



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Bacup and Rawtenstall Grammar School

School Number: 14501

Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

School/Academy Name and Address	Bacup and Rawtenstall Grammar School, Glen Road, Waterfoot, Rossendale, Lancashire BB4 7BJ		
Telephone Number	01706 234500		
Website Address	www.brgs.org.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?	11-19		
Name and contact details of your SENCO	Emma Gauntlett ecg@brgs.org.uk 01706 234500		

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	Alan Porteous (Headteacher)		
Contact Telephone Number	01706 234500	Email	abp@brgs.org.uk

BRGS's Local Offer will be reviewed on an annual basis with input from SEN pupils, parents, service providers and governors to help shape and inform the Local Offer.

Accessibility and Inclusion

What the school provides

BRGS is an 11-16 selective grammar school and a sixth form located in Waterfoot. At BRGS we uphold as paramount the importance and value of all. We have high expectations for all our students and believe that all students should be included in the full range of educational opportunities.

Ofsted (January 2016) stated: “attainment is outstanding in all subjects, across all years, for all groups, including disadvantaged pupils, disabled pupils, and those with special educational needs. The attainment gap between disadvantaged pupils and their peers is continuing to narrow.” Those with special educational needs “make similar or better rates of progress than their peers and considerably better progress than pupils nationally.”

With regards to accessibility, the school is built upon a hill with an incline of approximately 1 in 9 (1 metre up for every 9 metres along) with access for students, staff, parents and visitors via Glen Road. The school currently consists of five permanent buildings all constructed at different levels as per the hill the school sits upon. At the very top of the hill are our two astro-turfs (one shared with Waterfoot Primary School) and a multi-use games area.

At the present time, the site is not wheelchair accessible. Following access to the main block (built in 1913) up a flight of 13 stone steps, the building branches out in many directions both up and down stairs. Downstairs (21 steps), on the lower incline of the hill, are our technology rooms (textiles, technology and food technology), staff rooms, most of the student lockers and boys’ and girls’ toilets.

The next level above is home to the school reception and a range of general teaching rooms located around a central school hall. Upstairs (28 steps) are science laboratories and music rooms. Along an extension corridor up the hill (16 steps) is our sixth form centre and the main school dining room (a further 30 steps).

The Clark Building is accessed by walking up the slope from the main entrance and across Glen Road. It is a two storey building which houses our Learning Resource Centre as well as a number of teaching rooms. The Copley Maths Block adjoins the Clark Building. There is a basement meeting room which is accessible directly off the slope which is used as an occasional teaching space.

Our Sports Hall is behind the main block and is built into the hill – so it’s sports area is on the first floor. There are two lifts within school - in the sports hall, which ascends from the ground floor (changing rooms) to the first floor (sports hall) and top floor (dance studio). The other lift rises from the lower ground to upper level of the sixth form centre. Behind the sports hall, up a flight of 12 metal steps, is our English block, also built into the hill.

Other than the new buildings (Copley Maths Block and the English Block) the vast majority of the school has relatively narrow corridors and some classroom door openings do not conform to current DDA requirements.

Staircases are insufficiently wide enough for stair lifts to be installed. (The exceptions are the more newly built English and Maths Blocks.) It would therefore not be possible to install facilities to support wheelchair users due to the physical

limitations of space combined with the flow of students around the corridors. Our Net Capacity document suggests the physical space of the school would be appropriate with a student population of 1165. At the time of writing we have 1295 students on role.

Limited staff parking is available on the Glen Road slope and in the car park in front of school. Due to landscaping works, the number of designated disabled parking spaces has been increased to four and the landscaped area immediately outside the Clark/Copley building has been levelled to allow for easier access. Access to the Glen Road parking area is via a barrier. Parents are not normally allowed to drop children off on Glen Road, but we are able to accommodate this when circumstances require with children with mobility issues facilitated to drop off closer to school.

