



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Whitworth Community High School

School Number: 14107

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|---|---|-----------------|-------------------------------------|---------------------|
| School/Academy Name and Address | Whitworth Community High | | Telephone Number | 01706 343218 |
| | Hallfold | | Website Address | www.whcs.co |
| Whitworth | | OL12 8TS | | |
| 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? | 11 - 16 | | | |
| Name and contact details of your school's SENCO | Mrs Kate McCann k.mccann@whitworth.lancs.sch.uk Tel 01706 343218 | | | |

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 Kate McCann - SENCO | | |
| Contact telephone number | 01706 343218 | Email | k.mccann@whitworth.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.

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|---|---------------------|-------------|-----------------------|
| Please give the URL for the direct link to your school's Local Offer | www.wchs.co | | |
| Name | Mrs K McCann | Date | September 2015 |

Accessibility and Inclusion

What the school provides

At Whitworth Community High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Students
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Whitworth Community High School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our Mission Statement "***Climbing Higher***", underpins our entire ethos and promotes equality for all stakeholders and visitors involved in our school community.

Whitworth Community High School is based on one site. A lift is available in the main building to ensure access is available to the top two floors. The school is not fully wheelchair accessible; however, room changes could be facilitated if necessary.

Some specialist equipment is available, for example, Alphasmarts and Laptops. If the need arose, we would ensure that any specialist equipment needed would be considered.

Accessible parking spaces are available.

Many policies, procedures and all essential information are published on the school website. Parents also have access to our weekly newsletter. Our school office is staffed daily from 8.30am to 4.00pm to receive telephone calls. It is also possible to contact teaching and pastoral staff via the office email address.

A full copy of the Single Equalities Policy can be made available on request.

Information is generally made available in standard fonts; but is offered to families with additional needs in enlarged fonts. We would adapt our other communications appropriately, if required.

Generally speaking, signage and other displays are based on English text rather than graphic symbols. If the need arose, we would ensure that any specialist equipment needed would be considered.

Teaching and Learning

What the school provides

Some students with SEN at WCHS were identified and assessed prior to joining our school. Information is shared on transition through specific reports from feeder schools, which may identify educational, social, emotional, behavioural or medical needs.

For any students who do not fall into this category, then identification of SEN may happen in various ways including:-

- Through information given on student admission forms and from contact with parents and carers.
- Through the analysis of assessments. All Year 7 pupils are tested in the first half term and the results of these may flag up an additional need.
- Through specific reports received from external agencies or Children's Services

as part of the information sharing system. This may include receipt of a Common Assessment Framework (CAF) form completed by the feeder schools or by external agencies working with the student

- Through the monitoring of student work and progress by subject teachers and tutors. The Form Tutor or Subject Teacher/Director of Learning then consults with Progress Leaders if there is a particular cause for concern.
- Through academic monitoring, for example, autumn and spring interim reports and end-of-year reports. .
- Through regular consultation between Directors of Learning/Progress Leaders, the SENCO and Senior Team
- If it is felt appropriate, after the above mentioned monitoring/consultations, a student may be screened using an assessment tool. Depending on the results of this, a student may then be referred for assessment by a fully qualified Specialist Teacher through a referral to the Lancashire Education Inclusion Service or the Educational Psychology Service. Permission for this will always be sought from parents prior to the assessment taking place.
- Through medical reports made via the school nurse.
- Through parents/carers contacting the school directly.

For many students, effective differentiation in the classroom will be all that is needed to address individual needs and to enable them to make good progress.

Those identified with some concerns but whose needs can be met through increased differentiation in the classroom, will be monitored at the initial concern stage throughout their school career to ensure that any changes in their needs are identified and appropriate intervention made.

