SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Sir John Thursby College

School Number: 12113

Lancashire County Council

www.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 (e.g. ancillary aids or assistive technology?)

What the school provides

- Sir John Thursby Community College has a fully wheelchair accessible site – using two lifts within the building to access all classrooms and ramps as well as steps to access any changes of level in the outside environment. The fire doors mean the building is not able to be fully accessed independently.
- The College environment has been audited by HI and PD and VI Specialist staff.
- There are specific disabled parking spaces, nearest to the College entrance.
- Sir John Thursby Community College has accessible toilet facilities throughout the College, and the personal care room changing facilities (Physical Education and Drama) are accessible for all.
- Our college website is available in many different languages, through the use of Google Translate – accessible through the translate button in the top right of the website homepage. This includes all our college policies and procedures. We also have staff who are able to translate during meetings with parents.
- Information is available in different formats upon request.
- Information is available to all students and their families.
- We use visual timetables for individual students – when this is identified to be appropriate.
- We have specialist chairs and height adjustable tables for use by some of our current students and utilise Occupational Therapist input to identify specialist equipment required by students.
- We have an intimate care room with ceiling and mobile hoist and Closomat toilet facilities
- The College arranges specialist equipment according to the needs of individual students. The equipment is reviewed regularly to ensure it is suitable for their needs, as advised by specialists.

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 SEND?
- 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 SEND 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

- Sir John Thursby Community College follows the graduated response to SEN set out in the SEN Code of Practice.
- We identify students with a potential Special Educational Need through several processes: teacher observations, teacher assessments, analysis of SATs, CATs and Year 7 Screening Tests and parent / Carer Concern transition information from previous school.
- The additional support provided within the classroom is dependent on individual need and individual pupils Educational Health Care Plan (EHCP) This can range from; adaptation, resources / equipment, SEN TA group support and group interventions.
- Based on external specialist advice, including but not limited to medical / Occupational Therapist / Specialist (e.g. Visual Impairment specialist / Hearing Impairment Specialist) reports, we endeavour to provide students with resources to allow them to be independent learners.
- Staff have been provided with medical awareness training for all current medical needs within the College. Individual Care Plans are in place for students who have medical needs that are likely to occur in college, and all First Aiders are provided with information on these students.
- Staff training provides awareness of all SEN and disabilities currently in College and the SENCo and TAs liaise closely with specialists regarding individual students.
- A teacher for the deaf and a teacher for the visually impaired regularly visit the College. Other specialists are welcome by appointment.

- Pastoral Care staff are trained in moving and handling.
- Staff working with students with SEND are signposted to relevant training by the SENDCos and as a college we are committed to Professional Development.
- One member of staff holds the CPT3A qualification, thus enabling them to provide Access Arrangements and reasonable adjustments for exams, in line with the Joint Council for Qualifications. Students are assessed and once they qualify for reasonable adjustments, evidence is collected that this is their usual method of working.
- Educational progress is shared termly with parents in a written format and meetings held twice a year between staff and parents. Alongside this, the SENDCo and TAs meet with parents of students with EHCPs for their annual.
- Alternative provisions are used infrequently but are available if the need arises.
- Where students attend Alternative provision, frequent contact is made to ensure their support is appropriate.
- All students complete a work experience placement in Year 10. This currently consists of one week in school carrying out careers-based workshops and one week experience in a workplace. All students are provided placements which are believed to be suitable to the individual, including those with SEND. Where necessary, school will cater for individual needs, working with parents, to ensure this is a positive experience for the student.
- All SEND provisions are recorded on Provision Mapping by individual student. An overarching provision map is available to highlight the range of provisions available.

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 SEND 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

- All Education and Health Care Plans are reviewed annually. If there is a need interim reviews will be held.
- Other children with SEND needs may receive support by working in smaller groups, additional academic support.
- All children on the SEND Register have a Student Support Plan, which is reviewed and communicated to parents.
- The effectiveness of the provision for individual students is evaluated regularly through a weekly Inclusion meeting. Whole College issues are reviewed on an annual basis to ensure students are making progress and that provisions are cost effective.

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

- Risk assessments are updated as required for SEND students, by the SENDCos/Inclusion Team/Curriculum Departments.
- Students make their own way into and out of college.
- SEND students can enter through Student Support at the front of the College if this is more suitable.
- There is no parking for picking up and dropping off students on the College site, although car park passes are provided for students with high needs physical disability/sensory impairments.
- Risk assessments take place for all activities outside of the classroom, the risk assessment will include the needs of any student with SEND.
  The College uses the Lancashire EVOLVE process for risk assessments.
- Identified SEND students can access Student Support at breaks and lunchtimes where lunch can be eaten away from the canteen.
- The College ensures SEND students stay safe when outside the classroom by following advice provided by LCC specialist teachers; where there is deemed to be any risk additional support staff will accompany students or the curriculum may be altered to suit their needs or abilities.
- Parents can find the anti-bullying policy on the College website.

