



Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Sir Tom Finney Community High School

School Number: DFE no 888/7118

District number 06/135

School Local Offer

School/Academy Name and Address	Sir Tom Finney Community High,		Telephone Number	01772 795749
			Website Address	www.stfch.lancs.sch.uk Ribbelton Hall Drive, Ribbleton, Preston PR2 6EE
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: The school is a generic learning difficulty school catering for the full range of special educational needs and learning difficulties	
		X		
What age range of pupils does the school cater for?	11-19 yrs			
Name and contact details of your school's SENCO	Bridget Billington, Deputy Headteacher deputyhead@stfch.lancs.sch.uk 01772795749			

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	Shaun Jukes, Headteacher		
Contact telephone number	01772795749	Email	head@stfch.lancs.sch.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	www.stfch.lancs.sch.uk		
Name	Shaun Jukes	Date	14.02.14 UPDATED Autumn 2016

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:

The school environment is fully accessible to both wheelchair users, ambulant students and those who use a variety of mobility equipment. The car park areas maintain disabled parking spaces close to the reception entrance. There are several fully accessible hygiene suites c/w ceiling hoists as well as disabled and standard toilet facilities; serving each department within school.

School has all required policies and guidance in place. These are based closely on LCC model policies and guidance modified to account for individual school circumstances. These can be accessed via the website or alternatively from the school office. Information can be made available on request in different formats including, where necessary, other language formats. For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. School aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate.

The school provides a total communication environment including visual timetables using techniques ranging from objects of reference to photos, pictures and sign/symbol communication. Rise and fall tables, specialist seating and specific specialised equipment to support access to the curriculum are available in liaison with health professionals eg. Physiotherapy, Occupational Therapy. Specialist subject rooms such as food technology or ICT suites utilise height adjustable equipment and individual student accessibility requirements or needs will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all students. This includes access to and availability of both lo-tech and high –tech communication aids and assistive technology.

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?

What the school provides:

All students are admitted to school with a statement of special educational needs or educational, health and care plan. LCC assessment criteria determines the 'banding' of individual students based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school.

The school operates a personalised approach to each individual student by establishing individual educational plans with specific targets set that are reviewed on a termly basis and tracking information updated termly.

A secondary school model is followed in terms of curriculum across the key stages. *(More information can be found on the schools website or via the school's prospectus available from the school office and on the website).* The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of students at each key stage. Subjects are delivered in ability based groups; differentiated to meet the individual needs of all the students within a group. Pastoral groups are age based and mixed ability. The curriculum allows for progression within subjects and across key stages.

Students in years 7, 8 and 9 follow national curriculum subjects.

Students in years 10 and 11 and post 16 are able to make choices of option subjects and activities to compliment the core subject offer available, supplemented by vocational activities and a work related/work experience and careers strands.

Those students who present with the most complex profound and multiple special educational needs are afforded a multi - sensory experiential based curriculum model.

Life skills, communication, working toward independence, access to the community and consideration to 'life after school' forms an inherent element of curriculum delivery across the whole school.

The school makes use of options choices available to allow experience of externally supported learning opportunities at local colleges and partner schools.

Wherever possible and appropriate, subjects are accredited using nationally recognised accreditation and examination with appropriate adjustments and support as required.

Individual student assessment of progress is measured using PIVATS (performance indicators for value added target setting) a Lancashire devised model of progressive assessment that is used nationally and internationally. This is underpinned by a range of nationally recognised assessment tests, techniques, strategies and models aimed as differing levels of ability to give a 'rounded' picture of individual student attainment and achievement to build upon an individual's personal, social, emotional and academic potential.

Reporting progress takes place formally at annual review, at parents meetings and via an annual report at the end of the school year. On a termly basis Individual educational plan targets are reviewed and evaluated and new targets set and these are reported to parents and carers. All students have a communication diary to allow for daily or weekly reporting to take place as required. Invitations are made to achievement assemblies and reward assemblies.

