

SEN and Disability “Local Offer”: Cardinal Allen; school 02106

Last review date: June 2021

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| School Name & Address | Cardinal Allen Catholic High School | | |
| | Telephone Number | 01253 872659 | Website Address www.cardinalallen.co.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 school's SENCO | Caroline Smith, SENDCO Cardinal Allen Catholic High School Melbourne Ave Fleetwood FY7 8AY TEL: 01253 872 659 Email: c.smith@cardinalallen.co.uk | | |

Every school is required to answer specific questions connected to our “offer”. The local authority’s local offer, along with a range of additional information, can be found at the following web address:

www.lancashire.gov.uk/send

Here are the questions (**in bold**) and the school’s response (*in italics*).

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?

Cardinal Allen Catholic High School (CACHS) caters for the needs of pupils with the following types of special educational needs:

*Visual impairment
Hearing impairment
Physical difficulties
Moderate learning difficulties
Specific learning difficulties
Autism
ADHD
Social, emotional and mental health needs
Speech, language and communication needs*

The school is made up of 3 buildings with classrooms on two floors. Two of the three buildings are fully accessible with lifts and ramps. There is no second floor access in The Allen Building (Maths), but rooming adjustments are made in order for Maths lessons to be accessible on the ground floor.

Accessible car parking spaces are available at the front of the main school entrance.

There are three accessible toilet facilities, two of which contain electric hoists. One of the toilets has a Closomat toilet and a shower.

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?

All information about the school is available from the school website which contains all of the school's policies. On request and with reasonable notice, information can be produced in a variety of different formats. Parents/carers and other professionals are able to discuss this information by making an appointment to meet with the relevant member of staff.

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?

We have a height adjustable tables in each of the Art rooms and support staff are on hand to support children in accessing resources. Teaching Assistants work closely with teachers to offer alternative and adapted ways to present information to pupils who would benefit from this strategy.

Do you have specialised equipment (eg; ancillary aids or assistive technology?)

School works closely with the Local Authorities including the Occupational Therapy team to ensure children and young people have the equipment they need to improve access to the environment and to learning. Currently, we have two pupils who use standing frames in school.

Teaching & Learning

What arrangements do you have to identify and assess children with SEN?

Before admission to the school, key staff carry out transition meetings with our feeder primary schools to gather information to ensure pupils' needs are correctly identified and provisions put in place for their arrival into year 7. When children are first admitted to the school their attainment will be assessed using the Cognitive Ability Tests (CATs) in the first half-term in order to discover any unidentified needs.

If a teacher has a concern about a child, he or she, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Appropriate assessment will be undertaken to identify the need. Specialist Teachers and Education Psychologists may also be involved in the assessment process. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of pupils with SEND is a priority. The Learning Support Department will use appropriate screening and assessment tools, and ascertain pupils' levels of need through:

- *Evidence obtained by teacher observation/ assessment.*
- *Their performance in N.C. judged against level descriptions.*
- *Standardised screening or assessment tools (e.g. WRAT4)*
- *Records from feeder schools, etc.*
- *Information from parents*
- *Information from other agencies*
- *External exam results*
- *Discussion with the student*

What additional support can be provided in the classroom?

The school employs six Level 3 Teaching Assistants and one Level 2 Teaching Assistant who support children and teaching staff in classrooms. Additional provisions and interventions are in place to develop literacy and numeracy skills, physical skills and to overcome barriers to learning (e.g. the use of ICT).

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)

Increasingly, pupils use laptop computers in lessons to support their learning. Any specific equipment recommended by external agencies is also provided to pupils, including writing slopes, coloured paper/overlays or handwriting pens.

What SEN and disability and awareness training is available to all staff?

Staff receive appropriate training in respect of the cohort of pupils in the school (e.g. diabetes, asthma and epilepsy training). All staff receive briefing from the SENDCO at the beginning of an academic year with specific regard to pupils' needs. Training is also available for teachers who identify a professional development need. Specialist Teachers or other professionals may be commissioned to provide specific training when a need is identified, either for the whole staff or for specific staff. The SENDCO holds a weekly online SEND Clinic for staff.

What staff specialisms/expertise in SEN and disability do you have?

