

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Saint Aidan's CE

School Number: 02104

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

- **Saint Aidan's is an inclusive setting that welcomes all children regardless of their abilities. We make every reasonable adjustment possible to ensure all members of the school community are included.**
- **Part of the school site is on two levels. The school can be accessible to all students and adjustments are made to timetables and rooming to meet individual needs. Accessible parking spaces are available and parents/carers can make requests to meet their needs when attending Parents' Consultation Evenings or any other school activities. There are accessible toilet facilities and Teaching Assistants provide support for any personal needs of student.**
- **Information about the school and policies are in print format and on the school website and can also be provided in alternative formats on request and support provided to enable full access.**
- **All students can access activities as school will provide the necessary support or adjustments to seating as required by individuals.**
- **Specialist microphone systems are available in school and any other ancillary aids can be resourced from external providers once an individual's needs are clarified.**
- **Resources are amended by Teaching Assistants to meet the needs of each individual.**

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 are in the first instance identified at transition from Key Stage 2 to Key Stage 3; the Senco visits all the primary schools and speaks to the Year 6 teacher about the individual needs of any student with SEN.**
- **If a student transfers during the school year, information is sought from their original school and if this is unavailable reading and spelling tests are administered to assess a student's ability/needs.**
- **Support within the classroom is dependent upon the needs of students; Teaching Assistants provide the level of support that is best suited to enhance the learning of each student. Intervention can take the form of one to one, small group or whole class setting.**
- **Students are encouraged to become increasingly independent in their learning which involves the Teaching Assistants knowing the ability of each student with SEN and ensuring they are challenged rather than being passive learners.**
- **Literacy intervention is highly prioritised across the school; extra sessions are held at registration and lunchtime and with clubs available to develop fluency in handwriting and reading. Touch typing is available for those students who experience difficulties with the manual skills of handwriting. Teaching Assistants and older students support these activities.**
- **Every member of the teaching and non-teaching staff is given relevant training at the start of the new academic school year. Specialist nurses and agencies provide advice and strategies for teaching students with SEND and medical conditions on request.**
- **Updates regarding students are given to staff, by the Senco, via staff briefings, email or face to face meetings. External training is available to support the staff where appropriate.**

- Within the SEND team, staff have a range of specialist skills including ASD, Deaf, VI, EAL. Outside specialist teachers are also involved when necessary.
- Training and staff development is given in house such as differentiation, using specialist equipment etc.
- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student.
- The class teachers, working closely with Teaching Assistants, are responsible for making lessons accessible to all.
- The school works closely with external providers, Myerscough College and Blackpool and Fylde College. Liaison between the establishments about progress in learning and behaviour is shared regularly. Teaching Assistants accompany and support students on these external placements.
- Every child in Year 10 has the opportunity to undertake a period of 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

- A review is held annually for every student with a Statement or EHC Plan. In some cases interim reviews are held if it is felt to be in the best interests of meeting the needs of the student.
- Advice is provided by all stakeholders; school, parents/carers, student, any involved external agencies. Following the review, a summary of the meeting and action is sent to the LEA, parent/carer and any other contributing agencies.
- Reviews are held at a time to suits parents/carers to ensure their full participation and involvement. All stakeholders will be invited and the student will be central to this process with the level of the review appropriate to the level of understanding of the student.
- The needs of other students with SEN will be met on an individual basis. Dependent on what is required it may be the class teacher, Teaching Assistants or external professionals who meet the needs.
- The progress of students is robustly tracked on a regular basis. Reports on progress are shared with parents three times a year at KS3 and five times a year at KS4. This informs the Senco of the progress of all students

with SEN. A range of tests can be administered depending upon the specific need of the student.

- The Senco is available to discuss individual student progress at any time by prior appointment to ensure parents/carers are fully involved in and aware of the progress and learning of their son/daughter.

