



## **SEN and Disability**

**Local Offer:**

### **Secondary Settings Template**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Colne Primet Academy

School Number: 13502

<b>School/Academy Name and Address</b>	Colne Primet Academy		
<b>Telephone Number</b>	01282 863970		
<b>Website Address</b>	<a href="#">Colne Primet Academy - Home</a>		
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>
	x		
<b>What age range of pupils does the school cater for?</b>	11-16		
<b>Name and contact details of your SENDCO</b>	Fiona Murgatroyd fmurgatroyd@colneprimet.co.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.

<b>Name of Person/Job Title</b>	Fiona Murgatroyd		
<b>Contact Telephone Number</b>	01282 863970	<b>Email</b>	fmurgatroyd@colneprimet.co.uk

## **Accessibility and Inclusion**

### **What the school provides:**

Primet Academy's Special Educational Needs and Disabilities vision is to identify and remove the barriers students with SEND face so that they can achieve their full academic and personal potential.

We want our Students with SEND to leave Primet Academy with the skills, confidence and drive to achieve their future aspirations and to make a lasting contribution to the communities in which they live.

- The ground-floor of the main block is accessible by wheelchair from several different access points (except Food Tech for which other arrangements can be made) are wheelchair accessible
- Access to the Four storey building is not wheelchair accessible and does not have a lift available
- Our new Humanities building has a lift operating system
- We have an accessible toilet/changing facilities
- Timetabling is done to facilitate access for student with disabilities, to allow for ground floor rooms
- Although the corridors facilitate wheelchair access, further modifications can be made to the beginning/end of lessons to make movement around school easier
- There are no specific disabled parking spaces but there is parking available at the front of school close to wheelchair accessible entrances
- Dining Rooms, Sports Hall, School Library, Medical Room, Intervention room and Turnaround are all fully accessible
- The school's SEN Policy is available on the school website in pdf format which supports increased magnification
- We have two bilingual (community languages) Teaching Assistants to assist in communications with parents

## **Teaching and Learning**

### **What the school provides:**

- Pupils with SEN are usually identified in the Year 6/7 transition/liaison
- All pupils are assessed using standardised reading and spelling tests on entry, and annually thereafter.
- Cognitive Ability Tests (CATs) and class assessments are carried out in September of Year 7. Any mid- year transfers are tested on arrival and following liaison with the previous school. Updates are made annually or more frequently if a need is indicated.
- The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers. Assessment follows guidelines within the SEND Code of Practice
- The school will update our SEND Register each year which allows for Pupil passports to be written with individualised targets. This also gives staff details of the needs of each student so that these can be addressed in their planning.

Thereafter reasonable adjustments to teachers' practice in classrooms can allow all students to access the learning effectively

- Specialist Teacher assessments/observations are carried for any student who needs them to help school identify strengths and difficulties
- Progress in basic skills is tracked by further RA/SA testing throughout KS3
- All students have access to the entire curriculum: some have access to a bespoke curriculum in line with EHCP provision. We bring in support from external agencies for the specific students who have defined special educational needs
- Students who have an EHCP or where it is needed are supported in class by Teaching Assistants, and there is some one-to-one and small group withdrawal support for specific work
- Classroom-based support and intervention can take place in one- to- one, small group or whole class settings.
- Intervention can be in place, during or after the school day 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 Year 7,8 and 9 pupils follow the Accelerated Reading programme, which is a computer based, personalised programme aimed at developing reading skills
- We work closely with external agencies to provide personalised strategies to support learning. Additionally, we work with the School Nurse where appropriate.
- Access arrangements are reviewed on a regular basis and meet JCQ regulations.
- Students who have English Additional Language (EAL) are assessed by the EAL Team on entry and strategies of next steps are shared with staff to help them make the learning accessible. Our EAL team also observe classes and advise teachers on strategies to support. Interventions are set up for those with the lowest levels of English using various Literacy programmes such as Language nut (an online programme of support).
- Students who have an Educational Health Care Plan and are working are well below national standards of attainment on entry or have specific SEND needs can access our Bridge Class provision, which offers a high staff to student ratio alongside adapted curriculum and pastoral support.
- A homework club is available after school on a Monday, Tuesday and Thursday.

