



SEN and Disability

Local Offer:

Secondary Settings Template

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Ss John Fisher & Thomas More RC High School**

School Number: **13108**

Accessibility and Inclusion

What the school provides:

St John Fisher Thomas More RC High School was originally built to accommodate far fewer pupils than the current number on roll. It is set to expand to over 900 pupils in the next two years, with six new classrooms, 2 new science laboratories, extension to the Dining Room and some internal re-modelling to kitchen area, corridors and stairs to improve movement around the school over that period. The buildings are spread over three floors with disabled access to all areas. There is external access via ramps to all areas on the ground floor. The corridors, in some areas of the school, are very narrow with small flights of stairs which necessitates the use of outdoor routes for wheelchair users. This is being improved during the internal remodelling during the planned expansion and resulting building work. Without careful planning, there would be a potential for congestion at lesson changeover in some areas, particularly the older parts of the school. Arrangements are made for those pupils who benefit from moving when corridors are clear.

There are two accessible parking spaces near the front entrance and one at the rear. There is a designated safe area to drop off and collect pupils requiring assisted transport. Members of staff are on duty to ensure safety of pupils at the beginning and end of each day.

All teaching rooms are carpeted to aid acoustics, except for specialised areas which require appropriate flooring i.e. laboratories, Sports Hall, Drama Studio and technology area. All have window blinds and wall displays to enhance the visual environment. The skirting areas in corridors and edges of steps are clearly highlighted for safety. Environmental audits are arranged with external agencies for individual pupils whose needs necessitate this.

There are two toilets with disabled access. There is also a Medical Room with hand washing facilities, a medical bed and lockable storage area. There is no toilet or shower facility in the medical room itself. A small physiotherapy room is also available with a height adjustable medical bed. The room is used during 1:1 physiotherapy sessions, in liaison with external agencies. There is a wet room on the main corridor opposite Student Services.

Policies are available in a print format from school and the website. For those pupils/parents who require it, information is made available to assist with translation.

The school endeavours to communicate as effectively as possible with those parents/families whose first language is not English. We have staff who speak French, Spanish, Italian and Urdu who can be available to assist with translation.

On arrival in school, those pupils whose first language is not English are assessed by a specialist from the Ethnic Minorities Achievement Service. Intensive small group or 1:1 English tuition is available for pupils who would benefit from this.

The school does not use height adjustable tables generally but uses height adjustable chairs where needed. There are adjustable height chairs available around the school, with varying levels of postural support. Specialist seating is provided via Occupational Therapy Service on an individual basis for those pupils who require it. In the food technology area, there is a low-level electric cooking area with wheelchair access.

Microphones are available for staff to use during the teaching of hearing-impaired pupils.

Keeping Children Safe

What the school provides:

Preliminary assessment is made by the SENCo (Special Educational Needs Coordinator) and other key Health and Safety staff (if necessary) during a feeder school visit before the pupil starts at school. If necessary, Occupational Therapists, Physiotherapists, or the School Nurse are asked for advice on drawing up risk assessment/ Care Plans.

There are two accessible parking spaces near the front entrance and one at the rear. There is a designated safe area to drop off and collect pupils requiring assisted transport. Members of staff are on a duty to ensure the safety of pupils at the beginning and end of each day. Access to the school is limited to a single lane bridge over a railway so school ensures a high staff presence at the beginning and end of the school day to ensure the safety and wellbeing of all pupils. As part of the expansion work, an additional entrance to school is being created to improve access for pupils whilst entering and leaving the school site.

The Learning Support Department run a homework club after school in the Learning Resource Centre. A Teaching Assistant and senior pupils are available to support pupils.

All school trips are processed through the "Evolve" system and risk assessments are attached to forms, checked by EVC, and delivered by group leaders/responsible staff.

All pupils sign an Acceptable Use policy at the beginning of Year 7 to ensure that they understand how to keep themselves safe when they are on the internet. E-Safety is also delivered in ICT/PSHCE lessons in the taught curriculum.

School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN (Special Educational Needs) pupils.

The schools' Anti-Bullying' policy is integral to our 'Safe to Learn' policy and is available by a direct link on the school website and hard copies are available on request.

Reviewing and Evaluating Outcomes

What the school provides

All EHC (Education, Health, and Care) plans are reviewed on an annual basis

Reviews are carried out in line with statutory guidance for Reviews.

Advice is provided by the school, external agencies, the pupil, and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to LEA, the parent/carer and school. Pupils are always actively encouraged to participate in their meeting.

Progress of pupils with SEN support needs is monitored twice yearly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups including SEND (Special Educational Needs and Disability).

Progress data is shared with parents/carers twice yearly, in written format as well as face to face at Parents' Evening where the SENCo (Special Educational Needs Coordinator) is available, along with other members of staff from the Learning Support Department to speak to parents/carers of pupils with SEN support needs.