Examples of differentiation include:

- Varying the type of tasks through which students learn
- Using stepped questions, open-ended tasks and extension tasks, which broaden knowledge and understanding
- Using specific strategies to support students' organisation
- Providing key words for spelling practice
- Displaying key words
- Adopting dyslexia-friendly techniques
- Providing printed materials to reduce the amount of copying from the board
- Room timetabling to accommodate physical needs

If a student is not making good progress, despite the differentiated additional support which the subject teachers have given, then a range of strategies/approaches *may* be adopted:

- Deployment of a Teaching Assistant for in-class support
- Referral to the mentoring programme
- Writing a Student Portrait to better inform staff of strategies to employ
- Referral to an intervention programme (such as spelling/Handwriting/Organisational skills)
- Access to additional support or tuition
- Assessment by a specialist teacher or the Educational Psychologist
- Referral to counsellor or School Nurse
- Support from a Peer Mentor

School will consult both staff and a range of external agencies to advise and support individual students. For example, if appropriate, the opinion of the Educational Psychologist (EP) will be sought who may then draw up a Student Portrait which will offer strategies for the student as well as strategies for teaching and support staff.

We have an SEN Provision Map which is continually communicated to all relevant staff via email throughout the year when updates have been made. We have recently devised a document which summarises all students who have some form of disability following guidelines for the Disability Discrimination Act 2010. This cohort of students will be monitored using our in-house data tracking system.

The school nurse is in school regularly and will offer advice to teaching and support staff on relevant strategies to try with students.

All teaching and support staff are given the opportunity to attend relevant training throughout the year. We have a Teaching and Learning Assistant Head who, alongside a Deputy Head devises a cascading system where staff who have attended a relevant course will deliver an in-house training session to other interested staff.

The WCHS continuing professional development (CPD) programme is tailored to enable staff to undergo training in best meeting the needs of individual learners.

Teaching Assistants are experienced and well supported with professional development opportunities.

The school has regular visits from an Educational Psychologist who offers suggestions for strategies to use with students with respect to their specific needs. The school arranges for assessments for Specific Learning Difficulties to be carried out by a fully qualified specialist teacher who also offers advice as to which strategies will work best with our students.

The school has an SEN link Governor.

An Additional Support Timetable has been created and forwarded to all Teaching Assistants (TAs) and the Cover Supervisor. If a student who normally receives TA support is absent or taking part in other activities, a TA may be deployed to aid another student who has been highlighted as in need of support.

The SENCO attends the regular Lancashire County Council SENCO network meetings to ensure she is updated with developments and aware of legislative changes.

All students have access to the entire curriculum. For support during exams we closely follow the JCQ guidelines. Access arrangements are reviewed throughout the academic year. When students have a clearly defined need and supporting evidence, (this could be medical or a recommendation by a SpLD specialist), we will provide the relevant concession. For example: access to a word processor, extra time, rest breaks or the use of a scribe. All concessions granted are student specific and we hold the relevant evidence of history of need on file in the Examinations

Office, in line with JCQ regulations. Students' additional entitlements are communicated to all staff who ensure students have similar provision for in-class assessments and examinations.

Parents are informed of educational progress and outcomes at key points during each academic year via 'Interim Reports'. These clearly indicate, for each subject, how students are progressing toward their targets. Targets are set at KS3 and KS4 from data collected from baseline assessments using SISRA. Parents are then further informed via a full academic report. Parents are also invited to attend a Parents Evening.

In addition all SEN students have their Student Portraits reviewed twice yearly following feedback received from teaching staff regarding their progress. Once this data has been collated, Progress Leaders / Directors of Learning will meet with the student to discuss their individual targets. New targets are then set and sent home for approval via an updated Portrait. During this process the SENCO will also look at national data from RAISE online to check that sufficient progress is being made and will forward any major concerns to relevant staff.

We may offer an additional tuition programme for students who may need further support in English and Mathematics.

We commission specialist support as needed for individual students, for example students with ASD.

If a student is absent through illness for a prolonged period we will ensure that work is sent home regularly.

