SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: All Hallows Catholic High School

School Number: 07106

Lancashire County Council

www.lancashire.gov.uk

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

<table>
<tr><td rowspan="2">School/Academy Name and Address</td><td rowspan="2">All Hallows Catholic High School, Crabtree Avenue, Penwortham, Preston, Lancashire PR1 0LN</td><td>Telephone Number</td><td>01772 746121</td></tr>
<tr><td>Website Address</td><td>www.allhallows.lancs.sch.uk</td></tr>
<tr><td rowspan="2">Does the school specialise in meeting the needs of children with a particular type of SEN?</td><td>No</td><td>Yes</td><td colspan="2" rowspan="2">If yes, please give details:</td></tr>
<tr><td>X</td><td></td></tr>
<tr><td>What age range of pupils does</td><td colspan="3"></td></tr>
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the school cater for?	**11-16**
Name and contact details of your school's SENCO	**SENCO: Miss K Johnston** **Telephone: 01772 746121** **Email: kjo@allhallows.lancs.sch.uk**

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	**Headteacher: Mrs A Cooper**		
Contact telephone number	**01772 746121**	**Email**	**aco@allhallows.lancs.sch.uk**

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	**www.allhallows.lancs.sch.uk**		
Name	**Mrs A Cooper**	**Date**	**04/09/2024**

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 school buildings have two levels and are partially accessible to wheelchair users. The school has one disabled parking space close to reception. There is one disabled toilet in school that has an alarm to alert staff when needed.**
- **The school is able to offer two dining rooms one for year 7 and 8. The other dining room is in the senior building for year 9, 10 and 11.**
- **The school is able to able to offer a junior and senior yard for breaks and lunch times.**
- **School has all the required policies, guidance's and risk assessments in place. These are based on the 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.**
- **Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.**

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:

- **There is very close transition with the primary partner feeder schools. Information is clearly passed from schools and parents. Staff go into the partner feeder schools to meet with the pupils who have any additional needs. All pupils are tested in Yr 7 through CATS and English specific reading and writing tests. Children are placed in sets according to their ability in English and Maths.**
- **All teachers are continuously given professional development on SEN. Teachers are aware of all pupils that have additional needs through the use of the butterfly book. This provides a pen portrait of the children in school that may need additional help in lessons. The child's need will determine whether access to a Teaching Assistant is made available. Some pupils can be withdrawn from French to focus on their English skills in Key Stage 3, working in small groups with a Teaching Assistant.**
- **Specific departments have access to surfaces (tablets) in classrooms that are available when required. There are surfaces available in school to enhance the learning process and to assist identified students with handwriting and recording difficulties.**
- **Some pupils access class notes directly from the teacher if required in certain subjects.**
- **The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents / carers.**
- **Intervention can take place before, during or after the school day.**
- **School will consult staff from a variety of external agencies to advise and support across the range of SEN.**
- **Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEN and medical conditions.**

- **Updates are made available to staff, by the SENDCO, via staff briefings, the weekly bulletin or face to face meetings. External training is available to support staff.**
- **Much training and staff development is given in house.**
- **School works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.**
- **Individual teachers are responsible for making lessons accessible to all.**
- **There are a small number of students who access ASDAN/COPE as a vocational Course.**
- **Provision Mapping is used to illustrate the range of waves used in specific SEN groups and it identifies the resources allocated.**

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:

- **All EHCP's 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 student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting.**
- **Progress data is shared with parents three times each year, in written format as well as face to face at parent evenings.**
- **The SENDCO is available to discuss individual students 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 students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.**

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:

- **Preliminary assessment is made by the school safety officer/SENDCO for risk assessments before student starts school.**
- **Full risk assessments are made and stored in the school office when places at school are confirmed. This is subject to regular review and/or when need changes.**
- **A sheltered reception area at the front of school is a safe place for students to be dropped off or picked up by responsible adult. However, parking in school is very limited and so the only designated visitors parking/waiting space is also used by emergency vehicles.**
- **All school trips are processed through the "evolve" system and risk assessments are attached to forms, checked by the EVC and delivered by the group leader/responsible staff.**
- **School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students.**
- **The school's anti-bullying policy is available by direct link on the school's website and hard copies are available on request.**

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:

- **Medication is routinely administered by trained First Aiders but in emergencies may be authorised by members of SLT.**
- **All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and**

designated staff have access to the key.

