Plans.
- Care Plans are held centrally and are also reviewed by the School Nurse annually or if circumstances change.
- The Staff are briefed regularly about pupils with medical and health needs, this is done by the relevant Learning Manager of the pupil. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners. School regularly organise updated training for staff to keep their first aid qualifications current.
- 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 Headteacher is contacted immediately. Key staff 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.
- The school counsellor works with pupils after consultation and permission with the pupil and their parents.
- There are regular visits from the school nurse, who has weekly drop in sessions in school.
- School regularly involve Speech and Language services, CAMHS workers, Educational Psychology Service, and IDSS Specialist Services, for example Specialist Teachers for Visual or Hearing Impairment and Behaviour Emotional and Social Difficulties.
- Some pupils are referred to a Specialist Teacher, in-school mentor (TA) and school counsellor for emotional and social difficulties.
- The school's Pastoral Liaison Officer works in school and visits families at home offering advice and signposting to other relevant agencies e.g. The Children's Society, Child Action NW, Children's Social Care.
- The wider Pastoral Team includes a number of TA (teaching assistant) mentors who act as go-to adults for vulnerable children identified by HoY, SLT, SENCo or other colleagues.