A high proportion of support staff have more than 10 years' experience working with SEN children in a Mainstream School setting. The SENDCO holds the National Award for SEN Co-ordination.

What ongoing support and development is in place for staff supporting children and young people with SEN?

We actively support Professional Development for Teaching Assistants with SEND responsibility. All Learning Support staff participate in the annual appraisal process.

During 2020/2021 Teaching Assistants have completed online training in the following areas:

- *Children's Rights*
- *Listening to young children: supporting transition*
- *Inclusive Education: knowing what we mean*
- *Childhood Bereavement: an introduction what you can do to help*
- *Mental Health in schools in 2020*
- *Understanding Dyslexia*
- *Teaching Assistants: support in action*
- *Attachment in the early years*
- *Emotions and emotional disorders*
- *Exploring learning disabilities: supporting belonging*
- *Making sense of mental health problems*
- *Exploring anxiety*
- *Diabetes complications*
- *Living with diabetes*
- *Supporting children and young people's wellbeing*
- *Preparing autistic and SEND children for going back to school*

All Learning Support staff have also completed the online Prevent training.

What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?

Our Exams Officer works closely with the SENDCO (person responsible for JCQ access arrangements) and reasonable adjustments are made to ensure pupils with SEND receive their entitlements during examinations. We have high expectations of all our pupils. In special circumstances, the curriculum may be adjusted to suit the individual needs of children with SEND in liaison with the young person, parents/carers and teaching staff.

How do you share educational progress and outcomes with parents?

Parents are invited to attend progress evenings and receive progress reports throughout the year. If parents are unable to attend, a senior member of staff will discuss the child's progress with parents/carers by telephone and offer to arrange a meeting in school. Parents of pupils with a statement of SEND or Education, Health and Care Plan (EHCP) will also be able to discuss their child's progress at the annual review meeting.

What external teaching and learning do you offer?

We do offer online tuition and 1:1 tuition for pupils who are experiencing significant difficulties with accessing classrooms. This is only offered on a short term basis with the aim of enabling pupils to return to lessons as soon as possible.

What arrangements are in place to ensure that support is maintained in "off site provision"?

Staff liaise with outside providers to maintain support for pupils that may be educated at another establishment while remaining on the school roll. Support could include assessment, TA support or attending meetings as required.

What work experience opportunities do you offer?

Some pupils in KS4 are given the opportunity to attend a college or work placement for 1-2 days per week.

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?

*The school's provision map will be updated every term. Provisions are recorded centrally on an excel document so that funding can be allocated and tracked accordingly. *School are currently transferring this information to a new system called 'Provision Map', which will enable easier access for staff to locate information about SEND pupils and record interventions.*

Reviewing & Evaluating Outcomes

What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

An annual review meeting is held for children who have Statements of Education, Health and Care Plans (EHCPs) in line with the appropriate Code of Practice. Additional review meetings may take place depending upon the needs of the child.

What arrangements are in place for children with other SEN support needs?

Pupils with other SEN support needs have their progress reviewed each term and this is discussed weekly in Learning Support Progress Meetings. All pupils on the SEND register have Individual Education Plans and these are reviewed annually in consultation with parents and pupils.

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

Assessments take place termly to assess the effectiveness of provision for pupils with literacy and numeracy needs. Key workers for cohorts of pupils liaise with teaching and support staff to discuss the effectiveness of specific provision and subject specific progress for pupils with SEN is compared to the progress of their peers. This allows us to identify for which cohort provision is or is not effective.

Keeping Children Safe

How and when will risk assessments be done? Who will carry out risk assessments?

Risk assessments are carried out by the relevant member of staff. Classroom teachers carry out risk assessments of their own teaching and working areas. These should be reviewed regularly (annually is recommended), when an element of the work activity changes significantly or prior to the introduction of a new element of work activity. Educational visit leaders will carry out the risk assessments for visits that they arrange. These are the responsibility of the Education Visits Coordinator. Specific risk assessments to assess safe movement around the school environment are undertaken by Specialist Teachers as required for pupils with specific needs. These are carried out prior to the pupil's admission. For security and other non-teaching related activities they are, in the main, completed by the Business Manager.

What handover arrangements are made at the start and end of the school day?