- **Medication in the drawer is all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.**
- **Instructions for administration are kept with the medication/ Health Care Plan.**
- **All medication is checked regularly for expiry dates, and parents are contacted to replace it if necessary.**
- **Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.**
- **A Health Care Plan is drawn up in conjunction with the parents, the child and a medical professional.**
- **Care Plans are held centrally in the school office. They are reviewed by the school Nurse at least annually or if circumstances change.**
- **The Staff are briefed by the school nurse regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.**
- **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. The Head teacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.**
- **There are regular visits from the school nurse (who has weekly drop in sessions) Speech and Language services, CAMHS workers, Educational Psychology Service, physio teams and Specialist Teachers in HI and ASD.**

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: • **School website provides general school telephone numbers for general enquiries.** • **At the transition meeting for newcomers to the school, key staff members are introduced to parents and pupils.**

- **Pupil diaries are used as the first point of contact with tutors and teachers.**
- **Parents can contact Heads of Departments, Learning Managers or SENDCO if they would like to discuss their child.**
- **Staff visit all feeder schools during transition. Feedback is actively pursued by report slips, school planners and questionnaires.**
- **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 of concern or celebration.**
- **There is a strong parent representation on the School Governing Body. This representation covers the entire, broad demographic of our school community.**

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 an active student voice.**
- **We have Form representatives on the Year councils which meet regularly.**
- **School Council reps meet each month and information is fed upwards and downwards.**
- **Pupils are invited to attend meetings of the pupil welfare committee every term.**
- **Senior staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.**
- **The school has an active Buddy system running across the year groups, enabling older students to support and mentor younger more vulnerable students.**
- **Parents are encouraged to complete feedback information sheets and questionnaires after visits to school at parents' evenings.**
- **Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.**

- **The Governing Body requires parents to be represented on the body. 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.**
- **Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.**
- **There is a governor linked with SEND who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.**

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: • **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.** • **Vulnerable pupils receive one-to-one advice and guidance as required by statute.** • **Students are given support in completing application forms.**

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:

- **The school works with feeder primary schools and Parent Partnership Officers from year 5, through to arrival in year 7.**
- **The school holds an Open Evening each year in October and parents are encouraged to attend. Meetings are offered on the night on a one to one basis with the SENDCO.**
- **Transition visits start in the summer term for some students, following early liaison with feeder school.**
- **Individuals and small groups of students are given increasing access to the school, via pre-arranged visits. A M.O.T.H.S (Moving On to High School)**

Day is arranged in the summer term for the more vulnerable students prior to

the transition day for Yr 6.

- **A specialist Post 16 Evening is held in the autumn term. This is open to any student and their parent/carer.**
- **The SENDCO works closely with students, parents and external providers**

to ensure a smooth transition to Post 16 provision. Some pupils with SEN may

be offered a careers meeting.

- **Taster Days are offered and usually taken up by students in the summer Term of year 10.**

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 offers a breakfast club from 8:00-8:30am and a homework club Mon – Thurs (3:05-4:00)**
- **Breakfast is available each day from the dining room at break time.**
- **There is a range of extra-curricular available to all students, some charges are applicable e.g. transport costs. The activities include, sport, music and drama.**
- **The school currently operates an Alternative Curriculum for years 10 and 11, giving students the opportunity to study subject's not necessarily available as part of the regular curriculum.**
- **Parents are required to pay for individual music tuition.**
- **All clubs, activities and trips are available to all students, but may be subject to 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, in cases of hardship. Where places are oversubscribed parents will be informed as to how places will be allocated.**
- **The school operates a Buddy system where older pupils offer guidance, help and friendship support to younger students through peer support.**