Where we have felt that students would benefit from attending other schools for a short period of time to attend a Nurture Group or a session offering Social and Communication interventions, this has been arranged.

We have good links with the local alternative curriculum and education centre, "Oswaldtwistle SS School". Students could access this provision where there are concerns about their emotional health and wellbeing.

Off-site provision is quality assured through ongoing and regular liaison, visits to the provision by WCHS staff and ongoing communication with parents/carers.

Our current detailed provision map clearly indicates SEN students' entitlement, the support offered and the interventions in place. We are currently adding the costings of this provision to the Map.

Reviewing and Evaluating Outcomes

What the school provides

The reviews for students with Statements and EHC plans are arranged annually in line with statutory guidance. Parents, the student, key staff and relevant outside agencies are invited to attend. The relevant paperwork is submitted to the Local Authority via the school portal and to parents through the post.

Student Profiles are updated twice a year and then shared with parents/carers.

All students with Student Profiles are reviewed twice yearly; feedback is sought from all subject teachers. The SENCO then collates this information and passes it to the Progress Leader / Directors of Learning. They then meet with the student and new targets are set. Where necessary, parents are invited in to discuss progress.

Internal data tracking systems and RAISE online data is used on a regular basis to track progress of students with SEN.

All staff receive class tracking data which clearly identifies students with a specific need.

Prior to an intervention a baseline assessment is conducted and then impact evaluated at the close. For example: with additional tuition or the Handwriting skills programme.

The SENCO reports formally to the Governing Body once a year.

SEN students are tracked and monitored in every data collection within school. Progress Leader / Directors of Learning will raise any concerns about progress with the SENCO.

Keeping Children Safe

What the school provides

The school policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students. For SEND students, a full risk assessment is made by the SENCO and stored in school office when a place at school is confirmed. This is subject to regular review and/or when need changes.

Where a student needs mobility assistance there are handover arrangements in place.

Students make their own arrangements for travel to and from school. This includes walking, cycling, catching buses or being collected by parents.

Taxis transporting SEN students have access to the main reception drop off, where there are also disabled parking spaces. Otherwise, parents are asked not to bring their vehicles onto site during the school day, for safety reasons.

Teaching staff follow a duty rota at break times. At lunchtimes, staff can volunteer to undertake a paid lunchtime duty. Senior staff undertake lunchtime duties. Lunchtime supervisors are also employed.

Students with SEN may be supervised as appropriate, according to the provision in their EHC plan.

All school activities, both on and off site, residential and overseas, are risk assessed and are processed through the "Evolve" system. School fully adheres to standard policies regarding activities and trips. The staff involved are proactive and vigilant in their supervision. The Educational Visits Policy provides clear guidelines for the EVC, Visit Leader, staff participating in visits and SLT Emergency Contacts.

Student behaviour is always of a very high standard. Inappropriate behaviour is dealt with appropriately following the school behaviour policy.

Risk assessments are completed via group leaders/responsible staff, following guidelines provided in the Educational Visits Policy. They are attached to visit application forms, checked by EVC and delivered by group leaders/responsible staff.

They should be taken on the visit with the visit leader. All school visits are processed internally and then checked via the Lancashire County Council "Evolve" system.

The school's anti-bullying policy is available on request. Further details of anti-bullying procedures can be found in the Parents Information booklet which is issued annually at the start of the academic year.

Health (including Emotional Health and Wellbeing)

What the school provides

There is a lockable cabinet in the medical room where medication is stored that does not require a cool cabinet. There is also a cool cabinet in the medical room for storing insulin. When administering medication we follow the school's First Aid

Policy, this is available on request.

Prior to a student starting at school, we contact parents/carers and draw up a suitable care plan, if required, following advice from the school nurse. Staff are informed at the first training day in September about the medical needs of students. All staff are issued with a confidential list which contains the names of all such students. The care plans are kept in the main office and digitally on the school's secure staff intranet.