The majority of classrooms are not carpeted with a refurbishment in 2017 resulting in the floors being stripped back to the original parquet floor. However, this has been accompanied in the main block, where classrooms have high ceilings, with the incorporation of false, suspended ceilings with acoustic tiles in some classrooms. All windows have blinds or reflective film.

For hearing impaired students radio aids have been successfully used in both large and small rooms around the school.

On a regular basis, all staircases have either visual strips painted on them, or tactile edging attached to aid a student who may have a visual impairment. Pupils with a visual impairment will also find that our one-way system around the hall helps them during transition between lessons and that our system of keeping to the left in corridors is also beneficial.

Changing and shower facilities are available on the ground floor of the sports hall, accessible via the main block. The main block, Clark building, Copley building, English block and sports hall all have disabled toilets. Those in the English block, Clark building, Copley building and sports hall are on the lower floor. There is a shower in the nurse's office.

Improved access is very difficult due to the age/structure of our buildings and the degree of slope. If a student has a parent who requires wheelchair access then they enter the building via our sixth form entrance (off the Glen Road car park) and staff come to see them in that environment. The only other alternative is for them to be physically lifted into the building. Even then, their access throughout school is limited due to the numerous staircases and narrow corridors. For students with mobility issues we arrange, wherever possible, for timetabling (other than for specialist subjects e.g. Science) to occur in rooms off the hall which represent easier access.

Access to information is straightforward as our website is updated regularly. All our policies, procedures and essential information are published on the website. Parents also have access to our secure online portal (Insight) where we publish data regarding their children and general information such as newsletters and notices about school events/trips. Year group assemblies and form tutors keep pupils up to date with specific information relating to them with noticeboards and a series of display screens around school keeping students up to date regarding

extra-curricular activities, exam timetables, school events etc. The school has a Facebook and Twitter account (including subject specific Twitter accounts which students find helpful as a communication tool) which allows people to keep abreast of the latest news with these news feeds regularly updated through the academic year.

Our school office is staffed daily from 8 am to 4 pm to receive telephone calls with an out of hours SLT member available from 4-5 pm on weekdays. It is also possible to contact teaching staff directly via their school e-mail addresses.

Information is generally made available in standard fonts; we have no enlarged version text used within documents. Our website allows the user to increase or decrease font size to suit their preferred reading. Key information concerning our entrance examination is produced in Urdu and Bengali.

For families with English as an additional language, or where there are other forms of additional need we would adapt our communications appropriately, if requested.

Generally speaking, signage and other displays are based on English text rather than graphic symbols. We have interactive whiteboards or screens in every classroom. All furniture is of standard height apart from some resizable desks within our new English block. We make specialised arrangements where required – for example lowering the height of a science bench/resistant materials workbench for a student with restricted growth. The only specialised equipment we have is directly linked to any specific student who has a clearly defined need.

Teaching and Learning

What the school provides

Most students with SEN at BRGS have already had their additional needs identified and assessed before they join the school. For any that do not fall into this category, identification is as described within the SEN Code of Practice and begins at classroom level. Assessment also follows guidelines within the Code of Practice, with specialist assessors being brought in, when necessary, to provide a professional judgement concerning a SEND issue.

Where primary schools have highlighted concerns, we will monitor pupils through lesson observation, teacher feedback and liaison with parent or carer, working alongside agencies where appropriate. This might include working with speech and language specialists, educational or clinical psychologists, paediatricians or occupational therapists. It is, of course, vital that we identify any barriers to learning as early as possible and use a range of suitable strategies to address them.

Where it is needed, we are able to support students within the classroom using Teaching Assistants. We currently employ one full time Teaching Assistant and three part time Teaching Assistants. Some development work to support SEN students through our Teaching Assistants or Student Support Manager will invariably involve direct and ongoing liaison with parents and carers. From time to time small group and individual work with pupils may be necessary (e.g.

literacy support, pre-teaching, anger management etc.) but wherever possible students are not withdrawn from their main lessons and this takes place during form time or lunchtimes if this meets learners' needs.

