



## **SEN and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Burscough Priory Science College**

School Number: 08104

## 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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Burscough Priory Science College,</b>		<b>Telephone Number</b>	<b>01704 893259</b>
	<b>Trevor Road</b>		<b>Website Address</b>	<b>www.bpsc.co.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>The school is a mixed sex, 11-16 school</b>			

<b>Name and contact details of your school's SENCO</b>	<b>Janet Davies Senco</b> <a href="mailto:jdavies@bpsc.co.uk">jdavies@bpsc.co.uk</a> <b>Tel 01704 893259</b>
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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.

<b>Name of Person/Job Title</b>	<b>Janet Davies Senco</b>		
<b>Contact telephone number</b>	<b>01704 893259</b>	<b>Email</b>	<b>jdavies@bpsc.co.uk</b>

## 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.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b>www.bpsc.co.uk</b>		
<b>Name</b>	<b>Janet Davies</b>	<b>Date</b>	<b>08/05/2017 Updated</b>

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[IDSS.SENDReforms@lancashire.gov.uk](mailto: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 information is 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 (e.g.; ancillary aids or assistive technology?)

### What the school provides

- Burscough Priory is a smaller than average secondary school. The buildings are spread over two floors and there are two disabled lifts. All parts of the building are accessible except 3 classroom areas in the ROSLA block where access can only be gained via a narrow staircase.
- Corridors are narrow. Without careful planning there is the potential for congestion at lesson changeover in some areas and may be a cause for concern for some students who have proximity issues.
- There is a designated access parking space near the front entrance.
- An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining rooms, main hall and gym areas are poor acoustically.
- There is one pupil, and two staff, toilets with disabled access, and a recently improved medical room with hand washing facilities, a medical bed, and lockable storage area. There is no toilet or showering facility in the medical room.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school. In the Food Technology area there is a height adjustable cooker and low level sink.

## 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"?
- 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

- **Students with SEN are usually identified in the y6/7 transition / liaison window. All students are assessed using standardised reading and spelling tests before entry. Any mid-year transfers are tested on the day of arrival. Updates are made annually or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.**
- **Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.**
- **Literacy intervention is available through timetabled lessons and activities, and is a priority of the school, designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with visual difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND**
- **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 SEND and medical conditions.**
- **Updates are made available to staff, by the Senco, via staff briefings, Inset training or face to face meetings. External training is available to support the staff.**

- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, Spld, Speech and Language, (some to advanced qualifications).
- Much training and staff development is given in house.
- School works within the JCQ 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 courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- The school subscribes to the Acorns Short Stay School in Ormskirk, to the Engine Room in Skelmersdale and the TLC .

## 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 statements and 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 of other students with SEN support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as face to face at parent's evenings. The Senco attends every Parents Evening.
- The Senco 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 made by the school safety officer/SENCO at school visit before student starts at school. LA and present school attend this meeting and assist with the assessment. Other risk assessments may be carried out by the school at any point where an assessment is deemed necessary. This may relate to accessibility within the buildings or for health and safety of the individual or the wider school community.
- Full risk assessment made and stored in school office, additional copies are made available for staff. This is subject to regular review and/or when need changes.
- Sheltered reception area at front of school is safe place for students to be dropped off or picked up by a responsible adult. Children are released to an adult subject to safeguarding procedures having been carried out. However, parking in school is very limited and so the only designated parking/waiting space is for emergency vehicles, there are three visitor spaces.
- ECM Centre provides a safe-haven and supervised support for children at break and lunchtimes. The ECM is not a designated teaching area.
- 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 additional requirements for SEN students.
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request. Other policies are also available for parents to download from the website.