Parents/carers of all pupils with SEN needs are invited to termly reviews of Individualised Learning Plans where progress towards meeting termly individual targets is discussed and if necessary new targets set and agreed.

The SENCo is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.

The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school measures progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets as set out in the Individual Learning Plans.

Health (including Emotional Health and Wellbeing)

What the school provides:

Medication can be administered by all First Aiders

All medication is kept under lock and key in a main place in the in an area in Student Services. For the safety of all the community, pupils are advised not to carry medicines in school. The locked cupboard is clearly labelled, and designated staff have access to the key.

Medications in the cupboard are all clearly labelled to identify the pupil it belongs to with a photo of the pupil to identify. Names are checked carefully, and instructions read before a record of any administration is noted.

Instructions for administration are kept with the medication/Care Plan.

A Care Plan is drawn up in conjunction between the parents, child, and medical professional. The school wellbeing officer will either do a home visit or arranges a meeting in school when the plan is agreed and signed by responsible staff.

Care Plans are held centrally in the school office. They are reviewed at least annually or if circumstances change.

Heads of Year and/or SLT (Senior Leadership Team) are briefed regularly about pupils with medical needs.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment and 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. A member of SLT (HT or DHT) is always informed if a pupil requires further medical attention.

There are regular visits from the School Nurse, who has drop-in sessions, Speech, and Language services, CAMHS (Child and Mental Health Services) workers, educational Psychology service, Physiotherapists and Occupational Therapists. The school employs its own counsellor (previous school nurse).

Nurture provisions can be provided in a school to groups of pupils 'as necessary.

Communication with Parents

What the school provides:

The school website provides contact details which enable access to appropriate adults in the school. Synergy is used by all staff when contacting parents.

At the transition meeting for newcomers to the school, key staff members including staff from the Learning Support Department are introduced to parents and pupils.

Staff visit all feeder schools during transition. Details about the school and how to contact us are left with the Head Teacher of the feeder schools.

Additional contact days are made available for Year 6 pupils to come and experience working in our school and to meet key staff.

Parents can make an appointment, with the school to arrange and be escorted on a tour around the working school prior to transition of the SEND child.

Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.

Feedback from parents/carers is encouraged through Synergy and questionnaires. School practice may be modified and improved considering this feedback.

The Governing Board of the school is constituted directly in accordance with the statutory instrument of governance. There is a nominated governor for SEND on the board who meets at least half termly with SENCo.

Teaching and Learning

What the school provides

Pupils with SEN are usually identified in the Year 6/7 transition/liaison during spring term. All pupils are assessed using standardised reading and spelling tests on entry, and at least annually thereafter through the Accelerated Reading programme. Cognitive Ability Tests (CATs) and class assessments are carried out in September of Year 7. Any mid- year transfers are tested on arrival and following liaison with the previous school. Updates are made annually or more frequently if a need is indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.

Classroom based support and intervention can take place in one- to- one, small group or whole class settings. Classroom based support, one-to-one and small group interventions are available through a team of experienced teaching assistants. One-to-one and small group interventions include booster literacy and numeracy groups, delivery of speech and language programmes, social skills groups, auditory and VI support. Intervention can be in place, during or after the school day.

All Year 7,8 and 9 pupils follow the Accelerated Reading programme which is a computer based, personalised programme aimed at developing reading skills. Much of this learning takes place within the Learning Resource Centre with the support of the English department. Pupils that require additional intervention are identified through the programme, referrals are sent from staff to SENCo.

School will consult staff from a variety of external agencies to advise and support across the range of SEND.

All teaching and non-teaching members of staff are given SEND training at the start of the school year and on-going through the school year. Updates are provided through the weekly bulletin , if necessary.. Specialist nurses and agencies are able to provide advice and strategies for teaching pupils with SEND and medical conditions.

Updates are made available to staff by the SENCo via staff briefings held during the week, weekly pastoral group and learning support department meetings, the school internal email system or face to face meetings.

Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, SPLD, Speech and Language, Nurture, Social Skills, Motor Skills, and Visual Impairments.

External training is available to support staff although most training and staff development is given 'in house'. Training is also available from NASEN website for all Learning Support Department staff.

School works within the Examination Boards' guidelines to put in to place all Access Arrangements that are appropriate and meet the needs of the individual pupil overseen by the SENCo, teaching assistant and Data/Examinations Officer.

Individual teachers are responsible for making learning accessible to all, using Wave One interventions where necessary i.e. high quality first teaching. Teachers complete educational progress reports twice a year, which are shared with parents.

A small number of KS4 pupils' study two GCSE/BTEC qualifications with the third option being an ASDAN vocational programme.

The school's SEN ILPs available through Synergy outline the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs.

Working Together

What the school provides

The school has an active Pupil Voice through the House Council system.

Each form group elects a form representative that meets regularly at the House Council group meetings and are instrumental in implementing changes in the school.

Pupils are invited to attend meetings of the Pupil welfare Committee at appropriate times.