All students have access to the entire curriculum. We bring in support from external agencies for the specific students who have defined special educational needs.

Teachers plan lessons according to the specific needs of all groups of children and ensure that learning tasks are adapted to enable students to access learning as independently as possible. Our pupils know staff well and support is readily available. Students are expected to complete classwork and homework to the best of their ability.

SEND training forms part of our annual staff training programme. Many of our staff have completed the Mental Health First Aid course with staff undertaking a diverse range of pastoral qualifications to support SEN students. The SENCO has significant senior leadership experience and has completed the mandatory NASENCO Award. Our Deputy Head is also in receipt of this qualification. Teaching staff are supported and trained with respect to the specific students we have within school with experience of working with children with a wide range of needs and difficulties including Autism, ADHD, Dyspraxia, Dyslexia, Dyscalculia as well as physical disabilities such as hearing and visual impairment. Expertise is developed through: school based INSET, external courses, observation and demonstration of good practice in school, visits to other schools, staff meetings, consultancy and co-operative planning, teaching and evaluation.

Access arrangements are reviewed on a regular basis and we will provide every viable possibility, within the confines of the JCQ guidance on access arrangements. This normally means there have to be clearly defined reasons and supporting evidence available to support requests for examination access arrangements. Our SENCO will gather evidence and make a recommendation with liaison with exam boards to ensure that any special arrangements are agreed beforehand. We have a small number of laptops and iPads that some students access to assist them in note-taking if they have handwriting difficulties – this, however, is always student specific.

Parents are informed of their children's academic progress and attitude to learning at three points during each year. For each subject, they are given comparative information that shows them whether their child is expected to meet the particular years' targets. These targets are based on data gathered from baseline assessments using MidYis, key stage 2 scaled scores and from national sources such as Analyse School Performance (replacement for Raiseonline) etc. Each student will also receive a full academic report each year and parents are invited to attend a parents' evening to discuss progress with each subject teacher. Ongoing assessment and planning allows us to identify and support students who require support to achieve their personal potential.

There is no external teaching and learning offered (from a purely academic point of view) although school does run a wide variety of extra-curricular trips and

activities that are experience-widening, with some that have an academic element.

We tend not to need to offer any “off-site” provision. However, where this does occur (usually due to long term sickness etc.), work is regularly sent home to enable students to keep up to date. There is regular and effective liaison when working alongside educational provision at the Intensive Support Unit at ELCAS and other providers.

To support students for their lives post-BRGS we provide a comprehensive Next Steps Careers Programme which incorporates work experience for all our students in Year 10 which is organised by the student with support from our Careers Advisor.

Our provision mapping clearly indicates the range of provisions made available to all students within school.

Reviewing and Evaluating Outcomes

What the school provides

All statements (EHCPs) are reviewed on an annual basis, these reviews being carried out according to statutory guidelines. Advice is gained from relevant professionals and submitted to the LA according to their required procedures.

All children within school, in addition to students on the SEN register, are continuously monitored closely to ensure there are no barriers to their educational, social and emotional development. Their academic progress is rigorously assessed through data analysis followed by interventions by both subject and pastoral staff. Dedicated pastoral staff and form tutors monitor the social well-being of students. External sources, in particular, monitor the effectiveness of provision through direct meetings with SEN students.

Progress of SEND pupils is reported annually to parents and governors.

Keeping Children Safe

What the school provides

All staff are DBS checked according to 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. Risk assessments are all in place and are regularly reviewed by governors working in conjunction with staff. Subject specific risk assessments e.g. Science, Technology and PE are routinely risk assessed. Health and Safety ‘walkarounds’ are carried out termly by the

Governors' Health and Safety Committee, Site Supervisor and School Business Manager.