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

- Where applicable to individual students, full risk assessments are completed by LCC and IDSS, (in liaison with previous school) and stored electronically and at Reception when place at school is confirmed. These are subject to regular review and/or when need changes.
- Reception at the front of school is safe place for students to be dropped off or picked up by identified responsible adult. Children are released to adult subject to safeguarding procedures having been carried out. However, parking in school is very limited and so the only designated parking/waiting space is for emergency vehicles.
- The Achievement Room provides a safe-haven and supervised support for students at break and lunchtimes.
- Students are allocated Key Workers from the SEND team who meet with the student regularly to discuss progress, issues and offer another level of support as needed.
- 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.
- School policy on Safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students. The Senco is the Designated Senior Person for safeguarding within the school.
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

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

- **An up to date Medical Register is kept on the school system and there is training about this at the beginning of every school year. Staff are made aware of any changes to the register during the year. There are specifically trained staff who can administer medication and when it is given to a student it is recorded in a log kept at reception. The exact dosage, date, time, name of medication and name of member of staff administering is recorded. No medication can be given without explicit written details from the parent/carer.**
- **Medication is kept under lock and key in a specifically designated storage area at Reception. No student is allowed to carry medicine of any form in school. All medication is brought to Reception by the parent/carer with a pharmacist's note about administration.**
- **Instructions for administration of all medications are recorded on the Medical register and kept with a student's Care Plan as appropriate.**
- **All medication is checked regularly for expiry dates but parents/carers are advised that it is their responsibility to replace/update medication.**
- **Care Plans are drawn up in conjunction with parents/carers, student and the relevant medical professionals involved.**
- **Staff are regularly updated about student needs and the School Nurse involved in more complex cases. Training is provided by medical specialists such as epilepsy, allergies, epipen training.**
- **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. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.**
- **All medical incidents are recorded in an Incident Book kept centrally.**
- **The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental/carer permission and subject to the school safeguarding protocols.**
- **The School Nurse visits school weekly and has drop in sessions; other external providers visit as planned in conjunction with the Senco such as Speech and Language services, CAMHS workers, Educational Psychology Service, Barnardo's workers, Deaf support, VI support workers.**

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

- **All parents/carers are given a ‘Business Card’ when their child joins Saint Aidan’s and this has the details of the student’s Form Tutor, Head of Year and the relevant email addresses.**
- **Details are also on the school website.**
- **At Induction Evening and the Pre-Start half day, parents/carers meet key members of staff including the student’s Form Tutor who will be with them for their whole school career.**
- **Parents/carers are encouraged to use email for communication with staff. Telephone calls are dealt with initially by the Admin team who will pass on any query to the relevant member of staff who will respond within 24 hours.**
- **The school have a rigorous tracking and reporting system which informs parents/carers about the progress of their child. The dates when information will be available is in all the student planners and also on the school website.**
- **For prospective parents/carers and children, we offer ‘Discovery Days’ during the summer term. In addition, we welcome parents/carers to look round at any other time during the school year following individual requests.**
- **Parents/carers can give feedback to the school at every Parents’ Consultation evenings when a ‘Feedback’ form is available to all for completion. Parents may email in their comments at any time to their child’s Form Tutor/Head of Year. By responding to parental comments, we can ensure we are providing the very best all round education and meeting the needs of all our students at Saint Aidan’s.**
- **There are Parents’ Forums with meetings held termly; parents/carers have the opportunity to share concerns, ideas and contribute to the development of the school. Details of meetings are on the school website and minutes on the school’s VLE.**

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

- **All students, irrespective of need, have the opportunity to serve on the School Council. Form time also provides opportunity for students to share their views with their peers and students from other year groups and their Form Tutor.**
- **There are Form Representatives on the school council which meets regularly.**
- **Information from these meetings is shared with students during form time and all staff.**
- **Students are invited to attend meetings of the Governing Body at appropriate times.**
- **Students are involved in active Citizenship programmes going to the Houses of Parliament, talking with the local MP and other external visitors.**
- **Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.**
- **The school has a Vertical Pastoral System, (form groups that consist of students from all five years), which enables a Buddy System across the year groups, enabling older students 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 web site feedback.**
- **Parents' Forums meet regularly to enable parents/carers to share ideas and views about how to improve the educational/social experience of all students.**
- **Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.**
- **A Home/School Agreement is signed at the start of Year 7 and explicitly supports safety and safeguarding for all. It is replicated in all student planners to be discussed in form time at the beginning of every academic year.**
- **There is a governor linked with SEN who reports back to the full Governing Body which 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

- **Help and support is always available to parents/carers. Initial contact can be made with a student's Form Tutor or Head of Year. The Senco is always available to help and will respond to emails within 24 hours.**
- **The school website clearly signposts where support can be found.**
- **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 LA Travel Unit, we support the information received by parents concerning travel plans.**

