



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Alder Grange Tech School

School Number: 14101

Guidance for Completion

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

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

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

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

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

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

School/Academy Name and Address	Alder Grange School and Sixth Form, Calder road, Rawtenstall BB4 8HW		Telephone Number	01706-223171
			Website Address	http://www.aldergrange.com/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	11-19			
Name and contact details of your school's SENCO	Ms Karen Taylor ktaylor@aldergrange.lancs.sch.uk			

	01706-223171
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We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mr David Hampson		
Contact telephone number	01706-223171	Email	dhampson@aldergrange.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			
Name		Date	

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

Alder Grange is a smaller than average inclusive 11-19 school located a few minutes from Rawtenstall town centre. Education provision is accessible via our main school site and sixth form building. There is provision for wheelchair access to both buildings although in the main school site this is limited to ground floor rooms only; a lift will be installed by Spring 2018. There is a range of accessible parking available near the 6th form building and at the back and side of the main building. The visual environment of the school is stimulating with pupils having access to notice boards and e-screens. For HI pupils radio aids are successfully used in both large and small rooms within the school. Pupils with VI will find our one way system works in their favour and our building contains access to toilets designed for disabled users with wide doorways and room to manoeuvre. There is a lift in the 6th form building. Information about the school including necessary policy documentation and contact information is available on our website and school keeps parents and carers informed using letters, texts and e-mails. Year group assemblies and form tutors keep pupils up to date with specific information relating to them. Noticeboards around the school keep pupils up to date with exam timetables, trips and rewards information

Information can be provided on request which is more accessible for individuals with a disability or whose first language is not English. We have staff who are active in our Bengali community and who can assist in information sharing. Families with additional needs can communicate personally with our SENCO who is readily available on request. Our Teaching Assistants are skilled at tailoring help for pupils with organisational issues and SEN pupils have access to angled writing boards or foot supports if appropriate. The use of auditory or electronic note taking devices can be helpful for some. We have support for hearing aid users and equipment may

be housed in our inclusion area. The school has a Facebook and Twitter account which allow people to keep abreast of the latest news and this can also be accessed via the school website. These news feeds are regularly updated throughout the academic year.

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

Children with identified needs and EHCPs are helped to settle into school through the use of transition visits to Alder Grange and the SENCO visits primary schools the year prior to entry. All possible information is gathered to enable a happy transition and new parents are welcome to visit and share information with us. Our SEN team will meet new pupils and identify the needs of pupils through various means. Some pen and paper tests will be conducted and pupils may need to be assessed through 1 to 1 sessions with specialist or external agencies. Standard assessments in reading, spelling and numeracy are normally administered on entry.

Where primary schools have highlighted concerns, we will monitor pupils through lesson observation, teacher feedback and liaison with parent or carer, working alongside outside agencies where appropriate. This might include working with speech and language specialists, educational or clinical psychologists, paediatricians or occupational therapist. It is of course vital that we identify any barriers to learning as early as possible and try a range of suitable strategies to address them. In the classroom, learning is supported by grouping by ability and ongoing assessment and planning. Every effort is made to enable pupils to achieve their personal potential. Movements up and down sets are timed and judged carefully, always bearing individual well-being in mind. Pupils needing support in lessons may access teaching assistant input to help support the development of appropriate skills and help with homework. Some of this development work will invariably involve direct and ongoing liaison with parents and carers. From time to time small group work with pupils may be necessary and pupils may be withdrawn from their main lessons to focus on particular areas including literacy and numeracy skills, speech and language development or social, emotional and communication skills. Our inclusion area is visited by specialists who will from time to time advise us of particular strategies to use with pupils or a class. Our AG+ provision offers a very quiet, secluded atmosphere where pupils can reflect on behaviour or receive extra support with friendship issues or self-esteem problems. Pupils who disturb or disrupt the learning of others are removed temporarily from class and are encouraged to understand the effect this has on themselves and others. To this end we have an Internal Exclusion Area which serves to give short term respite and is staffed by specialist staff with behaviour responsibilities. Our behaviour manager runs regular training covering management of pupil behaviour in class and supports the assessment of behaviour difficulties. Independent learning is very much a focus and staff continue to gain expertise in ensuring pupils develop this much needed skill during their school life. Pupils may access project based learning, research opportunities and extended projects are regularly completed post-16. Our pupils know staff well and support is readily available. Pupils are expected to attempt all of their learning tasks and complete them to the best of their ability. SEND training for staff is embedded in our daily practical work. All departments have a member of staff who is a key link and will liaise with the SENCO on all relevant matters. Training for staff is built into the weekly timetable and often occurs after pupils leave early on Wednesdays. The SEN experience and skills of our staff are extensive and diverse. The SENCO has middle and senior management experience and possesses post graduate qualifications. She is currently completing the NASENCO award. The school has experience of working with children with a wide range of needs and difficulties including Foetal Alcohol Syndrome, Autism, ADHD, Dyspraxia, Dyslexia, Dyscalculia as well as physical disabilities such as hearing and visual impairment. Pupils who have difficulty

