



SEN and Disability

Local Offer:

Secondary Settings Template

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Ss John Fisher and Thomas More RC High School

School Number: 13108

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

School/Academy Name and Address	Ss John Fisher and Thomas More RC High School, Gibfield Road, Colne BB8 8JT		
Telephone Number	01282 865 299		
Website Address	https://fishermore.lancs.sch.uk/		
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 SENDCO	Emma Gauntlett gauntlett.e@fishermore.lancs.sch.uk 01282 865 299		

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.

Keeping Children Safe

What the school provides

The school has a strong pastoral system with a Director of Student Services and form tutors who have daily contact with students to provide a continuity of care and regular check-ins with students. Students are taught how to keep themselves safe through assembly and form time input alongside their PSHE programme with respect to a host of different areas including e-Safety. Staff and governors receive regular training in terms of their statutory duties in relation to safeguarding with a dedicated team of safeguarding professionals. The school also works effectively with a team of external professionals to ensure the well-being of students, referring any concerns appropriately and in a timely fashion.

Name of Person/Job Title

Clare Hayes (Headteacher)

Contact Telephone Number	01282 865 299	Email	hayes.c@fishermore.lancs.sch.uk
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Fisher More's Local Offer will be reviewed on an annual basis with input from SEN pupils, parents, service providers and governors to help shape and inform the Local Offer.

Accessibility and Inclusion

What the school provides

Ss John Fisher and Thomas More RC High School is an 11-16 school which holds inclusivity as a key value in enabling all students' 'bright colours to shine' and recognising the intrinsic worth in all our school community. At Fisher More, we uphold as paramount the importance and value of all. We have high expectations for all our students and believe that all students should be included in the full range of educational opportunities.

Fisher More was originally built to accommodate far fewer pupils than the current number on roll. It is set to expand to over 900 pupils, with new classrooms and laboratories alongside an extension to the Dining Room planned. Internal re-modelling to the kitchen area, corridors and stairs will improve movement around the school. 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.

An introduction of a one-way system on the school site is in place to ensure clear routines for students during the build.

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. 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.

Access to information is straightforward as our website is updated regularly. All our policies, procedures and essential information are published on the website. Parents also have access to Synergy where we publish data regarding their children and general information such as newsletters and notices about school events/trips. Year group assemblies and form tutors keep pupils up to date with specific information relating to them with noticeboards keeping students up to date regarding extra-curricular activities, exam timetables, school events etc. The school has a Facebook/Instagram account which allows people to keep abreast of the latest news with these news feeds regularly updated through the academic year.

Our school office is staffed daily from 8 am to receive telephone calls. It is also possible to contact teaching staff directly via their school e-mail addresses.

Information is made available in standard fonts. Our website allows the user to increase or decrease font size to suit their preferred reading.

Signage and other displays are based on English text rather than graphic symbols. We have interactive whiteboards or screens in every classroom. 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 with radio aids used where appropriate.

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 annually thereafter. 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. Assessment follows guidelines within the SEND (Special Educational Needs and Disabilities) Code of Practice.

Where primary schools have highlighted concerns, we will monitor pupils through lesson observation, teacher feedback and liaison with parent or carer, working alongside agencies where appropriate. This might include working with speech and language specialists, educational or clinical psychologists, paediatricians, or occupational therapists. It is, of course, vital that we identify any barriers to learning as early as possible and use a range of suitable strategies to address them.

Where it is needed, we can support students within the classroom using Teaching Assistants. We currently employ six full time Teaching Assistants and one Higher Level Teaching Assistant. Some development work to support SEN students through our Teaching Assistants or Pastoral Team will invariably involve direct and ongoing liaison with parents and carers. Classroom-based support and intervention can take place in one- to- one, small group, or whole class settings. 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 (Vision Impairment) support. Intervention can be in place, during or after the school day but wherever possible, students are not withdrawn from their main lessons, and this takes place during form time or lunchtimes if this meets learners' needs. 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 (special educational needs coordinator). School will consult staff from a variety of external agencies to advise and support across the range of SEND.