There are a large number of trained first aiders. First aid rotas are displayed around school. 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. We would also then telephone the priority named contact(s) for the student.

The school nurse is available to all students and offer drop-in sessions as well as scheduled appointments. Where necessary school will seek advice from ELCAS and other specialist agencies. Students may see their link worker from an outside agency, in the school.

Communication with Parents

What the school provides

Please see commentary in all other sections where these questions have been addressed.

Working Together

What the school provides

The school has an active student voice. The school council meets regularly and asks all form representatives for agenda items. Minutes are published. The council has a small budget which it can spend appropriately.

Throughout the year, surveys are sent to parents/carers. In addition, parents/carers can complete a paper questionnaire at every Parents Evening.

There is a strong representation of parents within the school Governing Body.

The school nurse is available to all students and offer drop-in sessions as well as scheduled appointments. Where necessary school will seek advice from ELCAS, the Educational Psychologist, Childrens' Social Care, LA SEN services and other specialist agencies or services.

What Help and Support is available for the Family?

What the school provides

Pastoral teams in school are available to support and signpost families to specialist assistance or services. The school has good links with outside agencies who are able to offer family support and therapeutic involvement.

Support would be available from both pastoral and academic staff, as required. This would be offered and arranged as needed.

The school employs an IAG officer for one day a week. Students are interviewed and signposted to appropriate resources for further support.

Enterprise Days and Careers Fairs provide opportunities to develop employment skills.

Transition from Primary School and School Leavers

What the school provides

All students visit the school for a Transition Day in June prior to entry in September.

New Year 7 students are also offered access to our Summer School which is run for two weeks in the Summer Holidays before they start. This has been highly effective in allowing the students to form friendship groups and to settle in even before the academic year has started.

Alternative arrangements are made for any students who are unable to attend these events. Student Prefects and Teaching Assistants work to ensure students are supported on transition. Visits are made to primary schools during June and July prior to transition. Any students with additional support needs are included in this visit programme.

Enterprise Days and Careers Fairs provide opportunities to develop employment skills.

The PSHE and Citizenship curriculum includes units of work on careers, employability, enterprise and study skills in every year group.

The PSHE and Citizenship curriculum is planned to support students throughout the development from Year 7 to 11. Students develop life skills including the ability to plan and manage their finances and are supported in developing employability skills such as interview technique and rights and responsibilities within the workplace.

The PSHE curriculum at Year 10 and 11 is planned to ensure students build on the skills they have developed in Key Stage 3 to be able to independently manage risk, including to their health and wellbeing. There is an emphasis on managing their emotional health and wellbeing and students are encouraged to develop into resilient young adults, with techniques to support themselves if they encounter difficulties with their emotional health.

Extra Curricular Activities

What the school provides

Students are supervised on the school site from 8.30am to 4.00pm. We do not have formal before school provision. Students who arrive from 8.00am onwards can use the school canteen where breakfast is available to purchase. There are extra-curricular clubs and activities on offer beyond 3.00pm but these do not form part of a formal after school provision. Homework club is offered to all students from 3.00 until 4.00 on four days a week Monday to Thursday.

There are a broad range of lunchtime and after school activities on offer. These are subject to seasonal change, a current programme of activities is published on the school website and updated at half-termly intervals. There is no charge for attending activities during the school day or for after school clubs.

Participation in activities is annually surveyed to ensure that students from all groups are participating. All activities that incur a cost to parents are carefully evaluated by the Senior Leadership Team before approval to ensure that they are inclusive and accessible to all.

Students are placed into form groups at the start of Year 7 and remain in these form groups throughout the school. In Year 7 students are taught in form groups throughout the year, enabling them to make strong friendships with students from other feeder primary schools. The PSHE and Citizenship curriculum for all year groups includes units on relationships, including developing, maintaining and repairing friendships. The school has a strong ethos, students quickly settle into the school and if any difficulties are experienced during this process pastoral staff act quickly to support students.