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 works closely with feeder primary schools and Parent Partnership Officers from Year 5/6 through to arrival in Year 7.**
- **The school holds an Open Evening each year in September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the Senco, following Open Evening.**
- **Transition visits start in the Spring Term for some students, following early liaison with feeder schools.**
- **The Senco visits all feeder primary schools and attends reviews.**

- An Induction Evening is held for parents and new students in the Summer Term prior to starting.
- Students also come in July to experience a full day at Saint Aidan's.
- A Pre-Start Half Day is held immediately before the start of the new term in September for both parents and students. Parents meet their child's Form Tutor and take part in sample lessons. Students engage with familiarisation activities to prepare for the new term.
- Individuals and small groups of students are given increasing access to the school, via pre-arranged visits.
- School uses students to visit feeder primary schools in the summer term, to give talks and presentations to Year 6.
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from a named specialist teacher.
- Local Colleges attend Parents' Evenings from Year 9.
- A Careers Fair is organised for Year 9 which includes local employers, colleges and training providers.
- Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.
- YPS engage 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.
- The Senco works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- An alternative curriculum can be provided to meet the needs of individual students with additional work experience placements.
- Taster Days can be arranged for students.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- The school has a Personal Development Day in Year 11 where all students visit the local university and experience lectures and talks from students.
- The school has a careers library which holds information on colleges as well as information about employment and training opportunities.

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

- A one week Summer School is run for identified students transferring from primary school to Year 7. It provides intensive literacy and numeracy

support as well as developing social interaction and friendships. There is no charge for this week.

- The Learning Resource Centre is open at 8am in the morning and till 4pm at night. The Librarian is available to offer support.
- Learning Plus is held after school, Monday to Thursday, 3pm to 4.30pm. This is held in an IT room with teacher support available.
- All students are included in all school trips and have full access to after school clubs and activities. Communication about all trips/activities goes to all parents/carers by email or by letter. Extra staffing will be put in place to ensure all students are included in all school activities/trips.
- Details of all the school clubs and proposed trips are available on the school website; these include music lessons, gardening, sports activities, IT clubs. Some of the music lessons are available at an extra cost. For more specific details contact the Senco.
- If an individual risk assessment is required this will be written in order to ensure that every student, regardless of need, is fully included.
- Students are fully prepared for any changes in their school day, such as school trips, Awards Evenings, Personal Development Days and Sports Day.
- The Achievement Room provides a centre for students who need a smaller more secure environment at breaks and lunchtimes. Special clubs take place at lunchtime to develop friendships such as 'Parachute Club'.
- Form Tutors and Heads of Year are vigilant in ensuring students have secure friendship groups. Peer mentoring offers a support network and can assist with development student interaction.

Frequently asked questions from the point of view of a parent/ carer	Answer
How does Saint Aidan's know if children need extra help? What should I do if I think my child/young person may have special educational needs?	<i>Saint Aidan's is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned you need to speak to your child's Form Tutor, Head of Year or contact the Senco</i>
How will staff at Saint Aidan's support my child?	<i>Your child's class teachers and the Senco will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting literacy and/or mathematics. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case qualified Teaching Assistants may support your child to be a successful member of the school community. This can be explained to you by the Senco</i>
What support will there be for my child's overall well- being?	<i>At Saint Aidan's, we have Nurture Groups. Children have access to a Nurture Group and one-to-one support from our HLTAs and our Student Support Co-Ordinator for Emotional Literacy Support if required. There are close links with our partners in health, for example, the school nurse and paediatric occupational therapist. We also can refer children to the school's mentors, Speech and Language therapist as well as other external professional agencies.</i>
What specialist services and expertise are available at or accessed by Saint Aidan's?	<i>We link with professionals such as Child and Adolescent Mental Health (CAMHS), Social Care, Educational Psychology, Occupational Therapy and Specialist teachers for children who have physical difficulties, specific learning difficulties and hearing impairment.</i>
How will the curriculum be matched to my child's needs?	<i>All our teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Heads of Year as well as the Senior Leadership Team. We also respond to emails within 24 hours if your query is urgent.</i>
How will I know how my child is doing and how will you help me to support my child's learning?	<i>We have an open door policy at Saint Aidan's. There are regular Parents' Consultation Evenings and you can ask for an appointment to speak with your child's teachers, Form Tutor or SENCo at a mutually convenient time. You will receive regular progress information the dates of which are in your child's planner. We will always ask to see you if we have concerns about your child's progress. If your child has a statement of SEN or an EHC Plan, an annual Review is held according to the guidance in the Code of Practice</i>