Any activities above and beyond those normally accessed during a school working day are vigorously risk assessed using local authority documentation and processed through the 'Evolve' system with guidance from our experienced Educational Visits Co-ordinator: all trips and visits must be agreed by the Headteacher prior to them going ahead. School fully adheres to standard policies regarding activities and trips. The staff involved are proactive and vigilant in their supervision. Student behaviour is always of a very high standard.

There are no handover arrangements at the start and end of the school day – students make their own arrangements for travel to and from school. This will include walking, cycling, catching buses or being collected by parents. We have no designated areas around school for pick-ups or drop offs although the addition of a bus parking bay helps to facilitate this when buses are not present. Students are able to arrive at school from about 8.15 am and can access the Pastoral Suite or SENCO if they need/want to. School is open to students to access Homework Club with ICT facilities until 4.10 pm every weekday.

The school is a secure site for all pupils with only our post 16 students being allowed off site at lunchtime. Access off site at lunchtime is through a gate manned by a member of staff.

School policy on safeguarding is clear – it is inclusive and comprehensive. There are procedures for intruders and visitors in school. The school's anti-bullying policy (and other policies) are available via a direct link on the school website and hard copies are available on request. Staff and pupils are regularly updated through PSCHE 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 Well-Being)

What the school provides

We have a school nurse who works full time. Parents are required to provide us with medical consent forms if they wish the school nurse to be able to administer non-prescription medicines. The school nurse will provide advice and guidance to staff where there are other medications that need to be administered. Where a medication is required (not in an emergency), these will be kept with the school nurse and may, with parental permission, be administered by her. All medications are stored in a locked cupboard apart from epipens which are kept within the school office for quick access in case of emergency. Students who may need an epipen are required to carry one with them.

Our school nurse will work with individual families to draw up care plans and staff are made aware of students for whom a care plan is in place.

In a medical emergency school would follow the protocols we have in place. We have a school nurse on site, and a large number of trained first aiders amongst the staff. In the case of a medical emergency, we administer any required medication (where a care plan has established this) and notify emergency services. Our school nurse or a qualified first aider would provide support/oversight until emergency services arrive. We have three defibrillators located strategically on site with personnel trained to use them. There will always be a named first aider on every school trip. All students who have an identified need have SEN guidance notes which detail their needs and any strategies or practices to support that young person.

Our school nurse ensures that staff are prepared and equipped to deal with our student's needs. Our staff are primarily qualified as teachers but training for specific scenarios that may affect our students is regularly undertaken.

Students can access the "Nurse in a Box" service and our sixth form students can have Chlamydia Screening and access the WRAPPED service – all via our school nurse.

A range of external agencies regularly work with the school to provide full support which includes access to counsellors, ELCAS, community police services, ACERS Medical Short Stay School, an Educational Psychologist and LA Inclusion and Disability Support Services when required.

Communication with Parents

What the school provides

Parents are valued and their support is fully recognised. We feel that communication is vital with respect to the successful identification and management of any issues as they arise during a young person's time at BRGS. We offer formal parents' evenings to discuss a young person's academic progress and achievements as well as the opportunity to make individual appointments with a range of staff members to discuss issues as they arise: this may include our SENCO, your child's Head of Year or your child's Form Tutor. There are opportunities during the academic year to attend a range of parental information evenings e.g. Into KS4, Y9 Next Steps Evening, transition evenings, which provide guidance and support to parents on important issues.

Parents are informed of their children's progress via the monitoring outcomes that are issued three times a year, along with a yearly report and the invitation to attend a parents' evening. If there are any concerns regarding a student, a subject teacher, Head of Department or Head of Year will contact home.

Before students begin school in year 7 they are visited in their primary school. They are later invited in to school (along with their parents) to meet their child's Form Tutor, Head of Year, members of the Senior Leadership Team, the school

nurse, our Catering Manager, our SENCO and our Administration Manager. All new students also have a 'Taster Day' where they experience a full school day in July each year to familiarise themselves with the school ethos and systems. Pupils who arrive part way through the year are also afforded the opportunity to spend a day in school prior to commencing at BRGS.

We have a main school (for entry into year 7) and a sixth form open evening once each year. We also offer a tour of school for prospective year 7 students on the morning of our open evening.

The 'contact us' page on our website lists our Heads of Year, who parents can contact if there are any pastoral issues. Similar information is provided on our sixth form pages. At the start of every year, each year 7 – 11 form tutor will write to parents to give them their direct e-mail address for communication purposes. Parents can also contact school using our enquiries e-mail address (enquiries@brgs.org.uk), which is monitored daily on weekdays. Our school office is manned daily on working days, and telephones are answered by administration staff without parents having to go through an automated call system.

Parents will communicate directly with staff by telephone, e-mail and letter. Parents do need to make appointments to see staff due to staff teaching commitments, although we will endeavour to make ourselves available in emergency situations. Parents of SEN students comment positively on how the school supports their children: a Year 11 parent stated recently that "the school could not have done more to ensure that x has made such great progress."

Parents and carers' comments about the school are warmly welcomed and can be given via direct contact: telephone, e-mail and letter. On regular occasions we request feedback regarding specific issues, such as SEND provision and the publication of the school's Local Offer, or generally – such as parental surveys at parents' evenings.

Working Together

What the school provides

BRGS has a strong community feel and pupil voice is one of the cornerstones of this success. Students are encouraged at all levels to contribute to leadership and management at BRGS and to this end our school council, led by students, performs an essential role in effecting change. School council members are elected by their peers and they discuss aspects of school life at our request and also under their own initiative. Students are involved in all staff appointments. We have an active and influential Heads of School Team with Head Boy and Head Girl attending governors' meetings. The Heads of School Team has worked closely with staff with regards to developing 'Values at BRGS' and represent the school at Open Evenings and other high profiles events in the school calendar. Students are also elected onto a Charities Committee to support the work of voluntary organisations chosen by pupils annually.

Students 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.

As already mentioned, we welcome the opportunity for parents to give us feedback. At times we specifically request feedback concerning a specific issue, at other times feedback is more generic. Additionally, parents can also submit their views either via our enquiries e-mail address (enquiries@brgs.org.uk) or contact school directly.

We have a PTA who are very keen to recruit new parents to the group. All parents are eligible to become members of the PTA. Parents may also stand for election to the school governing body, when a parental vacancy occurs. Parents contribute to our Parental Support Network by offering careers advice and guidance on specific career sectors.

The governing body of the school fulfils its role in governance. It does not involve other agencies in order to meet the needs of our students – this is a role undertaken by the school itself. There is a governor with specific responsibility for SEND (Donna Rawding) and another with a specific responsibility for safeguarding.

Home/school contracts are in place for all students within main school. These ensure parents, students and school all understand the roles they need to play in order for effective education to take place. Therefore, all children with SEN have a home/school contract. The further support SEN students receive comes via the recognition of their need and in conjunction with teaching staff and parents.

Where there are 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?

What the school provides

Generally speaking, there are no formal means of providing support to parents in completing forms or paperwork. We would respond to this sort of request personally. If there is any information, advice or guidance we can provide to parents, we will do so, upon their 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.

Our experienced Careers Adviser ensures that impartial careers advice and guidance is delivered to pupils: this is overseen by a member of the senior leadership team. A wide range of external agencies and further/higher

education providers are invited into school to assist in this delivery as well as contacts we have in the local community and parents who can represent career sectors due to their own fields of work.

Vulnerable pupils receive one-to-one advice and guidance as required by statute. Pupils are given support in completing application forms where needed.

In general, as a selective grammar school, we are often not the closest viable school to a student's home (admissions policies for main school and sixth form are available on the BRGS website at <http://www.brgs.org.uk/parents-and-students/policies>). Parents are informed of this by the local authority and will accept this as a feature of their child taking up a place at this school. Where there are specific needs relating to a student we will work with the local authority concerning travel plans through the LA Travel Unit.

There is a wealth of information for parents, carers and pupils regarding SEN available on Lancashire County Council's website which can be accessed through their Local Offer at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer/what-is-the-send-local-offer.aspx>

Transition from Primary School and School Leavers

What the school provides

Children with identified needs and EHCPs are helped to settle into school through the use of transition visits to BRGS and the SENCO or other member of the Senior Leadership Team or prospective Head of Year 7 will visit primary schools the year prior to entry. The SENCO will liaise with primary school professionals to discuss any specific needs. All possible information is gathered to enable a smooth and happy transition and new parents are welcome to visit and share information with us.

All prospective year 7 students are invited into school for an information evening. Here, students will meet others in their form and the sixth formers that will act as their form prefects. During the same evening, parents will meet their child's Form Tutor and have the opportunity to meet with the School Nurse, the school SENCO and their child's Head of Year.

Students will also spend an entire day within school – a taster day – again, meeting their new class-mates and prefects. They will also meet their form tutor and spend time familiarising themselves with the physical layout of the school. Our first day each year is just for new students – year 7 and 12, and gives them the opportunity to continue to familiarise themselves with their new surroundings. New year 7 students will be allocated a buddy to act as a friendly face/guide. Transition is never easy but 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. There is an early parents' evening in Year 7 to ensure pupils are settling in well and to address any concerns. One parent commented in a meeting regarding her Year 7 child with SEN that they "had never been happier than at BRGS. It is like a weight has been lifted from their shoulders since arriving."

Careers advice and guidance is embedded into our PSHCE curriculum from year 8 onwards. Students in year 9 choose GCSE options, and an independent careers adviser is available to meet them at their parents' evening as well as the opportunity for parents to attend a Next Steps career and options-focused evening. Throughout Key Stage 4 and 5, there are further opportunities for individual careers appointments with our adviser. Students in Key Stage 4 have more specific careers advice and guidance to enable them to make the best choices concerning post 16 education (SEN students and their parents/carers can access the local offer for education providers post 16 on their websites or at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education/find-a-college.aspx>). Two Careers Fairs are held annually: one for main school focused primarily on Key Stage 4 and one for Key Stage 5 pupils. Our Careers Adviser interviews and supports 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.

The vast majority of our year 11 students return to our sixth form, where they study a series of A levels in order to gain access to university, or to follow education or employment elsewhere. Full support is provided throughout the university application process. The parents of our students are invited to become fully involved in the decision making their children are making in terms of their future. Personal careers advice and guidance, as well as support in using software based solutions is provided throughout.

Extra Curricular Activities

What the school provides

Pupils can attend school before the start of the working day and the site is open to pupils from around 8.15 am with access to our Pastoral Suite and ICT facilities as well as our Learning Resource Centre. We enable access to our network, via Homework Club until 4.10 pm each evening.

We have a very wide range of extra-curricular activities that take place during lunchtime and after school. A list of these is available here: <http://www.brgs.org.uk/parents-and-students/extra-curricular-activities>. Parents do not have to pay for these, although voluntary contributions may be requested where a fee/travel cost is involved. The school actively encourages participation in The Duke of Edinburgh Award Scheme and has one of the highest participation rates in the north-west.

Clubs, activities and residential trips are kept inclusive via our school charging policy. We have significant experience in running a huge range of residential opportunities and we ensure the needs of students with SEND are catered for on these visits with the necessary risk assessments in place.

We start to help children make friends at our pre-Year 7 parents' information evening. Friendships progress from there as students interact with one through lessons, activities and events.

Generally speaking, we do not provide any school holiday provision, apart from that offered to year 11 students as revision in preparation for their GCSE subjects. Subject support may occur on an ad hoc basis during holiday times when arranged by Heads of Department.