For most SEND pupils such arrangements are unnecessary. Where handover is necessary TA's are assigned to meet & greet or ensure a safe departure at the agreed times.

Do you have parking areas for pick up and drop offs?

The school has two disabled parking spaces adjacent to the main reception. Pupils with specific SEND are allowed to enter and exit the school through the main reception.

What support is offered during breaks and lunchtimes?

At lunch times pupils are supported by Teaching Assistants (TAs) in the management of their eating arrangements. After lunch, pupils can visit the Learning Resource Centre (LRC) where additional adult support is deployed in order to promote inclusion in wider school life. Additional staff are also on duty at break times to facilitate toileting procedures. Wherever possible, we encourage all our pupils to spend time with their peers in healthy, outdoor pursuits. * Due to COVID, there are limited opportunities for pupils to access the school site at lunch time. Pupils are supported outside by TAs during this time.

How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)

Outside the classroom, discussions with pupils and parents and risk assessments take place to ensure reasonable adjustments are made to include pupils in activities and educational visits.

What are the school arrangements for undertaking risk assessments?

Risk Assessments are embedded in the school's approach to all activities and are conducted by a number of staff. Risk assessments are made in line with the school's Health and Safety Policy which is based on the requirements of the Health and Safety at Work etc. Act 1974 in conjunction with Lancashire County Council's Health and safety Management System. The Head Teacher in conjunction with the Governing Body and/or the nominated representative will arrange for risk assessments to be completed for all areas of work and review them on a regular basis. The Governing Body, in conjunction with the Head Teacher, is responsible for the implementation and management of proper health and safety controls within the school. The Health and Safety Coordinator is the authorized member of staff with responsibility for ensuring the policy is put into practice. The Health and Safety plans for the school, including review of risk assessments, will be developed and monitored by the Health and Safety Coordinator. Significant findings of risk assessments will be reported to the Head Teacher. The person responsible for completing the risk assessment will take necessary action to remove/control risks. This will be monitored by the Head Teacher or the Business Manager who has the delegated authority.

Where can parents find details of policies on anti-bullying?

The school website contains a policy centre where all policies, including the anti-bullying policy, are available. The anti-bullying policy is revised and amended, if necessary, and a hard copy is sent out to all parents on an annual basis.

Health (including emotional health & well-being)**How do you manage safe keeping and administration of medication?**

Where parental permission has been given, pupils are allowed to self-administer medicine. Medicines are kept securely in the school office. It is parents' responsibility to ensure medicines are kept up-to-date and clearly labelled. A log is kept of all medication taken. The school policy is available on the website.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Care plans are drawn up with relevant professionals, and/or specialist teachers and/or parents. Care plans are displayed on the noticeboard in the private, back office of the staff room. They are also available to staff on the staff network and reviewed at the start of each academic year or following adjustment to the plan as advised by parents and professionals.

What would the school do in the case of a medical emergency?

In the case of an emergency there is initially a first aid assessment, and if necessary, an ambulance is called. 999 is dialed and clear details are given to the operator. A member of staff meets the ambulance on its arrival to escort the paramedics to the patient. Parents are informed.

How do you ensure that staff are trained/qualified to deal with a child's particular needs?

All staff receive appropriate training from relevant professionals to enable us to deal with children's particular medical needs (e.g. diabetes, anaphylaxis, asthma and epilepsy training). In addition to this we provide training as necessary if

we have a cohort with an increased level of need or another specific need. Furthermore, staff are appropriately qualified in First Aid courses.

All staff receive a briefing from the SENDCO at the beginning of each academic year with specific regard to pupils' needs. Training is also available for teachers who identify a professional development need. Specialist Teachers may be commissioned to provide specific training when a need is identified, either for the whole staff or for specific staff. Specialist Teachers are also commissioned to work with individual pupils as necessary. The SENDCO also runs a weekly SEND Clinic in order offer further training and support.

Which health or therapy services can children access on school premises?

Pupils have access to a counsellor at an arranged time. The counsellor is available for five hours per week and will provide extra sessions if she feels there is a need for this. Pupils are also able to see the school nurse on the school premises, if required. The nurse works closely with the pastoral team and attends meetings arranged by the team to discuss medical issues and their impact on the pupils' academic progress.