## Reviewing and evaluating

### What the school provides:

- All EHCPs (Education, Health, and Care Plans) are reviewed on an annual basis Reviews are carried out in line with statutory guidance for Reviews. Advice is provided by the school, external agencies, relevant professional, the pupil, and the parent/carer in line with the SEND Code of Practice. Documentation is shared in . Summary advice is sent to LEA, the parent/carer and school. Pupils are always actively encouraged to participate in their meeting

- Progress tracking is used to evaluate the progress of a range of different groups of students including students with special educational needs. This is done on a year group/key stage and subject basis. Progress is compared to nationally agreed targets.
- Termly SEND reviews take place for all students on the SEND register, so all students with SEND are regularly monitored and tracked and this is communicated with parents/carers.

## 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 safer recruitment processes with this in mind and all staff operating on site are subject to required checks
- Risk assessments form an essential aspect of working with young people and we ensure that all pupils are kept safe. Where necessary a risk assessment is carried out for a student new to the school. This encompasses both access to facilities and modification of curriculum offer to meet safety requirements and individual needs. Risk assessments with regard to SEND students are carried out by the SENDCO/pastoral team.
- Individual parking arrangements will be made for those students whose circumstances mean that they cannot be picked up in the usual way.
- All students can access a breakfast club from 8.20am each morning.
- All SEND students can access the lunch club at lunchtimes. This currently takes the form of supervised social activities and an enhanced low sensory input environment.
- All school trips follow a given set of procedures (set by the LA) which apply to all students. 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. SEND students are not precluded from such visits unless there are safety issues. Where possible support is given to ensure that SEND students can access such activities; risk assessments for activities are a part of this policy.
- The school's antibullying policy is available on the school website.
- The school follows national and LA safeguarding policies.

## Health (including Emotional Health and Wellbeing)

### What the school provides

- A designated member of staff maintains a medical register for students and ensures that medication is properly stored and administered. In particular expiry dates are checked, and parents are informed when medication needs replacing. Where a student on medication is on a school trip this is included in the risk assessment and staff are made aware of needs.
- Care plans are agreed between the school, health care providers, the school nurse and any other professionals. The information is shared during staff meetings and is available in the Staff Handbook. Staff have yearly training on giving appropriate medication e.g. epi-pen by the School Nurse.
- The school has an appropriate number of trained first-aiders. There are accepted procedures for contacting emergency services and parents where require. In the event of a medical emergency, the member of staff is instructed to make an initial assessment and 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 along with the emergency contact adult. A member of SLT (HT or DHT) is always informed if a pupil requires further medical attention
- The school nurse operates on a referral system. We provide facilities for routine immunisations.
- During **Personal Development (PD)** sessions, external visitors are invited in to present sessions on health and well-being issues. Students are given information about safe behaviours in relation to:
  - The Internet/Social Media
  - Drugs and other abusable substances
  - Personal safety in relationships
  - Child protection issues
- The school's acceptable use policy also clarifies safe online behaviour in school – students/parents sign an ICT agreement as part of the admissions process
- Students have access to the full time BFC Mentor who works full time in school and a school counsellor who works 3 days.

## Communication with Parents

### What the school provides

- All staff wear name badges
- The school website provides contact details for the school and for all appropriate and key staff.
- Parental e-bulletins go out regularly (every week), with information about developments in the school, recent and future events.
- Parents and students have access to Classcharts which allows direct access to information such as attendance, timetables and behaviour information.

- The School run at least one open day and parents can request a personal tour of the school at any time.
- Additional contact days are made available for Year 6 pupils to come and experience working in our school and to meet key staff. Parents can make an appointment, with the school to arrange and be escorted on a tour around the working school prior to transition of the SEND child.
- Senior staff communicate with all feeder schools prior to the transition day so that students know some staff before they arrive. These meetings are also used to gather information prior to students joining year 7.
- Feedback is requested for all communications which go to parents and at events such as parents' evenings and open nights.