Please refer to the schools 'Provision Map' for greater detail - available on the schools

website and in the school prospectus.

School provides qualified experienced staff who have expertise in working closely with young people and adults who present a wide range of learning difficulties and disabilities. Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where appropriate individual 1:1 support is offered to allow access to a specific activity or lesson. In some cases this can be increased to a 2:1 staffing to student ratio (or greater) should this be required by an individual student in order to ensure inclusion and access to the curriculum on offer.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN and LDD; subject specialism's and other aspects of school e.g. safeguarding, behaviour management, manual handling for example.

Work experience, enterprise education, careers and employability is taught via PSHE and discrete lesson opportunities with work experience offered to Y11 and post 16 students.

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 children in school have a statement of special educational need which will transfer to Education Health and Care plans (EHC's) on a rolling programme from September 2014 in line with the Local Authority timetable.

There is an annual review meeting that takes place according to an annual calendar and Parents, carers, professionals and the local authority are informed of dates of reviews well in advance.

We have a detailed provision map which identifies a range of key skills and priorities and other interventions and practises that run in tandem with our curriculum offer and these can be explored from the website curriculum offer pages and provision map pages. This offers a variety of support needs as identified or required by individuals or groups of students at any point in their 'journey' through school.

The provision mapping of our core offer and additional activity allows us to be able to evaluate and assess the effectiveness of the provision along with our self evaluation summary document; school improvement planning; detailed evaluation of assessment and accreditation data; internal and external moderation; as well as more personalised information about students such as individual targets and anecdotal evidence

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:

The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are responsibility of the Headteacher (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and Carers wherever appropriate. They are reviewed within appropriate timescales.

The school has a transport drop off and collection plan that highlights where minibuses, taxis the escorts and parents should drop off and collect students at the start and end of the day. School staff meet and collect individuals at the start of the day and escort to collection points at the end of the day wherever required. If a student is able they are encouraged to find their way to and from classes as part of developing independence skills.

Teaching assistants who work closely with students support at breaktimes and lunchtimes with many leading a 'lunchtime club' or activity. Trained teaching assistants also follow a lunchtime rota to support individuals who require supported or assisted feeding arrangements. Additional welfare staff assist over the lunchtime period.

All policies, guidance and procedures relating to Safeguarding, child protection, security, safety and support including behaviour policies, positive handling and anti-bullying are available on the school website or via the school office.

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:

The school has nursing cover in school for students and the nursing team manages the safe keeping of medication. All medication is kept in a locked cupboard/cabinet. There is a signing in and out system in place and a signing system for administration. The vast majority of staff are Paediatric first aid trained and TA's are trained in the administration of medication.

Respite medication is kept secure in students respite bags.

The nursing team in conjunction with health professionals and parents and carers draw up a care plan. These are agreed and signed off by the nurse on site, parents and Headteacher and these details are shared with class staff and teams working with a particular student. These are reviewed annually or if there are any changes to condition, medication etc.

In any emergency medical situation school would refer to the nursing team on site who will assess the situation and follow care plans as written down. Similarly if no nurse was available school staff would refer to the care plan. If necessary ambulances would be called and a member of staff accompany the student. Parents would be informed and staff would stay with a student until Parents arrived.

The nursing/therapy teams deliver training direct to staff to support students with specific medical needs or feeding needs. It is competency based training with individual staff being signed off by the nursing/therapy team as competent to support a particular aspect of medical/health need.

School has access to speech and language, therapy, physiotherapy and occupational therapy. These services are provided by health. The priorities of young people are determined by referral, and on an individual case by case basis. Provision in school is based upon need and caseload. Therapists will provide individual therapy, group therapy or therapy programmes dependent upon assessed need. These can be delivered by a therapist, therapy assistant or school staff. School has provided a Teaching assistant to act as support and liaison with the Speech and Language service to offer further support to those students requiring SALT provision in school.

The school also acts as a central site for Therapy based and Hospital Consultant clinics.