## 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. Controlled medications are stored and administered under strict guidelines and are always given under supervision and signed for.
- Medications in the drawer are 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. Medications are checked regularly the School Nurse.
- Instructions for administration are kept with the medication/ Health Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace 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 between the parents, child and medical professional. The school nurse does a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff. The Headteacher agrees all Care Plans personally.
- Care Plans are held centrally in the school office. They are reviewed by the School Nurse at least annually or if circumstances change.
- The school nurse briefs the Staff regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners. Diabetics, Asthma / allergies and Epilepsy training have been given to staff by health care professionals. Students who carry epi-pens are given an orange label badge to wear on their blazer to indicate their sensitivity.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Headteacher is contacted immediately. Key staff have walkie-talkies to contact the main switchboard if necessary. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the school nurse, who has drop in sessions, Speech and Language services, CAMHS workers, Educational Psychology Service, Barnardo's workers, MIND, Child Action North West ( CANW) Addaction .



## 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 (e.g. 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 contact emails for all staff and general school telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.**
- **At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.**
- **Staff visit all feeder schools during transition. Details about the school and how to contact us are left in the reception of the feeder schools.**
- **Our Summer School inducts vulnerable pupils about school procedures and makes them familiar with key staff faces and names. Additional contact days are made available for year 6 pupils to come and experience working in our school.**
- **Parents are encouraged to make an appointment to see staff as this ensures privacy and preparation. In an emergency parents will be seen by an appropriate member of staff.**
- **Visits to view the school are welcomed by arrangement , and will take place within the safeguarding routines of the school.**
- **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 for concern or celebration.**
- **Feedback is actively pursued by report slips, school planners, questionnaires and our parent consultation group. School practice is adjusted and reformed in the light of this feedback.**
- **There is a strong parent representation within 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 term and information is fed upwards and downwards.**
- **Pupils are invited to attend meetings of the Governing Body at appropriate times.**
- **Students are involved in active citizenship programmes, to Parliament, talks with the local MP and visits to the local council chamber.**
- **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.**
- **Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.**
- **Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as web site feedback.**
- **There is a parent consultation group which meets regularly during the school day.**
- **Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.**
- **The constitution of 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 as set out under the constitution.**
- **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 SEN 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.**
- **Specialist staff and Pastoral Leaders are able to signpost where support can be accessed through external agencies.**
- **Designated teacher ensures that impartial careers advice and guidance is delivered to students the school currently uses Careers North West to deliver careers advice and guidance. 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.**
- **Students are given support in completing application forms.**
- **Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans.**

## 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 September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the Senco, following Open Evening.
- Transition visits start in the spring 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.
- The school uses mini Buddy's (Y7's)) to visit feeder primary schools in the summer term, to give talks and presentations to Year 6.
- Year 6 students are invited to join in Summer School activities.
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG)) from a named specialist teacher.
- Local Colleges attend Parents Evenings from Year 7 onwards, and a specialist Post 16 Evening is held in the autumn term. This is open to any student and their parent/carer. Colleges attend and give presentations.
- A Careers Fair is organised for Year 9 which includes, local employers, colleges and training providers.
- Year 10 will participate in an Enterprise Week during their summer term
- Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.
- Early Support and Intervention engage with SEND students prior to Transition Reviews in Year 9 and stay in contact through to leaving year 11. Students and parents can request an interview at any point.
- The Senco works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by students in the summer term of year 10 and year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- Subject departments engage with universities and colleges for subject specialist information and enrichment visits for students.
- We are registered with Barclays Life Skills to deliver work related learning and finance education.

- We have links with PFEF to provide personal finance education.
- The school has a dedicated careers library which holds information on many universities and colleges as well as information about employment and training opportunities.
- The school actively promotes the work of the Young Peoples Service, The Duke of Edinburgh Awards Scheme and other local and national organisations for young people.
- Young people are encouraged to participate in uniformed service organisations E.g., Police Cadets, Army Cadets, and Sea Cadets , Scouting and Guiding Associations.

### 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 does not offer child care before or after school.
- Breakfast is available each day from the dining room
- The school has run a 2 week Summer School in previous years and this is available to Y6/7 transition students.
- There is a nominal charge made for some of this provision.
- 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.
- Parents are required to pay for individual music tuition.
- Homework Club is offered four nights each week in the ECM.
- 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.
- The school makes Every Child Matters Centre available to socially or emotionally vulnerable students, and actively promotes social integration and friendship support under the supervision of adults.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the Centre for support.
- The Summer School actively engages pupils in finding new friends and supporting new friendships.