



SEN and Disability Local Offer 2021-2022

St Christopher's Church of England High School

Approved by:	Full Governing Body	Date:	24 March 2022
Compiled by:	Ms S Holmes	Last reviewed on:	February 2022
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St Christopher's CE High School Mission Statement

St Christopher's is a Church of England Academy where pupils and staff work together, in the knowledge and love of God. We try to act out our faith in daily life, with Christ as our example.

Within our strong Christian, Anglican context, we seek to promote the spiritual, moral, cultural, intellectual and physical development of our pupils, growing together as a caring and supportive community whilst preparing them for the opportunities, responsibilities and experiences of their adult lives.

We aim to achieve our mission by providing an environment which

- recognises that each member of the school community is an individual with specific needs and strengths
- fosters mutual respect and concern for others
- values the contribution made by each member of the school community
- encourages and celebrates positive achievement
- actively supports those in need.

“That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither – whatever they do prospers.”

Psalm 1:3

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Accessibility and Inclusion

School Environment

All of St Christopher's buildings have accessibility adaptations such as lifts and ramps. Disabled toilets are in all buildings and some buildings also have hoists, a disabled shower and changing facilities. We have emergency fire chairs in all stairwells and reasonable adjustments are made to classrooms including table risers, rise and fall tables and cookers. We aim to incorporate more adaptations such as hearing loop system, specialist equipment and augmented forms of communication over time.

We aim to ensure all information presented to pupils and/or parents is accessible. We have enlarged/modified written information, have coloured overlays and written information printed on coloured paper, braille and large print text books and low vision, visual equipment for example 'Far Viewers' and magnifiers for those pupils who are visually impaired. We also have speech recognition software and examination reader pens.

All possible steps are taken to ensure any pupil or staff member who is or becomes disabled will have every opportunity to remain in school and have provision adapted, where possible to fully meet their needs. This could also include extra adult support, teaching and learning aids, exam arrangements and adjusting the physical environment where possible.

Ethos and Atmosphere

At St Christopher's our church school ethos is based on the two commandments of: 'Love God' and 'Love One Another'. We aim to achieve our mission by providing a learning environment which

- Develops pupils' knowledge of and commitment to the Christian faith and foster a sympathetic approach to other religions and cultures;
- Recognises that each member of our school community is an individual with specific needs and strengths;
- Fosters mutual respect and concern for others;
- Values the contribution made by each member of our school community;
- Offers all pupils equal access to the curriculum;
- Promotes self-confidence, self-discipline, a sense of responsibility and a generosity of spirit.
- The displays around school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
- There is an openness of atmosphere which welcomes everyone to our school.
- All within our school community will challenge any type of discriminatory and/or bullying behaviour eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.

Teaching and Learning

Teachers are responsible and accountable for the progress and development of all the pupils in their classes. High quality teaching approaches are St. Christopher's first step in responding to pupils who may have SEND; using challenge, explanation, modelling, practice, questioning and providing effective feedback. Where additional support and / or interventions are found to be required, these are provided based on individual pupil need.

The graduated approach ('Assess, Plan, Do, Review') is used to measure whether interventions are effective and whether progress is being made. Where needs are not being met at each review stage, a more enhanced provision of support is agreed with pupils and their parents, ultimately resulting in a request for statutory assessment if required.

Support Staff

St Christopher's currently have eight teaching assistants in main school who are trained to provide support to pupils based on their individual needs. During timetabled lessons, the majority are allocated 1:1 or 1:2 to pupils with education, health and care plans, with one providing ELSA (emotional literacy) interventions to those who may be experiencing social, emotional or mental health difficulties. Two teaching assistants run IDL (spelling) interventions during form time for pupils from Years 7 – 11, two run a lunchtime Craft Club for years 7 and 8, two run an after school wellbeing group for those pupils identified as having difficulties with social communication and one runs both a Young Enterprise activity and assists with running the Eco Group.