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?

Staff lists are available on the school website and parents have opportunities to meet key staff at induction, information and progress evenings throughout the course of an academic year. The school reception will forward questions and queries to the relevant 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?)

Owing to staff teaching commitments and other responsibilities, parents need to arrange an appointment to meet staff at a mutually convenient time. Sometimes it may be possible to do this at short notice.

How do you keep parents updated with their child/young person's progress?

In addition to termly and annual reviews, the school provides parents with annual reports to show pupils' academic and non-academic progress in KS3. In Year 10 there are four further reports and in Year 11 there are three further reports in addition to the annual academic progress report, which parents receive every academic year informing parents of their child's progress in terms of attitude to learning.

Do you offer Open Days?

The school offers an open evening in October and invites parents to have a guided walk around the school during a normal working day. This is available all year round.

How can parents give feedback to the school?

Parents' feedback is actively sought at Progress Evenings which take place once per year for each year group. Questionnaires are handed out which we request parents to complete. The results are collated and displayed on the school website annually. Parents also have access to Ofsted's Parent View which is accessible via the school website.

Working together

What opportunities do you offer for children to have their say? e.g. school council

We have an active School Council elected by their peers. They meet regularly to represent the ideas and opinions of all pupils within the school. They make a huge contribution to many different aspects of school life and work alongside other members of our school community to maintain and improve their school environment and to make sure that everybody's voice is heard. Pupils also have a role in selecting successful candidates during the process of appointing new staff. In addition they have a strong voice in addressing environmental issues.

What opportunities are there for parents to have their say about their child's education?

Parents are actively encouraged to join the Cardinal Allen Family and Community Association (CAFCA) which is the parental voice forum of CACHS. The school website also provides information and guidance to parents on how to provide feedback on their children's education using Parent View. Parents of pupils with SEND are also invited to complete a parent voice questionnaire. Opinions are valued and acted upon. Parents can have their say about their

child's education using the feedback requests at progress evenings for each year group. Meetings with staff can be arranged to discuss any aspects of their child's education.

What opportunities are there for parents to get involved in the life of the school or become school governors?

When an opportunity arises, all parents are invited to apply for the positions of school governor. We have three Parent Governors who devote their time to the school and it's Governing Body.

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)

The Governing Body appoints an SEND Governor who monitors SEND provision, ensures the needs of children with SEND are catered for and reports at each meeting of the full Governing Body. The Governing Body offers its full support to staff who involve other agencies in meeting the needs of pupils with SEND. Some members of the Governing Body are directly involved in this work and work closely with staff, pupils and parents to ensure pupils and families are supported effectively. The Governing Body holds appeals panels for parents who feel that the school has not been able to resolve an issue to their satisfaction.

How do home/school contracts/agreements support children with SEN and their families?

It is our aim to ensure full entitlement and access for pupils with Special Educational Needs and disabilities to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.

What help & 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?

The Pastoral and Learning Support teams provide help with the completion of forms at the request of pupils and their families.

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?

Cardinal Allen Catholic High School has a statutory duty to provide impartial and objective Careers Education, Information, Advice and Guidance (CEIAG) to every pupil across the school. We believe that CEIAG should be delivered in a way that empowers our pupils to make informative decisions about their future and career pathway, within both further and Higher Education.

Pupils can access a counselling service by a process of referral. Our counsellor is available in school for four hours per week.

Our Pastoral and Learning Support teams provide information, advice and guidance to pupils and their families on a regular basis, including support with regards to well-being, attendance, safeguarding, learning difficulties and disabilities.

We have a School Chaplain and a Chaplaincy Team who are devoted to offering pupils and their families' spiritual and moral guidance. The work of the Chaplaincy Team underpins the school mission and its ethos throughout the academic year and ensures all staff and pupils are actively involved.

How does the school help parents with travel plans to get their son/daughter to and from school?

Pupils and families are informed about the travel services that are available to and from school at the induction evening prior to admission.

Transition from Primary School & school leavers

What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)

All pupils in Year 6 have an induction day at school and are invited to an induction evening with their parents. In addition to this some pupils have extra visits to school if their primary school feels this would be of benefit to support their transition.