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

- All medication kept in college is stored in the Medical Room in Student Support. This room is kept locked at all times. Medication is provided from the room, and a record is kept of the type, amount and date of the medication provided. All medication is self-administered by students following discussions with parents and a signed consent form being held in college.
- Care Plans are drawn up in conjunction with student's families and where necessary specialist medical staff. They are reviewed at least annually.
- In the case of a medical emergency a trained first aider will be called. All first aid trained staff are made aware of students with Healthcare Plans.
- A school nurse regularly visits the college.

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

- Parents are invited to an Induction Evening, as well as the Year 6 pupils coming to Sir John Thursby Community College for a Taster Day, in the Summer Term of Year 6. Here they will meet the Progress and Guidance Leader for Year 7 and their child's Form Teacher. Students with SEN will also be directed to meet the SENDCo and discuss any concerns, either on this evening or at the Annual / Transition Review for a student with an EHCP
- We prefer parents to make an appointment to speak to staff – to ensure the staff are not teaching, however, staff will always return phone calls and will aim to meet with parents when they are available. Where possible, we use a communication method suitable to the parent / carer, face to face meetings, phone calls, text messaging, letters and emails.
- Parents / Carers receive written feedback termly on their child's progress and meet with staff twice a year. Students with an EHCPs also have an Annual Review.
- Each year Sir John Thursby Community College holds an Open Evening and Open Morning where Prospective Students and Parents / Carers can visit the College to see the facilities and meet the staff. The SENDCo is on hand to meet any parents with queries regarding children with SEND.
- Parents are asked to complete a Feedback form on all Parents Evenings and Progress and Guidance Day. Staff are in regular contact with parents for immediate feedback. The College has an 'Open door Policy' and parents can therefore visit reception with any queries. There is a contact facility on the College website.

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 SEND and supporting their families? (e.g. health, social care, voluntary groups)* • How do home/school contracts/agreements support children with SEND and their families?
What the school provides • The College operates a School Council, called 'The Student Cabinet' and the pupils can volunteer to represent their form. The form then votes for its representative. This representative then takes form suggestions to the Cabinet meetings. • Parents are invited to attend annual reviews for students with EHCPs where they have the opportunity to express their views. • 'Friends of Sir John Thursby Community College' meet regularly. Parents can attend training or volunteer in the College. • The Governing body support the Headteacher in providing financial support to meet the needs of all students. • Home/College agreements support students with SEND and their families by ensuring they have specific targets to meet and by detailing the support provided by the college.

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 • The member of staff dealing with the student at that time is most likely to support a family in completing necessary paperwork.

- We have links with a range of agencies and parents can be signposted through the Achievement Leads or Inclusion department.
- Travel plans are arranged on an individual basis; please see Lancashire county council who arrange travel support for families School transport - Lancashire County Council

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

- Sir John Thursby Community College provides a 'Taster Day' for all Year 6 students that have gained a place at the College. The Year 7 Achievement Lead also visits all of the students (within the local area) at their Primary School and meets their Year 6 teacher and / or SENDCO to discuss individual requirements in the summer term. Students identified by the Primary School, Sir John Thursby staff or the SENDCo may also attend additional visits to the school, either individually, or in a group, as deemed appropriate. The SENDCO also aims to attend Yr 6 Annual Review / Transition Reviews for all students with EHCPs.
- Students are provided with guidance on preparing for adulthood through PSHE and Citizenship within their mainstream curriculum. Identified SEND students can access individualised programmes, as advised by specialist teachers.
- Students at SJT receive impartial careers education, information, advice and guidance across all stages of their secondary education. This advice and guidance becomes more targeted in KS4. One-to-one support is available at all times and at least one one-to-one meeting will be held in Year 11. Students are encouraged and supported to explore their aspirations through independent study, supported research, third-party presentations, college visits, taster days, work experience placements and other work-related learning opportunities.
- For students who require a transition review, the Career Development Coordinator will attend this and work with the SENDCo and other agencies in order to ensure the smooth transition into FE.

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

- Sir John Thursby Community College offers a range of activities and services beyond the college day. Lunchtime and after school include; Study Support, Sport, Music, Art/Craft, Homework, Drama.
- Parenting Support workshops and community access to run adult family learning and Enrichment such as Education Intervention Programmes, speakers and various workshops are organised when required.
- There are a range of extra-curricular activities that change on a termly basis to reflect need and season. These currently include Sports, Maths, ICT, Science and Homework but are subject to change.
- At this moment in time parents do not pay for any of the activities as they are funded by the college.
- Voluntary Contributions
- The school may ask for voluntary contributions towards the cost of school-time activities to assist with funding, subject to the following conditions:
  - Any children of parents who do not wish to contribute will not be treated any differently.
  - Where there are insufficient contributions to make the activity viable, or the school cannot fund it from some other source, then the activity will be cancelled.
  - All requests to parents for voluntary contributions will make it clear that the contributions are voluntary and that there is no obligation to contribute.