



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Morecambe Community High
School

School Number: 01109

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

School/Academy Name and Address	Morecambe Community High School		Telephone Number	01524 410207
			Website Address	http://www.morecambehigh.com/
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?	11-18			

Name and contact details of your school's SENCO	Anne Rickards arickards@morecam.be
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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	Anne Rickards SENCo		
Contact telephone number	01524 410207	Email	arickards@morecam.be

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.

Please give the URL for the direct link to your school's Local Offer	<u>http://www.morecambehigh.com/local-offer--send.html</u>		
Name	Seb Ip	Date	01/09/2017

Please return the completed form by email to:
IDSS.SENDReforms@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 (eg; ancillary aids or assistive technology?)

What the school provides

The car park areas maintain disabled parking spaces close to the reception entrance. The main building, library and technology buildings are fully accessible to wheelchair users. There are three disabled toilets one in the Library, one in the Sports Hall and one in the technology building. Standard toilet facilities serve each building within school.

School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office.

School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate. For parents whose first language is not English the school will try to provide an interpreter to attend meetings.

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

SEN/D students may be identified through the teachers' observations and assessment, standardised assessments (SATs, CAT, WRAT etc). A formal system of reporting concerns with regard to any aspect of learning, progress or behaviour is in place. Parents / carers, or external agencies may raise concerns about progress, attainment or behaviour. Students who have been highlighted are discussed at meetings with Progress Leaders, Pastoral Support Workers and Learning Support staff; further assessments may then take place before making a decision about support.

All students are assessed using the ARTi for reading comprehension and WRAT4 for spelling and Cognitive ability tests (CAT) at the start of year 7 students. Some students may then require additional assessments to determine their specific strengths and difficulties. Students who arrive after this time will have an individual WRAT4 reading, spelling and numeracy assessment. All students' reading and spelling are assessed at the end of each school year. The SENCo meets all the year 6 primary teachers to discuss students' needs as well as the primary SENCos, additional support such as extra transition visits is put in place as required.

Students with a Educational Health and Care Plan (EHCP) are admitted to school. LCC assessment criteria determines the 'banding' of individual students based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school.

If required a student may have a Student Profile that identifies an individual student's strengths and areas for development and the student's provision map.

The school follows a broad and balanced curriculum across the key stages. (More information can be found on the schools website or via the school's prospectus available from the school office). The curriculum is reviewed every year to ensure it is meeting statutory requirements at each key stage. Most subjects are delivered in mixed ability year group classes; differentiated to meet the individual needs of all the students within a class group. The curriculum allows for progression within subjects and across key stages.

Students in years 7, 8 and 9 follow national curriculum subjects.

Students in years 10 and 11 and post 16 are able to make choices of option subjects. The school makes use of options choices available to allow experience of externally supported learning opportunities at local colleges or

vocational work training if appropriate for individual students.

Wherever possible and appropriate, subjects are accredited using nationally recognised accreditation and examination with appropriate adjustments and support as required.

Students' who require access arrangements will have their needs assessed by the school's qualified assessor, the Examination's Officer will put these arrangements in place for all examinations.

Individual student assessment of progress against their predicted grades is tracked half termly, students predicted grades are devised using KS2 levels, CAT scores and other nationally recognised assessment tests.

Reporting progress takes place at parents' evenings and written reports. SEND students have a termly review meeting with Learning Support Staff. Additional meetings with SENCo, Progress Leaders, Progress Tutor, Pastoral Support Worker may take place as necessary.

Please refer to the schools 'Provision Map' and SEND Policy for greater detail - available on the schools website or in the school prospectus via the school office.

School provides qualified experienced staff. In addition the school has 2 Specialists teachers - SpLD dyslexia, and HI. In addition the school has a specialist ASD TA. If required the school will use a peripatetic specialist teacher from the Authority. Where appropriate school may provide in class support or withdrawal either as a small group or work 1:1.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN, subject specialisms and other aspects of school e.g. safeguarding and behaviour management, for example.

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

Reviews for students with Statements are held at least annually.

Student progress is tracked termly and additional interventions may be put in place if the student is falling behind using the “assess, plan, do, review” framework. Formal & informal assessments are used to monitor progress. Learning Support staff meet regularly to assess progress and respond to students’ changing needs where possible. Faculty & Subject heads ensure that teachers monitor and evaluate the progress of SEN/D students and that they provide appropriate teaching and learning opportunities which lead to good progress against baselines.

Student progress following intervention is evaluated both in terms of progress and cost effectiveness. Staff promote an atmosphere of mutual respect, trust, co-operation and encourage students to develop independence, initiative and self-reliance.

