

SEN and Disability

Local Offer: Alder Grange School

Acronyms

EHCP - Education, Health and Care Plan

ELCAS - East Lancashire Child and Adolescent Services

EVC - Educational Visits Co-ordinator

IAG - Independent Advice and Guidance

LA - Local Authority

LCC - Lancashire County Council

RR - Inclusion Area

SEND - Special Educational Needs and Disability

SENDCo - Special Educational Needs and Disability Coordinator

SEND O - Special Educational Needs and Disability Officer

Accessibility and Inclusion

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 with lift access to higher floors. 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 Hearing Impaired (HI) pupils radio aids are successfully used in both large and small rooms within the school. Pupils with Visual Impaired (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.

Information about the school including necessary policy documentation and contact information is available on our website and school keeps parents and carers informed about school events using letters, social media 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 SENDCO who is readily available on request.

Our Teaching Assistants are skilled at tailoring help for pupils with organisational issues and pupils who have an education, health and care plan (EHCPs) have access to additional resources as appropriate. The use of auditory or electronic note taking devices can be helpful for some, for example. 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

updated frequently.

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Keeping Children Safe

All staff are DBS checked according to local authority safeguarding and child protection guidelines and regular safeguarding updates and training for staff occurs. The school ensures that it operates 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 post 16 students being allowed off site at lunchtime. Pupils are able to arrive at school from about 8.15am and can access breakfast or the inclusion area (AG+2). 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 the library, RR, or study room away from the main social areas. During lunchtimes we offer extra support sessions where applicable for help with curriculum issues or homework. Homework club is available after school several days a week.

All school trips are processed through the LCC “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 Information, Advice and Guidance 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)

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.

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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 on the SEND register will have a passport and may also have a learning 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; ELCAS; Prevent and Community Police Services; Short Stay School Outreach Support and LA Inclusion and Disability Support Services such as Educational Psychologist services.

Reviewing and Evaluating Outcomes

Pupils who have EHCP will have a formal review of their plan with a member of the SEND team on an annual basis although a review could be called at any time if school or the pupil's family would like to review the plan more urgently. If this is the case, please contact SENDCo in the first instance to initiate this process. Once a date for the annual review has been agreed, school will notify the LA SENDo, medical colleagues who support the child and any other relevant professionals. Please inform school of any one who you would like to invite to the review.

If significant changes to the plan are required, it is necessary for an educational psychologist to attend the review; if you anticipate significant changes to the review, please inform school at the earliest opportunity. Reviews are usually held in school and involve input from the school, the pupil, the family and other relevant specialists. Following the review, changes may be made to the EHCP and subsequent arrangements in school.

Those pupils who require SEND support in school but who do not have an EHCP will be reviewed as appropriate. For many pupils this will involve an appointment with the SENDCo at parents' evening to review progress. Parents of pupils on the SEND register are encouraged to make an appointment with the SENDCo at the initial form tutor parents' evening as well as at the year group parents' evening in order to review progress. These appointments do book up quite quickly though so it might be necessary to make an additional appointment in order to review progress. Wherever possible, we will be flexible and meet at a time that is convenient to families. The SENDCo has a teaching timetable, however, so this may not always be possible.

The nature of the support provided depends on the needs of the individual pupil but could include early morning interventions before lessons start, in-class support, friendship or social skills work, lunch club, homework club, counselling, mentoring, specialist teacher in-put, educational psychology in-put amongst other types of support.

The effectiveness of provision is evaluated through frequent team and working group meetings. Termly analysis of grade collection is completed by the SENDCo who will review targets for SEND pupils and will allocate TAs to monitor the pupils' progress towards targets over a number of weeks between grade collections. Pupils with

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EHCPs will have their progress reviewed by Educational Psychologist (EP) or a specialist teacher if appropriate.

Communication with Parents

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 parents' 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 SENDCO, your child's Head of Year, 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 at least a half day and familiarised with the school ethos and systems. Pupils who arrive part way through the year are also afforded this opportunity. 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 email 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, via the Parent View link on our website or at a drop-in sessions with the headteacher.

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 the school provides

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 perfecting, 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.

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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, an Early Help Assessment 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?

What the school provides

Administrative support can be accessed via the main school office on request. For help with SEND administration, our SENDCO 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 the school provides

Our Transition support happens through a variety of mechanisms which include SENDCO 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 during lessons and before and after school.

Transition can be an anxious time for many pupils 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 Year 6 pupils via a letter from the Head teacher. 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 Year 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 pupils, 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 the SEND team; phased transition plans or extra support during the

first few weeks of the new term can be arranged.

Parents and carers are encouraged to communicate with form tutors and Heads of Year 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

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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

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. Breakfast is available free of charge at AG+2 from 8.30. A range of activities are available at lunchtime and include the option to socialise with other pupils in the SEND area. There are many other clubs and activities available. 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, pupils also make use of the library for quiet reading. After school activities have included homework clubs, cheerleading clubs and many sporting activities and teams such as football and rugby. There are usually no fees for participating in these activities.

Trips, activities and residential opportunities such as trips abroad are open to all pupils. Where hardship is an issue school is willing to discuss ways in which needs can be met creatively.