Pastoral and Learning Support Leaders visit primary schools to receive advice, guidance and information about individual pupils and groups of pupils who may require additional support and intervention. All Year 6 annual reviews for pupils with SEND are attended by CACHS SENDCO and/or SENDCO Assistant. This allows us to plan and implement effective support for specific pupils and ensure provisions for specific groups are in place.

Pupils and staff from CACHS visit primary schools to discuss transition with pupils in Year 6 and their families as part of the "Roadshow".

Pupils are taught in form groups for an initial period and some pupils have a named member of staff and place to go to access additional support.

Staff are briefed about the Year 7 cohort to inform them of pupils who may need specific support in their lessons. This information is made available in writing and kept in teacher/TA planners.

Year 7 pupils with SEND have a Key Worker from Learning Support and also an assigned pastoral assistant.

Assessment of all Year 7 pupils takes place early in the academic year which subsequently leads to effective intervention (e.g. multi-sensory literacy programme) for individuals and small groups of pupils.

What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)

Careers Education, Information, Advice and Guidance (CEIAG) is seen as an integral part of the holistic curriculum which is available to every pupil. Delivery of our CEIAG programme is completely impartial – we do not favour any one further education establishment but work closely with all post 16 providers to offer the most appropriate careers pathways to our students.

What we offer:

- *A School Careers Adviser who provides personal one to one careers guidance interview for all Year 11 students;*
- *Year 11 Careers Evening – chance for pupils and parents to explore career ideas and progression routes with providers of post 16 education in order to make informed decisions;*
- *'Drop' in careers advice sessions at lunchtime and after school;*
- *Dedicated careers section in the LRC (Learning Resource Centre);*
- *A range of informative group-work sessions covering aspects of further education, training opportunities, apprenticeships and other progression opportunities;*
- *Access to Careers related software;*
- *Assemblies led by post 16 providers;*
- *Visits from employers;*
- *Visits to FE (Further Education Colleges);*
- *Mock results event;*
- *PSHCEE (Personal, Social, Health, Citizenship and Economic Education) days with a Careers focus*

What advice/support do you offer young people and their parents about preparing for adulthood?

College providers are invited to Year 11 annual reviews for pupils with statements of SEND or EHCPs. School and Post 16 providers share information, where parental consent has been given, regarding the level of support and type of provision pupils need on admission.

What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

In addition to the PSHCEE course, some pupils are guided to choose Key Skills and Vocational Skills for two of their KS4 (Year 10 and 11) courses. These courses allow pupils to learn about adulthood (e.g. interview techniques and career choices, buying/renting accommodation, mortgages and loans, independent living, working in a team and improving their own learning)

Extra-curricular activities

Do you offer school holiday and/or before and after school provision? If yes, please give details.

Subject Teachers and Curriculum Leaders organise additional sessions to support revision, fill gaps in learning and support with homework for pupils as required. Homework club takes place every night where pupils can receive supported independent study with access to additional resources.

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

*Lunch-time and after-school activities are available for pupils in a range of areas including PE, Design and Technology, ICT, Art and Music. Music and Drama events take place throughout the year and opportunities are available for pupils to participate. The school offers extra-curricular provision in sport before and after school to promote healthy lifestyles and the school has a number of successful sporting teams. The cost for these activities would be free unless additional costs are incurred and then a contribution would be requested. ***Some of this provision is currently restricted due to COVID.***

How do you make sure clubs, activities and residential trips are inclusive?

The school has an Educational Visit Coordinator who ensures that trips and residential visits are as inclusive as reasonably possible. Reasonable adjustments are made to activities in school to promote inclusion and participation. All pupils, regardless of ability or background, are actively encouraged to take part in extra-curricular activities and opportunities are provided to allow individual pupils to participate.

How do you help children and young people to make friends?

Opportunities for pupils to make and sustain friendships occur throughout the day for pupils. Pupils are supervised at unstructured times of the day in a range of settings from independently organised football on the courts to reading books and magazines in the LRC. For those pupils who have difficulty maintaining friendships, we have staff trained in using restorative approaches to build bridges between pupils who have fallen out and we provide a social communication skills group for a small number of pupils who need additional support learning these skills.

Further information can be found on the school website or if you would like to discuss any of this information in more detail please contact the school office.