## **Working Together**

### **What the school provides**

- The school has an active Student Voice who are consulted about proposed changes in school; we also ask them for feedback about the day to day operation of the school.
- Each form elects a representative to the 'Student Voice' forum, which gives all students the opportunity to contribute.
- We use the LA's Parental Attitude Questionnaire and we actively encourage parents to use OFSTED's Parent view website.
- We use the Pupil Attitude questionnaire, three times in each child's school career to look at their views of their school Responses are anonymous so that students are able to say exactly what they think.
- The school has parent governors on the Governing Council and where a vacancy arises this is publicised so that any parent can stand for election.
- There is a member of the Governing Council who has oversight of SEND, (s)he can be contacted via the Chair of Governors. Information is on the school website.
- Parents are asked to sign a home-academy agreement which details expectations on both sides.
- Student and parent views are specifically canvassed as part of Annual SEND Reviews and on other occasions to help the SEND Team reflect on best practice.

### **What Help and Support is available for the Family?**

- The school provides careers advice to support students making the transition to KS5. Vulnerable pupils receive one-to-one advice and guidance

as required by statute from an impartial Careers Officer this is overseen by a member of the senior leadership team

- SEND students have support for the transition at KS5 – by developing an action plan early in Year 11, alongside the SENDCO, to make sure progress and college choices align.
- All year 9 students have the opportunity to speak to a senior member of staff about options choices and how they align with the student's aspirations.
- The SENDCO liaises with Social Workers and other agencies to implement travel plans.
- The school employs Pastoral Support Assistants to support families who are experiencing difficulties – they open EHAs, attend TAF, CIN, CP meetings & share key information with school staff.
- School works collaboratively with external agencies to support families
- Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans

### **Transition from Primary School and School Leavers**

- The school visits all Primary schools and extra transition sessions help students with additional needs to transition successfully.
- The school holds an Open Evening each year in October; parents are encouraged to attend. Follow up meetings are offered on a one-to-one basis with the SENCo following Open Evening
- There are two Common Transition Days in June when all Year 6 pupils visit the school to experience the working school day.
- Year 6 pupils are invited to additional transition days. School will work closely to support pupils who find transition from primary school difficult
- Transition visits are arranged for some pupils during the summer term. This enables the children to familiarise themselves with the school building/environment, as well as gain confidence in the new surrounding
- Taster days at post-16 providers are arranged usually in the summer term of year 10.
- The school liaises with post-16 providers to give pastoral and educational information about the students in order to make a smooth transition.
- Careers education is built in from Year 7 to support students' understanding of different routes/pathways available to them.

## **Extra Curricular Activities**

### **What the school provides**

- The school is open between 8.20 and 5.00pm and there is an area where students can work or read at these times.
- There is a designated turnaround room staffed throughout the day.
- A breakfast club runs before school every day - this is open to all students.
- Social support will be available at lunchtimes at lunch club
- Examples of extra-curricular activities include: Drama Club, Free Film Screenings, Games Club and Homework Club. There are also PE-related clubs that run both at lunchtime and after school, which are updated half-termly and so different activities can be experienced; these include sports such as dance, badminton and basketball. All students have the opportunity to participate in the extra-curricular activities, which links to our UNICEF Rights Respecting School Award.
- Raising aspiration focused trips have included: stretch and challenge, Mega Hub, prefect training and career visits to Nelson and Colne College.
- Through initiatives such as the Pendle Education Trust Pledge, which guarantees whole-cohort participation across key areas of cultural, community, and career-related experiences, we are confident that all students, including students with SEND, are gaining access to enriching opportunities.
- Whole-year group broader experience trips have included: Experience Day where all students took part in ascending Pendle Hill, multi-activities at Leisure Box and Outdoor Elements or a taster day at Nelson and Colne College.