

By September 2014, the Children and Families Bill will require Liverpool to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. This is the **Local Offer**

The intention of the Local Offer is;

- to improve choice and transparency for families.
- to provide an important resource for professionals in understanding the range of services and provision in a local area.
- to inform the joint commissioning process for children and young people with SEND by setting out in a single place what is available locally.

Clauses 25 and 28 of the Children and Families Bill places a duty on services, including schools to co-operate with local authorities in making information available.

It is central to the ethos of the SEND Green Paper which set out a vision of a new, transparent and holistic SEN system that the Local offer is co-produced with children, young people and their families.

In Liverpool we have developed a communication strategy to ensure that the widest consultation possible informs the development of the Local Offer.

To ensure that all schools are providing consistent information re The Local Offer we are providing a set of questions that parents from a Pathfinder Area devised to ensure that they have the information that is important to them about schools in their area.

We need to share the questions and your answers with parents across Liverpool and establish whether further information is required and the best way to present the information in our Local Offer. We also need to ask parents whether your answers are easy to understand, jargon free and parent friendly.

A specimen answer for special schools to question one is provided and prompts (in italics) to help you to answer the other questions are provided.

## **Secondary School Local Offer – Broughton Hall High School**

### **1. How will I be involved in discussions about and planning for my child's education?**

You will be invited to a Learning Review Day each academic year where you will have the opportunity to see the SENCo privately to discuss educational planning. This will form a Learning Support Profile and be placed on the schools Moodle system for all teachers to access when planning their lessons.. You will also be invited to parents' evenings where progress will be shared and new targets discussed.

### **2. How will school staff support my child?**

The SENCo writes a report to the governors once per term including academic progress monitoring mainly in English and Maths, but then summarising general progress within the cohort for each year group. The report also provides information on intervention programmes and their effectiveness in supporting the student's needs in Literacy, Numeracy and in Speech & Language. The SEN Governor meets with the SENCo on a regular basis to keep updated on the school SEN resources and the management of the department across the school.

Parents of year 6 students applying for a place for the following academic year are invited to a meeting at the beginning of the school year prior to submitting their application. Information about how the school supports all pupils to reach their full potential is shared at this meeting. The parents also have the opportunity to speak to the SENCo.

### **3. How will the curriculum be matched to my child's needs?**

We understand that all pupils have different learning styles and learn at their own pace. To ensure that all pupils reach their full potential we place them in bands/sets according to need and ability. The pace and challenge in all lessons in all bands/sets supports all pupils to achieve good outcomes and realise their true potential.

You will receive a school report and an invitation to Parent's Evenings. You will be invited to an annual review where necessary, and if you have concerns, the SENCo will be happy to arrange to meet with you on an individual basis. The student will have a person centred curriculum, matched to their needs as far as possible.

### **4. What support will there be for my child's overall well being?**

The school's Pastoral Team is made up of Progress Managers, Learning Support Managers, of each year group and a Director of Learning who oversees the student progress. There is a school chaplain who prepares activities during form time and many other activities for the students to take part in supporting their Catholic ethos.

There are also opportunities for pupils to share their views and opinions as members of the School Council.

Your child's medical care will be monitored by a pastoral support officer.

There are many qualified first aiders across the school.

Pupils requiring medication during the school day should bring their medication to the Support Office at the start of each day.

Homework clubs are provided after school every day until 5pm, in a less formal environment where students can have refreshments and receive support.

#### **5. What specialist services and expertise are available at or accessed by the school?**

At school Teaching Assistants and Educational Support Assistants support pupils with special educational needs. The school also accesses specialist services when appropriate, including: Educational Psychology Service, SENISS, Sensory Service, outreach from special schools, Child and Adolescent Mental Health Services (CAMHS), Education Welfare and Connexions, Helena Project, Liverpool Dyslexia Centre, West Derby Tuition.

#### **6. What training do staff supporting children and young people with SEND have?**

The SENCo organises staff / parental workshops from outside professionals to support pupils with a wide range of special educational needs. This includes training in ADHD, ASD, dyslexia, behaviour management and medical conditions. Designated SEN Link staff from every department attend SENCo meetings once per term and feedback information to their departments regarding specific topics relating to SEN. Staff receive regular safeguarding training through Inset days.

#### **7. How will my child be included in activities outside the classroom including school trips?**

Full participation in the curriculum and extra curricula activities is expected for all pupils where possible. For some pupils a full risk assessment may be carried out in partnership with parents to ensure all aspects of health and safety are covered before a planned activity.

#### **8. How accessible is the school?**

The school is fully wheelchair accessible, with lifts and disabled toilets on every floor. There is a hearing loop system and a positive, bright environment for pupils who are visually impaired. There are changing facilities and private cubicles for students with a physical impairment.

**8. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?**

At school we have a Year 7 team led by the Director of Learning for Transition and Assistant Director of Learning for Transition. This team organise visits for pupils who apply for a place at the school during the final term in primary school. The visits enable prospective pupils to enjoy taster classes and activities. The school also organise a summer school for year 6/7 pupils, a family transition day and an open day. For pupils moving to college, sixth form or work based learning, transition plans begin in year 9 so that the new provision is fully aware of a pupils support needs when they eventually transfer.

**9. How are the school's resources allocated and matched to a child's or young person's special needs?**

Decisions on how to allocate resources are made according to the needs of the pupil. The SENCo deploys support staff to ensure that pupils benefit from specific interventions. Budget decisions are made in conjunction with school governors at head teacher level.

**10. How is the decision made about what type and how much support my child receives?**

The progress of all pupils is tracked closely and a Learning Support Profile records specific generic targets that are closely monitored and reviewed in partnership with Teaching Assistants, the SENCo and parents. Additional whole class or small group support may be identified in a plan. The whole school data monitoring system SISRA is used to track all pupil academic progress and this is used by Heads of Department and the SENCo to prepare Governors Reports every term. School reports with current working grades are also used to track progress. When a student is falling below target, this is addressed quickly and intervention is put in place.

Where specific professional outreach services are required, the SENCo applies through the SENISS Provider Panel, and they decide how much support the student will receive. This will be supported by an Educational Psychologist assessment. In some cases the SENCo will refer a student to medical professionals for detailed assessments dependent on the level of need.

In special cases, the school may designate funding to buy in specialist professional support, but this is not mandatory and fluctuates every year dependent on budgets.

**12. How are parents involved in the school? How can I be involved?**

Parents are invited to seek election as parent governors and join the Parents Teachers Association (PTA). Early transitional meetings and visits are arranged for all parents of prospective pupils. Parents are given the school contact details and encouraged to make individual appointments if they have

any specific worries or concerns. Parents are invited to celebration assemblies.

### **13. Who can I contact for further information?**

Parents are encouraged to contact school and /or visit the school website for further information: [www.broughtonhall.com](http://www.broughtonhall.com) or Telephone 01512351500

The Local Offer can be found on the [liverpool.gov.uk](http://liverpool.gov.uk) website as part of the Family Services Directory.