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:

A full staffing structure of the school is available via the website or within the school prospectus.

Individual communication diaries offer named contacts for students and the details relating to contacting them. Staff are very flexible in contact with parent/ carers; should they not be available they will return calls as soon as possible.

Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.

For information about keeping up to date with progress refer to the section on Teaching and Learning.

School seeks parents views and feedback anecdotally, via communication diaries, through annual questionnaires, annual review parent advices and signpost to the OFSTED parent view website.

The school holds 'open day' type events periodically and offers discussion in relation to option choices particularly for Key key stage 4 and post 16 and in terms of information advice and guidance about opportunities both within school and school leavers.

The school hosts an annual IAG conference in the Spring term for its own and other students

All students and their families prior to admission are encouraged to have had a 'Without Prejudice Visit' to view the school and gain information.

All September admissions will have had transition visits in the term before the Summer holiday to become familiar with staff, other peers and their environment.

Those joining mid year are also offered the opportunity for transition visits if appropriate to aid the transition process from one school to another.

There area range of fundraising and social events throughout the school year.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

What the school provides:

The school has a school council with representation from each class voted for by the students in that class. The council meets once every half term and is facilitated by a member of senior staff.

Students complete a on-line questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete.

Students actively participate in the annual review process.

Parents are consulted at annual review, parents evening and via questionnaires. As well as informal discussions whenever they may contact school.

Parents hold places on the Governing Body of the school and parents have acted as volunteers in school for aspects of work or to support activities.

The school acts as a central point to hold parent partnership meetings and the school hold its own parent engagement meetings facilitated by the member of staff responsible for parent and family liaison.

The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc in order to support an individual student as required.

There is a home school agreement in place and this can be found at the front of the home –school communication diary.

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:

If the school is asked admin support staff will aid families in completing paperwork or direct it too the most appropriate person to help and support. Parents can simply ask for that help.

There is a person in school responsible for information advice and guidance, however all teaching staff, heads of dept and senior staff are able to offer IAG to parents and young people throughout their time in school, in particular at times of transition.

A member of staff has responsibility for transition arrangements at key points in a students' school life. The systems in place are followed by departmental staff.

Young Peoples Service has a statutory responsibility to support students and families of young people with SEN at key points in transition and LCC transitions team will work with the most complex Students 14+.

LCC will determine via their transport policy whether a student is entitled to home school transport. However where a student is deemed able; an independent travel programme is available through school with parental consent.

School has a staff member with responsibility for parent/family liaison and they can offer or signpost support and advice to parents/carers and family.

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:

Once identified that a Y6 pupil is transferring to our school we offer a transition process throughout the summer term. We encourage pupils to attend transitions half days across a four/five week period where they can meet other pupils joining us, the staff they will work with and become familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.

Similarly at Y11 if a student is identified as being admitted to our post 16 department a transition schedule can be set up flexibly by negotiation.

Those students in their final year of schooling will have a timetable and curriculum that focuses in part on the next steps and life beyond school. They will have experienced the range of options open to them with support from staff.

Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings etc and an IAG event takes place as part of the school calendar.

School is supported in the transition process by Young Peoples Service and LCC transitions team.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides:

The school has a breakfast club every morning and after school activities 3 days per week as standard. Every day there is a wide range of lunchtime club options and students are encouraged and supported to make appropriate choices of what they would like to attend. The clubs are either run or fully supported by staff familiar to the students.

School has committed to holiday clubs during the Easter and Summer holiday periods. These are organised and run by staff familiar to the students.

We aim to run at least one residential experience each year and these have ranged from fully inclusive activity holidays in the Lakes to Paris, France.

A number of 'one off' trips or visits take place out of school hours across the school year e.g. to theatres, cinemas, illuminations etc.

School has a charging and remissions policy, which seeks contributions for payments from parents, though all trips and residential activities are heavily subsidised through school or via fund raising.

All activities, trips follow the ethos of the school and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience.