

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 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	Bacup & Rawtenstall Grammar School (BRGS)		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 -18			
Name and contact details of your school's SENCO	Paul Reeves; pwr@brgs.org.uk			

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	Paul Reeves; Assistant headteacher/SENCO		
Contact telephone number	01706 234500	Email	pwr@brgs.org.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	Paul Reeves	Date	28/2/2014

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

BRGS is built upon a hill with an incline of approximately 1 in 9 (1 metre up for every 9 metres along) in the town of Waterfoot. Access for students, staff and parents is via Glen Road. The school currently consists of 5 permanent buildings and some temporary ones across the site, all built at different levels as per the hill the school sits upon. At the very top of the hill are our two astroturfs (one shared with Waterfoot Primary School).

The site is not wheelchair accessible. Following access to the main block (built 100 years ago) up a flight of 13 stone steps, the building branches out in many directions both up and down stairs. Downstairs (21 steps), into the hill, are our Technology rooms, staff rooms, most of the student lockers and boys and girls toilets. At ground level is the school reception and a range of general teaching rooms. 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 story building which houses our library as well as a number of teaching rooms. 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.

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 exception to this case is the newly built (2011) English block. 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 approximately 1200 students on role and this number is likely to increase. School, generally, is quite crowded especially during lesson changeovers and at lunch time.

Limited staff parking is available on the Glen Road slope and in the car park in front of school. There are two designated disabled parking places on the Glen Road slope. 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.

The majority of classrooms are not carpeted. In the main block, where classrooms have high ceilings, false ones have been installed with acoustic tiles in some classrooms. All windows have blinds. 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.

Changing and shower facilities are available on the ground floor of the sports hall, accessible via the main block. The main block, Clark building, English block and sports hall all have disabled toilets. Those in the English block, Clark 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.

Access to information is quite straightforward – our web-site is updated regularly. All our policies, procedures and essential information are published on the web-site. Parents also have access to our secure online portal where we publish data regarding their children and general information such as newsletters and notices about school events/trips. Our school office is staffed daily from 8 am to 4 pm to receive telephone calls. 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 or on our web-site. 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. All furniture etc. 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 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

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.

Some literacy support is provided for students who are weaker in the lower years.

Where it is needed we are able to support students within the classroom using TAs. We currently employ the equivalent of two full time TAs.

All students have access to the entire curriculum. Independent learning is encouraged within school. We bring in support from external agencies for the specific students who have defined special educational needs.

Our Senco has completed the mandatory National SENCO training. Teaching staff are supported and trained with respect to the specific students we have within school. No other staff have any particular SEN expertise.

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. We have a small number of laptops 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 and from national sources such as 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.

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.

All students in year 10 have a week of work experience that they organise themselves.

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

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 (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. Our 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 statemented students.

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

Risk assessments are all in place and are regularly reviewed by governors working in conjunction with support staff.

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.

All school activities, both on and off site, are risk assessed and are processed through the “Evolve” system. 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.

School policy on safeguarding is clear – it is inclusive and comprehensive.

Parents can find details of our anti-bullying policy (and other policies) on our web-site.

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 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 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 a defibrillator and personnel trained to use it. There will always be a named first aider on every school trip.

Our school nurse ensures that staff are prepared and equipped to deal with our student's needs. Our staff are primarily qualified as teachers. Many staff have first aid qualifications and we have a school nurse on site. Training for specific scenarios that may affect our students is regularly undertaken.

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

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

The “contact us” page on our web-site 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. Our school office is manned daily, and telephones are answered by admin staff without parents having to go through an automated call system.

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, head of key stage, the school nurse, our catering manager, our Senco and our admin manager. All new students also have a “Taster Day” where they experience a full school day in July each year.

Parents will communicate directly with staff by telephone, e-mail and letter. Parents do need to make appointments to see staff, although we will endeavour to make ourselves available in emergency situations.

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. Where there are concerns about a student, a subject teacher, head of subject or head of year will contact home.

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.

Parents are able to give feedback to school via direct contact – telephone, e-mail and letter. On regular occasions we request feedback regarding specific issues, or generally – such as parental surveys at parents’ evenings.

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

We have a school council that is led by students. They discuss aspects of school life at our request and also under their own initiative. Our head boy and girl attend governors meetings, and the school council is involved in all staff appointments.

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. There are 7 parent governors on our governing body.

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 SEN 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 have comes via the recognition of their need and in conjunction with teaching staff and parents.

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

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.

Impartial careers advice and guidance is overseen by a designated member of the senior leadership team.

In general, as a selective grammar school, we are often not the closest viable school to a student's home. 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.

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

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.

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.

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.

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

- 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

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. This usually takes the form of English booster lessons.

We enable access to our network, via homework club, until 5 pm each evening.

We have a very wide range of extra-curricular activities that take place during lunchtime and after school. Parents do not have to pay for these, although voluntary contributions may be requested where a fee/travel cost is involved.

Clubs, activities and residential trips are kept inclusive via our school charging policy. We ensure the needs of students with SEND are catered for on residential visits etc.

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