Pupils have been involved in active citizenship programmes, to Parliament talks with local MPs, visiting ministers and visits to the local council chamber as well as taking part in community projects. Pupils are also involved with the work of the school Chaplaincy, that regular promotes active charitable participation.

Staff appointments involve a 'Pupil Panel' which meets with candidates, asks prepared questions and feedback information to the appointments panel.

Pupils 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 as well as at Parents' Evenings.

Pupils with additional needs are able to make their views known during the Annual Reviews, as well as through their parents.

The constitution of the Governing Board requires parents to be represented on the board. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out nominated by the constitution. Coopted governors with particular skills are added to the Governing Board as required.

There is a governor linked with SEND, who reports back to the full Governing Board. Reports emphasise the involvement, and the impact of the work of the department and key agencies. This ensures there is a regular, comprehensive review of provision. Governors receive training on SEND during the year.

What Help and Support is available for the Family

What the school provides

Administrative support is supplied via the main school office on request. The key staff worker is identified and assigned according to need.

The school website clearly signposts where support can be found.

A designated member of SLT ensures that impartial careers advice and guidance is delivered to pupils. A range of external agencies, including colleges, are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute from an impartial Careers Officer.

Pupils 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 the school provides

The school works with 5 main feeder primary schools from Year 5 through to Year 7 arrival.

The school holds an Open Evening each year in October; parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCo following Open Evening, if necessary.

The SENCo attends all year 6 Annual Review meetings for vulnerable pupils to plan for transition into Year 7.

Transition visits are arranged for some pupils during the summer term. This enables the children to familiarise themselves with the school building/environment, as well as gain confidence in the new surroundings.

Year 7s revisit their feeder primary schools in autumn term to give 'Survival Talks' and presentations to Year 6.

There are two Common Transition Days in June when all Year 6 pupils visit the school to experience the working school day.

Year 6 pupils are invited to join 'Summer School' activities during the school summer break.

The school's 'Nurture' facility is available for those pupils who find transition from primary school difficult.

All pupils including those with SEND are offered Careers Education, Advice, Information and Guidance from an impartial Careers Advisor.

Local collages attend Parents' Evenings from Year 9 onwards, and a specialist post 16 Evening is held in the autumn term. This is open to any pupils and their parent/carer.

An Options Evening is organised for Year 9 in Spring term. Local employers, colleges and training providers attend.

Follow up drop in visits are made by colleges to support potential pupils in completing applications. The school also offers this support to pupils.

YPS engage with SEND pupils prior to Transition Reviews in Year 9 and stay in contact through to leaving in Year 11. Pupils and parents can request an interview at any point.

The SENCo works with pupils, parents and external providers to ensure a smooth transition to Post 16 provision.

Taster Days are offered by the local colleges and Year 10 and Year 11 pupils are invited to attend.

Additional advice and information are provided to colleges and training providers by the school, with the agreement of pupils and family.

Careers information and guidance is also delivered at both key stage 3 and key stage 4 in PSHCE lessons in the taught curriculum. Additional information is provided by speakers during assemblies and form time.

Personal finance education is provided through the taught PSHCE curriculum.

The school has a dedicated career section in the Careers Room which holds information on many universities and colleges as well as information about employment and training opportunities, local businesses, apprenticeships providers and career routes.

Extra-Curricular Activities

What the school provides

Breakfast is available each day before school starts, in the main Dining Room.

The school runs a week-long summer school programme which is available to Year 6/7 transition pupils. There is a nominal charge made for this provision. The summer school actively engages pupils in building friendships and gaining confidence of their new school ahead of transition in September.

There is a wide range of extra-curricular activities available to all pupils; some charges are applicable e.g. transport costs. The activities include, sport, music, drama and art. School runs an annual themed Enrichment Week. During this week many trips and outings occur to the enrich the taught curriculum and develop the cultural capital of the pupils.

The school currently operates an alternative curriculum option at key stage 4, giving pupils the opportunity to study subjects not necessarily available as part of the regular curriculum, e.g. the ASDAN, Personal Social Development qualification. Our principle concerning personalised learning emphasis bespoke provision for individuals that best fits their needs and aspirations.

Individual music tuition is available to be purchased by parents/carers. Financial support is provided for by the school if necessary.

All clubs, activities and trips are available to all pupils, but may be subject to a risk assessment.

Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, for example with Pupil Premium pupils.

Where places are oversubscribed, parents will be informed as to how places are to be allocated.

The schools Nurture facility provides an opportunity for vulnerable pupils to develop friendships with peers and work on strategies to enable them to cope in different social situations. There is a range of extra-curricular provision available to SEN pupils after school led by teaching assistants e.g. support in science, handwriting club, support with reading, phonics (led by an English specialist).

SENCo contact details: Mrs. Roisin Bowes (bowes.r@fishermore.lancs.sch.uk)

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LCC local offer on school website in SEND area