accessing written materials are often afforded extra time to complete examination tasks or may get access to a computer or a scribe. Our SENCO will gather evidence to support this and will liaise with exam boards to ensure that any special arrangements are agreed beforehand. Work related learning takes place in KS4 and KS5 and may be provided by organisations in school or off-site. Specific and bespoke experiences may be made available where necessary. Any pupils that need to access off-site learning will access provision that is risk assessed and agreed with parent, carer and pupil beforehand. Any necessary support will be agreed prior to accepting a place. Regular communication with these providers is undertaken by the school and relevant assessment checks are fed back to parents and carers in line with other school report processes.

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

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

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

Risk assessments form an essential aspect of working with young people and we ensure that all pupils are kept safe. Any activities above and beyond those normally accessed during a school working day are vigorously risk assessed before pupils are involved at any level. Science, PE and Technology activities are routinely risk assessed. Risk assessments for trips and visits are handled using local authority documentation and must be agreed by the Head teacher prior to going ahead. The school is a secure site for all pupils with only Year 11 and our post 16 students being allowed off site at lunchtime. Pupils are able to arrive at school from about 8.15am and can access the Inclusion area or AG+ if they want to. Parking is ample around the school site and there are a large number of drop off points for parents and carers. We know that young people and parents worry about bullying and offer a range of practices in school to minimise this. During breaks and lunchtimes children can access a range of activities and clubs to occupy their time and there are quiet spaces in our Learning Resources Centre, Inclusion Area and at AG+ which young people can access away from the main social areas. During lunchtimes we offer extra support sessions where applicable for help with curriculum issues or homework. All school trips are processed through “evolve” system and risk

assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff. School policy on safeguarding is clear. It is inclusive and comprehensive and specifies requirements for all pupils. There are procedures for intruders and visitors in school. The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request. Staff and pupils are regularly updated through IAG lessons and assemblies and this includes cyber- bullying and on-line safety. Parents and Carers can also seek advice 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

We understand that young people need to take medication from time to time and we ably support that process in school provided we have the necessary consent forms for any prescribed medication. Medication which needs to be taken in school is kept in a locked cabinet and records are kept of any administration. In some circumstances young people need extra care in school so we may need to put a care plan in place to support these needs. A care plan is drawn up by a health professional (usually the school nurse) in liaison with the young person and a parent or carer as well as any available specialist support and it is shared with staff as appropriate. If there is a need to deal with a medical emergency, we have a large number of staff who are trained first aiders and who would respond to any situation in the first instance but we would always contact parents/carers and special medical support where necessary. All pupils who have an identified need will have an SEN support plan or an EHC plan which will detail their needs and any strategies and practices to support that young person. This information will form in part, guidance for all teachers in school. A range of external agencies regularly work with the school to provide full support which sometimes needs to extend beyond the end of the school day this includes:-NHS School Nurse services, Counsellors, Children's Social Care, Early Break, ELCAS ,Freedom Team, Hate Crime and Diversity, Community Police Services. Short Stay School Outreach Support, ACERS Medical short Stay School and LA Inclusion and Disability Support Services such as Educational Psychologist services

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

We feel that communication is vital with respect to the successful and early identification and management of any issues as they arise during a young person’s time at school. We offer formal parent’s evenings to discuss a young person’s academic progress and achievements as well the opportunity to make individual appointments with a range of staff members to discuss issues as they arise. This might include our SENCO, your child’s Achievement Leader, a Senior Leader or your child’s Form Tutor. There are opportunities during the academic year to attend a range of parental information evenings such as our Yr. 9 option evening or our transition evenings which give further guidance and support to parents on important issues. New pupils are inducted over a half day and familiarised with the school ethos and systems. Pupils who arrive part way through the year are also afforded this opportunity through AG+, our Intensive Support Unit. Parents who are new to the school are offered an induction meeting and are given information packs detailing school information or directed to the web site for support. Parents and Carers are also kept up to date using our Parent Mail texting service. Parents and Carers are regularly updated with academic progress updates following termly grade collections. Open days and Taster days for Year 6 and 11 pupils are a regular feature of the school calendar and take place during the autumn term. Parents and Carers comments about the school are warmly welcomed and can be given via phone, e-mail or via the Parent View link on our website. Details on main school contacts are available on the school website or letterheads. Appointments with staff should be made by direct contact through the school switchboard but may only be possible before or after the start of the school day or by appointment due to staff teaching commitments.

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?

Alder Grange 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 leadership and management at the school and to this end our school council does an extremely important job in effecting change. Pupils are also encouraged to lead by example and are encouraged to support the school by prefecting, mentoring and helping with organised events such as visits or parents' evenings. If parents or carers would like to contribute and support there are often positions available on the school board of governors who meet regularly to discuss issues of high importance to the school. One subcommittee of our governing body with particular relevance to pupils with SEND is the Governors' Curriculum and Welfare Committee. The school nurse is able to support both individual pupil needs and the needs of the wider family where appropriate. Where there are more complex needs indicated a Common Assessment Framework (CAF) referral 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?

- 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 can be accessed via the main school office on request. For help with SEN administration, our SENCO will ascertain the level of support you require and work to ensure that the necessary support is provided or you are signposted to the place most suitable for getting the required support. The IAG advisor ensures that impartial careers advice and guidance is delivered to pupils. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute. Pupils are given support in completing application forms where needed. Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans although the bulk of our pupils do not need travel plans due to their proximity to the school.

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

Our Transition support happens through a variety of mechanisms which include SENCO attendance at primary school reviews and arranged visits to our inclusion area in order to make sure our young learners are comfortable with staff, peers and the building. The inclusion area is a dedicated space for our SEND learners and is a caring, nurturing environment where pupils can be supported after lessons and before and after school. Transition for the majority of pupils is never easy and we have a dedicated team of staff who use a wealth of experience having managed the transition process many times, to ensure that this is as seamless as possible. The school makes personal contact with all Yr. 6 pupils via letter from the Head teacher and each pupil also receives a letter of welcome from a Yr. 7 buddy. Visits to primary schools take place to improve pupils' awareness of our school and pupils are also invited to experience a day at Alder Grange in both the Autumn of Yr. 6 and after they have received their choices in the summer term. We also take great care in gathering as much meaningful information as possible from pupil, parents and carers and primary school colleagues to ensure transition is free from potential worries. Where difficulties are anticipated more support can be offered through our AG+ area through phased transition plans or through extra support during the first few weeks of the new term. Parents and carers are encouraged to communicate with form tutors and Achievement Leaders and there is a parents evening very early in the first term to ensure pupils are settling well. Our New Intake Evening normally runs during the final weeks of the summer term of year 6 and is an opportunity for parents and pupils to meet other pupils attending our school for the first time and also to network with staff. Pupils also get the opportunity to attend an orientation day during the summer term prior to starting in the autumn term. The school employs an Independent Advice and Guidance (IAG) Worker who will interview and support young people at or around important transition points during their school lifetime in order to determine the best possible ways forward and so that pupils have a range of options. Young people may also have the opportunity to attend careers conventions, visit a wide range of further education providers or gather information on possible career routes. This includes advice and guidance with college applications and UCAS forms. Young people also need to be prepared for adulthood and our school curriculum supports this process through regular IAG lessons which cover a wide range of issues with direct relevance to young people. In addition AG+ can be used to support greater needs and in order to develop life skills such as the development of positive relationships, managing anger and building self-esteem and confidence.

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

Pupils can attend school before the start of a working day and the site is open to pupils from around 8.15am. AG+ and our Inclusion area offer breakfast opportunities for a small number of pupils although the dining room offers food for pupils to purchase from 8.15am. A range of activities are available at lunchtime and include the option to socialise with other pupils at AG+ where there is access to computers in comfortable surroundings. There are many other clubs and activities in the main school. These are subject to change but a timetable is made available early in the school year. Activities have included cross country running club, badminton club, ukulele or school band, and choir, keep fit and various sporting activities and inter house competitions. On wet lunchtimes we sometimes run a film and our Learning Resource Centre and IT rooms have suites of computers available After school activities have included homework clubs, cheerleading clubs and many sporting activities and teams such as football and rugby. Some pupils have accessed golf activities this year. There are usually no fees for participating in these activities.

Trips, activities and residential opportunities such as trips abroad or Hothersall Lodge Revision Weekend in KS4 are open to all pupils. Where hardship is an issue school is willing to discuss ways in which needs can be met creatively. The school actively encourages participation in The Duke of Edinburgh Awards Scheme and has also worked with The Princes Trust Programme.