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

The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are responsibility of the Headteacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and Carers wherever appropriate. They are reviewed within appropriate timescales.

Teachers and additional welfare staff are on duty over the break and lunchtime periods. Learning Support provides a break and lunch club for the most vulnerable students.

All policies, guidance and procedures relating to Safeguarding, child

protection, security, safety and support including behaviour policies and anti-bullying are available on the school website or via the school office.

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

The school has a nurse who spends approximately 6 hours in school per week. All medication that is required by students during the school day is kept in main reception in a locked cupboard/cabinet or a fridge. There is a signing in and out system in place and a signing system for administration.

The school nurse in conjunction with health professionals, parents and a named TA draw up a care plan. These are agreed and signed off by the school nurse and parents, details are shared with all staff working with a particular student. These are reviewed annually or earlier if there are any changes to condition, medication etc.

In an emergency medical situation school would refer to main reception, a first aider will assess the situation and follow care plans as written down. If necessary an ambulance would be called and a member of staff accompanies the student. Parents would be informed and staff would stay with a student until Parents arrived.

If required, school will facilitate services that are provided by health such as access to Speech and Language Therapy or Occupational Therapy.

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

A full staffing structure of the school is available via the website or within the school prospectus.

Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate. Staff are flexible in their contact with parent/ carers; should they not be available they will endeavour to return calls as soon as possible.

For information about keeping up to date with progress refer to the section on Teaching and Learning.

School seeks parents’ views and feedback anecdotally, through annual questionnaires, annual review parent advices and signpost to the OFSTED parent view website.

The school holds ‘information evenings for option choices for KS4 and post 16 as well as careers and Higher Education.

All students joining year 7 in September are invited to attend an Information Evening and a Transition Day in the Summer term before to help them to become familiar with staff, other peers and their environment.

Those joining mid-year are given a basic assessment of their needs before starting.

There is a Morecambe Community High School Parent Teacher and Friends Association which all Parents/Carers and families are encouraged to actively support and participate. The association holds a range of fundraising and social events throughout the school year.

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

The school has a school council with representation from each class voted for by the students in that class. The council meets once every half term and is facilitated by a member of senior staff.

Students complete an on-line questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete.

SEND students actively participate in both the EHCP Annual Review and termly progress review meetings.

Parents are invited to the annual review, progress review, parents evening and their views are actively sort via questionnaires and discussion. Parents are also able to make their views known through informal discussions whenever they may contact school. There is a parent contact button on the school website.

Parents hold several places on the Governing Body of the school. The school acts as a central point to hold parent partnership meetings and the school hold its own parent engagement meetings facilitated by the member of staff responsible for parent and family liaison.

The school works very closely with all other partners and professionals from across all agencies linked to SEND, health, social care, police, voluntary organisations etc in order to support an individual student as required.

There is a home school agreement in place and this can be found at the front of the student planner.

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

If the school is asked admin support staff will aid families in completing paperwork or direct it to the most appropriate person to help and support.

There is a person in school responsible for information advice and guidance, however all teaching staff, heads of department and senior staff are able to offer IAG to parents and young people throughout their time in school, in particular at times of transition.

A member of staff has responsibility for transition arrangements at key points in a students' school life. The systems in place are followed by departmental staff.

Young Peoples Service has a statutory responsibility to support students and families of young people with SEND at key points in transition and LCC transitions team will work with the most complex Students 14+.

School has a staff member with responsibility for parent/family liaison and

they can offer or signpost support and advice to parents/carers and family.

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

All Year 6 students transferring to our school are expected to attend a transition day. Some students with more complex or specific needs may require additional support and this will be arranged as required.

Similarly if a Year 11 student is moving on to another post 16 provider the SENCo will meet with a member of that provider's Learning Support Department as requested.

Those students in their final year of schooling will have a timetable and curriculum that focuses in part on the next steps and life beyond school. They will have a range of options to facilitate their chosen career path open to them with support from staff.

Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings etc and an IAG event takes place as part of the school calendar.

School is supported in the transition process by Young Peoples Service and LCC transitions team.

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

The school has a breakfast club every morning and after school activities every evening as standard. Every day there is a break and lunch club for the most vulnerable students supported by staff familiar to these students. Homework club is also provided for students with SEND or additional needs. In addition to this the School Library is open for students after school for homework or private study.

School organises revision sessions during some school holidays. These are organised and run by staff familiar to the students.

We aim to run a number of residential experiences each year.

A number of 'one off' trips or visits take place out of school hours across the school year e.g. to theatres, etc.

School has a charging and remissions policy, which seeks contributions for payments from parents, though all trips and residential activities are heavily subsidised through school or via fund raising.

All activities, trips follow the ethos of the school and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience