



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Clitheroe Royal Grammar School**

School Number: **11/502**

Guidance for Completion

This document is designed to help you to pull together information so that as a parent of a child with Special Educational Needs or Disabilities (SEND) you know what support you can expect if your child attends our school.

The SEND Reforms placed a statutory requirement, from September 2014, to make information available to parents about how the school supports children and young people with SEND. This information will form the main basis for the school's Local Offer.

School/Academy Name and Address	Clitheroe Royal Grammar School		Telephone Number	01200 423379
	Chatburn Road		Website Address	www.crgs.org.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes		
	X			
What age range of pupils does the school cater for?	11-18			

Name of Person/Job Title	Mrs Ruth Smith		
Contact telephone number	01200 423379	Email	sendco@crgs.org.uk
Link to LCC local offer	<u>Lancashire Local Offer</u>		

Accessibility and Inclusion

What the school provides

Clitheroe Royal Grammar School is based on two separate sites.

The Main School (11-16) was built in 1958 and occupies two floors. Most parts of the building are made accessible for wheelchairs with lifts in place to the first floors. As the first floor of the Science block is not fully accessible, students with physical disabilities have been timetabled into the ground floor rooms. The Main School entrance is fully accessible to wheelchair users via ramps. The car park on the Chatburn Road site has adequate parking spaces with two clearly marked designated disabled spaces. Changing and shower facilities are available on the ground floor of the main school. There is also a disabled toilet with shower facilities.

The Sixth Form (16-18) is based in a historic Victorian building. The Sixth Form occupies two floors. Most parts of the building are made accessible to all students and staff with disabilities via lifts. There are three entrances for staff and students which have secure keypad access. Wheelchair users access the building via main reception. The car park has adequate spaces for staff and there is a clearly marked designated disabled parking space. There is also a designated area for vehicles to “set down” disabled students. There are three toilets with disabled access.

Most classrooms on both sites are carpeted and fitted with window blinds, thereby offering good acoustics. 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.

Many policies, procedures and all essential information are published on the school website. Parents also have access to our termly newsletter. Our school office is staffed daily from 8am to 4.15pm to receive telephone calls. It is also possible to contact teaching and pastoral staff via the office email address.

Information is generally made available in standard fonts; but is offered to families with additional needs in enlarged fonts. We would adapt our other communications appropriately, if required.

Generally speaking, signage and other displays are based on English text rather than graphic symbols. There is very little need for specialised equipment. If the need arose, we would ensure that any specialist equipment needed would be considered. For example table raisers were recently purchased so that the height of tables could be adapted for a wheelchair user. 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 SEND at CRGS were identified and assessed prior to joining our school. Information is shared on transition through specific reports from feeder schools, which may identify educational, social, emotional, behavioural or medical needs.

For any students who do not fall into this category, then identification of SEN may happen in various ways including:-

- Through information given on student admission forms and from contact with parents and carers.
- Through the analysis of MIDYS assessments. All Year 7 pupils are tested in the first half term and the results of these may flag up an additional need.
- Through specific reports received from external agencies or Children's Services as part of the information sharing system. This may include receipt of a Common Assessment Framework(CAF) form completed by the feeder schools or by external agencies working with the student
- Through the monitoring of student work and progress by subject teachers and tutors. The Form Tutor or Subject Teacher/Head of Department then consults with the Head of Year/Senior Tutor if there is a particular cause for concern.
- Through academic monitoring, for example, autumn and spring interim reports and end-of-year reports.
- Through the use of a CRGS SEND Referral form to the SENDCO.
- Through regular consultation between Heads of Year/Senior Tutors, the SENDCO and Head of Main School/Head of Sixth Form.
- If it is felt appropriate, after the above mentioned monitoring/consultations, a student may be screened using an assessment tool. Depending on the results of this, a student may then be referred for assessment by a fully qualified Specialist Teacher. Permission for this will always be sought from parents prior to the assessment taking place.
- Through medical reports made via the school nurse.
- Through parents/carers contacting the school directly.

For many students, effective differentiation in the classroom will be all that is needed to address individual needs and to enable them to make good progress. Those identified with some concerns but whose needs can be met through increased differentiation in the classroom, will be monitored at the initial concern stage throughout their school career to ensure that any changes in their needs are identified and appropriate intervention made.

Examples of differentiation include:

- Varying the type of tasks through which students learn
- Using stepped questions, open-ended tasks and extension tasks, which broaden knowledge and understanding
- Using specific strategies to support students' organisation

- Providing key words for spelling practice
- Displaying key words
- Adopting dyslexia-friendly techniques
- Providing printed materials to reduce the amount of copying from the board
- Room timetabling to accommodate physical needs

If a student is not making good progress, despite the differentiated additional support which the subject teachers have given, then a range of strategies/approaches *may* be adopted:

- Deployment of a Teaching Assistant for in-class support
- Referral to the mentoring programme
- Writing a Student Support Plan (SSP) to better inform staff of strategies to employ
- Referral to an intervention programme (such as Spelling/Handwriting/Organisational skills)
- Access to a loan laptop (there is a bank of dedicated SEND laptops on each site. These are also made available, if appropriate, during examinations.)
- Access to additional support or tuition
- Access to the Study Skills and Independent learning programme
- Assessment by a specialist teacher or the Educational Psychologist
- Referral to in-school counsellor, School Nurse or Student Support Manager
- Support from a Peer Mentor or Teaching & Learning Ambassador

School will consult both staff and a range of external agencies to advise and support individual students. For example, if appropriate, the opinion of the Educational Psychologist (EP) will be sought who may then draw up a Student Portrait which will offer strategies for the student as well as strategies for teaching and support staff.

We have well-established workshops for students in both the Main School and the Sixth Form. Although these sessions are voluntary, students with SEND/Additional needs are strongly encouraged to attend. The workshops have covered memory techniques, organisation skills, hand writing and revision strategies.

Independent Learning is encouraged on both sites, for example through independent research activities. In the Sixth Form each subject department displays a poster with suggested subject specific activities and teachers encourage students to engage in these activities on a regular basis. We are currently devising a transition plan for students moving from KS4 to KS5. This will focus on strategies to prepare students in developing the skills that they need for effective Sixth Form study and will include suggested Independent Learning activities.

We have an SEND Provision Map which is continually communicated to all relevant staff via email throughout the year when updates have been made. We have recently devised a document which summarises all students who have some form of disability following guidelines under the Disability Discrimination Act 2010.

The school nurse and counsellor are in school regularly and will offer advice to teaching and support staff on relevant strategies to support students. The school also

employs a full time Student Support Manager who also liaises with families, students and staff.

All teaching and support staff are given the opportunity to attend relevant training throughout the year. We also have a Teaching and Learning Coordinator who, alongside a Deputy Head devises a cascading system where staff who have attended a relevant course will deliver an in-house training session to other interested staff. All staff are required to attend and/or deliver five internal sessions per year.

The CRGS continuing professional development (CPD) programme is tailored to enable staff to undergo training in best meeting the needs of individual learners. Through both core and “drop-in” CPD sessions staff cover such areas as: *meeting the needs of all learners, stretching the most able, meeting the needs of dyslexic students, scaffolding learning and how we can improve access to the curriculum for SEND students.*

The SENDCO is line managed by a member of the Senior Leadership Team and regular meetings regarding both individual students and strategic development are arranged. Two members of the Senior Leadership Team have significant experience in the area of Special Educational Needs. Teaching and support staff are supported and trained with respect to the specific students we have within school.

Teaching Assistants are experienced and well supported with professional development opportunities. Individual teaching staff have completed action research projects linked to meeting the needs of students with special educational needs.

The school has regular visits from a private Educational Psychologist (former Local Authority Senior Psychologist) who offers suggestions for strategies to use with students with respect to their specific needs. The school arranges for assessments for Specific Learning Difficulties to be carried out by a fully qualified specialist teacher who also offers advice as to which strategies will work best with our students.

The school has an SEND link Governor.

We currently employ two teaching assistants to support individuals in the classroom. One TA is undertaking the Teaching Assistant Level 2 course and supports a student on Tier 2 for four hours per day. One TA supports a student who has an EHC Plan who requires constant supervision. The school offers CPD to teaching assistants throughout the year; for example they are encouraged to attend relevant courses which will aid with meeting the needs of our students. Teaching assistants are invited to attend all aspects of the CRGS CPD programme.

If a student who normally receives TA support is absent or taking part in other activities, a TA may be deployed to aid another student who has been highlighted as in need of support.

A further HLTA (Higher Level Teaching Assistant) is employed in school as Cover Supervisor and has undertaken ELSA (Emotional Literacy Support Assistant) training.

Main School students and families have access to our Student Support Manager who can help with emotional health, wellbeing and pastoral issues.

The SENDCO attends the regular Lancashire County Council SENDCO network meetings to ensure she is updated with developments and aware of legislative changes and is a member of the local area cluster group which meets termly with an allocated LCC Educational Psychologist.

All students have access to a broad, balanced curriculum. For support during exams we closely follow the JCQ guidelines. Access arrangements are reviewed throughout the academic year. When students have a clearly defined need and supporting evidence, (this could be medical or a recommendation by a SpLD specialist), we will provide the relevant concession. For example: access to a word processor, extra time, rest breaks or the use of a scribe. All concessions granted are student specific and we hold the relevant evidence of history of need on file in the Examinations Office, in line with JCQ regulations. Students' additional entitlements are communicated to all staff who ensure students have similar provision for in-class assessments and examinations.

Parents are informed of educational progress and outcomes at key points during each academic year via 'Interim Reports'. These clearly indicate, for each subject, how students are progressing. Targets are set at KS3 and KS4 from data collected from baseline assessments using MIDYS. Parents are then further informed via a full academic written report. Parents are also invited to attend a Parents' Evening.

In the Sixth Form, parents are informed of progress via 'TPGs' (Teacher Predicted Grades). These indicate, for each subject, whether the student is on track to achieve their target grade. Targets at KS5 are set from data gathered from GCSE performance using the Advanced Level Performance System (ALPS). Sixth Form parents also receive a full academic written report and are invited to attend a Parents' Evening.

In addition all SEND students have their SSPs reviewed twice yearly following feedback received from teaching staff regarding their progress. Once this data has been collated, Heads of Year/Senior Tutors will meet with the student to discuss their individual targets. New targets are then set and sent home for approval via an updated SSP. During this process the SENDCO will also look at national data from to check that sufficient progress is being made and will forward any major concerns to relevant staff.

We offer external enrichment opportunities such as the 'Duke of Edinburgh' Award and 'NCS The Challenge'.

We may offer an additional tuition programme for students who may need further support in English and Mathematics.

We commission specialist support as needed for individual students, for example a visit from a Teacher of the Visually Impaired.

In the Sixth Form we also offer Higher Education Visits to help students decide on their future choices. All such activities are always, where possible offered to students with SEND.

If a student is absent through illness for a prolonged period we will ensure that work is sent home regularly.

Where we have felt that students would benefit from attending other schools for a short period of time to attend a Nurture Group or a session offering Social and Communication interventions, this has been arranged.

We have a link with the local alternative curriculum and education centre, "Oswaldtwistle School". Students could access this provision where there are concerns about their emotional health and wellbeing or behaviour.

Off-site provision is quality assured through ongoing and regular liaison, visits to the provision by CRGS staff and ongoing communication with parents/carers.

At Sixth Form all Year 12 students are currently offered a one week work experience placement. This is usually organised by school but where appropriate students and parents will help find a suitable placement. All students with additional needs are fully included and offered the same experience as other students.

Our current detailed provision map clearly indicates SEND students' entitlement, the support offered and the interventions in place. We are currently adding the costings of this provision to the Map.

Reviewing and Evaluating Outcomes

What the school provides

The reviews for students with EHC plans are arranged annually in line with statutory guidance. Parents, the student, key staff and relevant outside agencies are invited to attend. The relevant paperwork is submitted to the Local Authority via the school portal and to parents through the post.

SSPs are monitored and updated when necessary and then shared with parents/carers.

All students with SSPs are reviewed twice yearly, feedback is sought from all subject teachers. The SENDCO then collates this information and passes it to the Head of Year or Senior Tutor. They then meet with the student and, if appropriate, new targets are set. Where necessary, parents are invited in to discuss progress.

Internal data tracking systems and national data are used on a regular basis to track progress of students with SEND.

All staff receive class tracking data which clearly identifies students with a specific need.

Prior to an intervention a baseline assessment is conducted and then impact evaluated at the close. For example: with additional tuition or the Handwriting skills programme.

The SENDCO reports formally to the Governing body twice a year.

SEND students are tracked and monitored in every data collection within school. Heads of Year, Senior Tutors and Heads of Learning will raise any concerns about progress with the SENDCO.

Keeping Children Safe

What the school provides

The school policy on child protection and safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students. For SEND students, a full risk assessment is made by the SENDCO and stored in school office when a place at school is confirmed. This is subject to regular review and/or when need changes.

Where a student needs mobility assistance there are handover arrangements in place. There are also clear procedures for managing students who take a bus from our Main School site.

Students make their own arrangements for travel to and from school. This includes walking, cycling, catching buses or being collected by parents. Some Sixth Form

students may drive mopeds, motorbikes or cars, but they are not allowed to bring their own vehicles onto the school site, except for moped/motorbikes which may be wheeled into the grounds at York Street (Sixth Form site) and locked in the covered bike shed.

Taxis transporting SEND students have access to the main reception drop off, where there are also disabled parking spaces. Otherwise, parents are asked not to bring their vehicles onto site during the school day, for safety reasons.

Teaching staff follow a duty rota at break times on both sites. At lunchtimes, staff can volunteer to undertake a paid lunchtime duty. Senior staff undertake lunchtime duties. Lunchtime supervisors are also employed at both sites.

Students with SEND may be supervised as appropriate, according to the provision in their EHC plan.

All school activities, both on and off site, residential and overseas, 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. The Educational Visits Policy provides clear guidelines for the EVC, Visit Leader, staff participating in visits and SLT Emergency Contacts.

Student behaviour is always of a very high standard. Inappropriate behaviour is dealt with appropriately following the school behaviour policy.

Risk assessments are completed via group leaders/responsible staff, following guidelines provided in the Educational Visits Policy. They are attached to visit application forms, checked by EVC and delivered by group leaders/responsible staff. They should be taken on the visit with the visit leader. All school visits are processed internally and then checked via the Lancashire County Council “Evolve” system.

The school’s anti-bullying policy is available on request. Further details of anti-bullying procedures for Main School can be found in the Parents Information booklet which is issued annually at the start of the academic year.

Health (including Emotional Health and Wellbeing)

What the school provides

There is a lockable cabinet in the medical room where medication is stored that does not require a cool cabinet. There is also a cool cabinet in the medical room for storing insulin. When administering medication we follow the school’s First Aid Policy, this is available on request.

Prior to a student starting at school, we contact parents/carers and draw up a suitable care plan, if required, following advice from the school nurse. Staff are informed at the first training day in September about the medical needs of students. All staff are issued with a confidential list which contains the names of all such students. The care plans are kept in the main office on both sites.

There are a large number of trained first aiders. First aid rotas are displayed around school. In the event of a medical emergency, the member of staff is instructed to contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately. We would also then telephone the priority named contact(s) for the student.

A full time Student Support Manager is available at Main School who supports students and families with emotional health and well being issues.

The school currently employs one part time counsellor through an external provider. The school nurse currently holds a drop-in once a week. If a student has specific needs, relevant staff will attend the courses needed, for example, Lifting and handling or Personal Care.

The school nurse, the school counsellor and the Student Support Manager are available to all students and offer drop-in sessions as well as scheduled appointments. Where necessary school will seek advice from ELCAS and other specialist agencies. Students may see their link worker from an outside agency, in the school.

Communication with Parents

Please see commentary in all other sections regarding parental communication.

Working Together

What the school provides

The school has an active student voice on both sites. The school council meets regularly and asks all form representatives for agenda items. Minutes are published. The council has a small budget which it can spend appropriately.

Throughout the year, surveys are sent to parents/carers. Each year parents/carers receive an Ofsted style survey, sent out via the Insight system.

There is a strong representation of parents within the school Governing Body. The Friends Association is well supported by parents and organises a varied and successful programme of fundraising events.

The school nurse, the school counsellor and the Student Support Manager are available to all students and offer drop-in sessions as well as scheduled appointments. Where necessary school will seek advice from ELCAS, the Educational Psychologist, Children's Social Care, local authority SEND services and other specialist agencies or services.

What Help and Support is available for the Family?

What the school provides

Pastoral teams in school are available on both sites to support and signpost families to specialist assistance or services. At Main School, a dedicated Student Support Manager is available to students and families. The school has good links with outside agencies who are able to offer family support and therapeutic involvement.

Support would be available from both pastoral and academic staff, as required. This would be offered and arranged as needed.

For Sixth Form Students applying to university we hold two 'Higher Education Days' where students are given detailed guidance about applying for university. They are also given advice from Senior Tutors with regard to writing their Personal Statements. Help is also available if needed for finance applications. This may be given by Senior Tutors or our Careers Officer.

There is a detailed Careers section on our Moodle VLE providing link to impartial information sources and labour market information. Each year the CEIAG policy is updated to ensure that we are providing a detailed provision across all year groups. Posters direct students to websites/national careers service telephone lines and other sources of impartial CEIAG. A mixture of taught sessions/tutor sessions/assemblies and CEIAG events are supported by access to local area prospectuses to allow students to make informed decisions. All students are able to partake in psychometric tests and a careers interview. In the Sixth Form there is a Sixth Form Guidance and Student Services section of Moodle that provides detailed access to a wide range of links to impartial advice on apprenticeships/colleges, employment/volunteering/GAP years. We also have a Careers & HE Adviser who students can arrange to meet. Both libraries have a range of age-specific CEIAG literature.

Enterprise Days in Years 8 & 10 and a Team Challenge event in Year 12 provide opportunities to develop employment skills.

The Careers Morning for Year 12 provides students with access to talks that they can choose to attend on a wide range of employment options. Year 12 students also attend a spring UCAS & Careers convention to gather information on opportunities including HE, apprenticeships and employment.

During Open Evenings and Transition Evenings parents are given detailed information about the bus services on offer. Information is also shared about train services and for students who wish to travel by bicycle or on foot. Where specialised transport is needed school will liaise with LCC *SEND Services*. We work closely with Safer Travel to manage safe school transport provision for all of our students.

Transition to School and School Leavers

What the school provides

All students visit the school for New Entrants' Morning and New Entrants' Evening in June prior to entry in September. Alternative arrangements are made for any students who are unable to attend these events. All students are buddied with a Year 11 peer mentor, who works with a small group of 4 students. Other Student Leaders also work to ensure students are supported on transition. In September the school opens just for new Year 7 students and their peer mentors on the first day. This enables the Year 7 students to familiarise themselves with the school environment before older students return. Visits and/or telephone calls are made to primary schools during June and July prior to transition. Any students with additional support needs are included in this programme.

There is a detailed Careers section on our Moodle VLE providing link to impartial information sources and labour market information. Each year the CEIAG policy is updated to ensure that we are providing a detailed provision across all year groups. Posters direct students to websites/national careers service telephone lines and other sources of impartial CEIAG. A mixture of taught sessions/tutor sessions/assemblies and CEIAG events are supported by access to local area prospectuses to allow students to make informed decisions. All students are able to partake in psychometric tests and a careers interview. In the Sixth Form there is a Sixth Form Guidance and Student Services section of Moodle that provides detailed access to a wide range of links to impartial advice on apprenticeships/colleges, employment/volunteering/GAP years. We also have a Careers & HE Adviser who students can arrange to meet. Both libraries have a range of age-specific CEIAG literature.

Enterprise Days in Years 8 & 10 and a Team Challenge event in Year 12 provide opportunities to develop employment skills.

The PSHE and Citizenship curriculum includes units of work on careers, employability, enterprise and study skills in every year group.

The Careers Morning for Year 12 provides students with access to talks that they can choose to attend on a wide range of employment options. Year 12 students also attend a spring UCAS & Careers convention to gather information on opportunities including HE, apprenticeships and employment.

The PSHE and Citizenship curriculum is planned to support students throughout the development from Year 7 to 11. This is complemented by the Guidance programme at the Sixth Form. Students develop life skills including the ability to plan and manage their finances and are supported in developing employability skills such as interview technique and rights and responsibilities within the workplace. Students are encouraged to be active citizens within the local community and through their Citizenship curriculum will gain experiences of campaigning, working with others and leading activities providing them with transferrable skills. All students participate in interview and application processes for a range of roles throughout their school career, ensuring that they are well prepared for seeking positions in education or employment. The school employs a careers advisor who offers support to students who require it.

The PSHE curriculum at Year 10 and 11 is planned to ensure students build on the skills they have developed in Key Stage 3 to be able to independently manage risk, including to their health and wellbeing. There is an emphasis on managing their emotional health and wellbeing and students are encouraged to develop into resilient young adults, with techniques to support themselves if they encounter difficulties with their emotional health. The PSHE programme includes the statutory Relationship and Sex Education curriculum (RSE) to which we will make appropriate adjustments as necessary.

The Sixth Form Guidance and Student Services section of Moodle has a wealth of information relating to Higher Education, the UCAS process, specialist tests, student finance, student life, study overseas, and voluntary work including GAP year opportunities and overseas charity work.

The VLE also provides a range of wellbeing information to support students outside of school and in their lives after Sixth Form.

The Financial Assistance section of the school website provides links to discounts for travel and discounts provided by the UCAS & NUS cards, which we recommend all Sixth Form students to apply for.

The Year 12 Parents' Induction Evening and Higher Education Evening provide detailed information to support students and parents in the transition to post-16 study and to post-18 study.

Information such as UCAS/student finance/good university guides are provided specifically for both students and parents.

Insight is used as a means of keeping parents up-to-date with such information and CRGS school email is used to keep students up-to-date. This can include examples such as apprenticeships/job opportunities/university summer schools/voluntary work/bursaries/scholarships.

Extra Curricular Activities

What the school provides

There is no school holiday provision made by the school. Students are supervised on the school site from 8.30am to 4.00pm. We do not have formal before school provision. Students who arrive from 8.00am onwards can use the school canteen where breakfast is available to purchase. The school library is open from 8.15am onwards 2 days per week. There are extra-curricular clubs and activities on offer beyond 4.00pm but these do not form part of a formal after school provision.

There are a broad range of lunchtime and after school activities on offer. These are subject to seasonal change, a current programme of activities is published on the school website and updated at half-termly intervals. There is no charge for attending activities during the school day or for after school clubs.

Participation in activities is annually surveyed to ensure that students from all groups are participating. All activities that incur a cost to parents are carefully evaluated by the Senior Leadership Team before approval to ensure that they are inclusive and accessible to all.

Students are placed into form groups at the start of Year 7 and remain in these form groups throughout the school. In Year 7 students are taught in form groups throughout the year, enabling them to make strong friendships with students from other feeder primary schools. Peer mentors staff a lunchtime club for Year 7 students to get to know others and help to ensure that every student settles into the school. The PSHE and Citizenship curriculum for all year groups includes units on relationships, including developing, maintaining and repairing friendships. The school has a strong pastoral ethos, students quickly settle into the school and if any difficulties are experienced during this process our staff act quickly to support students. The school counsellor, school nurse and the Student Support Manager together with appropriate outside agencies provide additional support for students where needed.