All students have access to the entire curriculum: some have access to a bespoke curriculum in line with EHCP provision. We bring in support from external agencies for the specific students who have defined special educational needs.

Teachers plan lessons according to the specific needs of all groups of children and ensure that learning tasks are adapted to enable students to access learning as independently as possible. Staff know pupils well with support is readily available. Students are expected to complete classwork and homework to the best of their ability with appropriate adaptations, where needed, for SEND students.

SEND training forms part of our annual staff training programme. The SENDCO has significant senior leadership experience and has completed the mandatory NASENCO Award, NPQH and Senior Mental Health Lead training. Staff are supported and trained with respect to the specific students we have within school with experience of working with children with a wide range of needs and difficulties including Autism, ADHD (attention deficit hyperactivity disorder), Dyspraxia, Dyslexia, Dyscalculia as well as physical disabilities such as hearing and visual

impairment. Expertise is developed through school-based INSET, external courses, observation, and demonstration of good practice in school, visits to other schools, staff meetings, consultancy and co-operative planning, teaching, and evaluation. Updates are provided through the weekly bulletin, if necessary. Specialist nurses and agencies can 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/Synergy or face-to-face meetings. 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.

Access arrangements are reviewed on a regular basis and meet JCQ regulations. Clearly defined reasons and thorough supporting evidence needs to be in place to support requests for examination access arrangements. The Learning Support Team led by the SENCo will gather evidence and make a recommendation in liaison with exam boards to ensure that any special arrangements are agreed beforehand. Access Arrangements that are appropriate and meet the needs of the individual pupil are overseen by the SENCo and Data/Examinations Officer. We have a small number of laptops and iPads that some students access to assist them in notetaking if they have handwriting difficulties – this, however, is always student specific.

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.

Parents/carers are informed of their children's academic progress and attitude to learning at three points during each year. For each subject, they are given comparative information that shows them whether their child is expected to meet the years' targets. These targets are based on data gathered from baseline assessments using CATs, NGRT and KS2 scaled scores. Parents' Evenings and Information Evenings support dialogue with parents/carers. Ongoing assessment and planning allow us to identify and support students who require support to achieve their personal potential.

The school runs a wide variety of extra-curricular trips and activities that are experience-widening, with some that have an academic element.

Alternative provision is sometimes accessed for a small number of students due to medical needs (e.g. Intensive Support Team ELCAS) or providers such as Coal Clough Academy. Due diligence is followed with regular and effective liaison when working alongside other educational providers.

To support students for their lives post-Fisher More, we provide a comprehensive Careers Programme which incorporates work experience for all our students in Year 10 which is organised by the student with support from our Careers Advisor.

Reviewing and Evaluating Outcomes

What the school provides

All EHCPs (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, relevant professional, the pupil, and the parent/carer in line with the SEND Code of Practice. 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 Assistant Head (SENCo) is available, along with other members of staff from the Learning Support Department to speak to parents/carers of pupils with SEN support needs. All children within school, in addition to students on the SEN register, are continuously monitored closely to ensure there are no barriers to their educational, social, and emotional development. Their academic progress is assessed through data analysis followed by interventions by both subject and pastoral staff. Dedicated pastoral staff and form tutors monitor the social well-being of students. External agencies are also involved in advising regarding provision e.g. Inclusion Solutions, Behaviour Solutions and Literacy Solutions.

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 Assistant Head (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.

Progress of SEND pupils is reported annually to parents and governors through the SEND Policy and Information Report.

Keeping Children Safe

What the school provides

All staff are DBS checked according to safeguarding and child protection guidelines and regular safeguarding updates and training for staff occurs. The school ensures that it operates safer recruitment processes with this in mind and all staff operating on site are subject to required checks.

Risk assessments form an essential aspect of working with young people and we ensure that all pupils are kept safe. Risk assessments are in place and are regularly reviewed in conjunction with the young person and their family. Subject specific risk assessments e.g. Science, Technology and PE are routinely risk assessed with a Health and Safety Committee having oversight.

Any activities beyond those normally accessed during a school working day are vigorously risk assessed using local authority documentation and processed through the 'Evolve' system with guidance from our experienced Educational Visits Co-ordinator: all trips and visits must be agreed by the Headteacher prior to them going ahead. School fully adheres to standard policies regarding activities and trips. The staff involved are proactive and vigilant in their supervision.

Preliminary assessment for new students entering Year 7 is made by the Assistant Head (SENCo) 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.

A homework club is available in the Learning Resource Centre after school.

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. There are procedures in place for intruders and visitors in school. 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. Staff and

pupils receive regular updates through PSHCE lessons and assemblies. Parents and Carers can seek advice on our safeguarding procedures on request.

Health (including Emotional Health and Well-Being)

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 arrange 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, Occupational Therapists, community police services and LA Inclusion and Disability Support Services when required.

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

Parents and carers are valued, and their support is fully recognised. We feel that communication is vital with respect to the successful identification and management of any issues as they arise during a young person's time at Fisher More.

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

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. Formal parents' evenings to discuss a young person's academic progress and achievements are held alongside information evenings and other opportunities such as drama productions which bring the wider school community together.

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.

Parents and carers' comments about the school are warmly welcomed and can be given via direct contact: telephone, e-mail, and letter. On regular occasions we request feedback regarding specific issues, such as SEND provision and the publication of the school's Local Offer, or generally – such as parental surveys at parents' evenings.

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 the Assistant Head (SENCo).

Working Together

What the school provides

Fisher More has a strong community feel and pupil voice is one of the cornerstones of this success. Pupils are encouraged at all levels to contribute to the school community with 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 faith life of the school and in supporting local charities.

Pupil as also encouraged to lead by example and support the school through helping with organised events and contributing their time to the school.

Staff appointments involve a 'Pupil Panel' which meets with candidates, asks prepared questions and feedback information to the appointments panel. Pupil voice takes place every Monday after school with every pupil's view, over time, being sought on aspects such as their learning and the school environment.

Parents/carers are encouraged to complete feedback information sheets and questionnaires after visits to school as well as at Parents' Evenings. Pupils with additional needs can make their views known during the Annual Reviews, as well as through their parents/carers and at any time in discussion with colleagues at Fisher More.

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. Co-opted governors with skills are added to the Governing Board as required. There is a governor linked with SEND (Mrs Judith Stansfield), 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.

Home/school contracts are in place for all students. These ensure parents, students and school all understand the roles they need to play for effective education to take place. Therefore, all children with SEN have a home/school contract. The further support SEN students receive comes via the recognition of their need and in conjunction with teaching staff and parents.

Where there are complex needs indicated an Early Help Assessment (EHA) may be initiated which will then allow wider family support and involve outside agencies through the Team Around the Family (TAF) forum. More information about this can be made available on request.

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 this is overseen by a member of the senior leadership team designated the Careers Leader as well as the Assistant Head (SENCO (special educational needs coordinator)). Pupils are given support in completing application forms and a wide range of external agencies and education providers are invited into school to help support pupils in their next steps. Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans.

There is a wealth of information for parents, carers, and pupils regarding SEN available on Lancashire County Council's website which can be accessed through their Local Offer at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer/what-is-the-send-local-offer.aspx>

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 present to Year 6 students and share their thoughts on 'high school'.

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. School will work closely to support 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. SEN students and their parents/carers can access the local offer for education providers post 16 on their websites or at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education/find-a-college.aspx>). 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 careers 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.

At Key Stage 4, the school currently offers the opportunity for select students the opportunity to study subjects not necessarily available as part of the regular curriculum e.g. ASDAN, Personal Social Development qualification. Our principle concerning personalised learning emphasises bespoke provision for individuals that best fits their needs and aspirations and in line with EHCP provision and guidance.

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 school offers participation in The Duke of Edinburgh Award Scheme.

The school's Learning Support Centre provides an opportunity for vulnerable pupils to develop friendships with peers and work on strategies to enable them to cope in different social situations before school and at lunchtimes. There is a range of extracurricular provision available to SEN pupils during form time led by teaching assistants and subject specialists e.g. handwriting club, social skills, phonics etc.

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