Other staff in school include two wellbeing officers, the Designated Teacher for Looked After and Previously Looked After Children, Designated Safeguarding Lead (and deputy); all who are involved in providing additional support to pupils where necessary. St Christopher's work with the following agencies to provide support for pupils with SEND:

- Lancashire Inclusion Service (SENDIASS / SENDCO)
- Specialist Teacher Services (VI, HI and Educational Psychologist)
- Mental Health in Schools Team
- ELCAS
- Lancashire Early Intervention Service
- Speech and Language Therapy
- Occupational Therapy
- Children's Social Care / Independent Reviewing Officers
- Multi-agency Safeguarding Hub
- Action for ASD
- ADHD North West
- Child Action North West
- Complex Care Team (medical).

Reviewing and Evaluating Outcomes

St Christopher's follows the graduated approach and the four-part cycle of assess, plan, do, review.

If the pupil is not making expected progress, the subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. An SEN support referral form will be completed, detailing concerns and difficulties the pupil is experiencing in the classroom. This includes information regarding:

- The teacher's assessment and experience of the pupil,
- Their previous progress and attainment or behaviour,
- Other teachers' assessments, where relevant (to decide whether the difficulties are subject specific, or cross curricula),
- The pupil's current grades compared with target grades,
- Which scaffolding approaches have already been implemented and reflections on why they were not successful.
- Potential access arrangements that may benefit the pupil.

The collaborative approach at St. Christopher's means that lesson or curriculum plans may be reviewed with the Head of Department or lesson observations may take place to support the teacher in providing the right scaffolding approaches to enable the pupil to succeed. Referrals to outside agencies such as specialist teacher services, Mental Health in Schools Team or Early Help and Wellbeing can also be implemented, dependent upon pupil need.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the use of synergy. Termly SEN meetings with parents and pupils will review the effectiveness of the support and any interventions, and their impact on progress. Psychometric testing may be carried out if appropriate, to determine necessary access arrangements for pupils to use both within classes and for formal assessments and examinations.

If, after three cycle reviews of enhanced or specialist support being implemented there continues to be no evidence of progress academically or socially, a decision will be made between the pupil, SENCO and parent about whether appropriate next steps should include a request for statutory assessment for an EHC (Education, Health and Care) plan.

Keeping Children Safe

Annual safeguarding training is completed by all staff and as part of the induction programme for all new employees.

Risk assessments are carried out for all trips, visits and residentials as per Lancashire County Councils Educational Visits Policy.

Supervised break and lunchtime clubs are offered to those pupils that may require a structured, supported environment at these times.

The Action Against Bullying Policy is available on request or from the website.

Health: Including Emotional Health and Wellbeing

(See Emotional Health and Wellbeing Policy on request or on website)

Medications are stored in a locked cupboard until required. When being administered, two members of staff sign as a double check that the correct dosage is administered.

If a Care Plan is required for a pupil, this will be written with the school nurse and specialist medical team. The plan is then stored on synergy as a 'pinned file' to ensure all staff are aware of its requirements.

- Therapists that are involved in school are:
- Physiotherapy
- Occupational Therapy
- Specialist Teacher
- Complex Care Team

St Christopher's provides support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all extra-curricular activities, both within and outside school hours.
- Pupils experiencing social or emotional difficulties can be invited to engage in an 'Emotional Literacy' support programme, delivered by a qualified teaching assistant.
- The Pastoral and Wellbeing teams at St. Christopher's offer support, advice and guidance to those pupils experiencing difficulties with friendships, transition and mental health concerns.
- St Christopher's have a zero-tolerance approach to bullying: the 'Action Against Bullying Policy' is available on request or on the school website.

What Help and Support is available for the Family? Working together:

The SENCO will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parental and pupil concerns and wishes are taken into account.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to synergy so class teachers, Heads of Department and Heads of Year are aware.

The SENCO will notify parents when it is decided that a pupil will be added to the SEN register and receive additional SEN support.

Pupils with or without SEND have opportunities to join the School Council which provides opportunities for them to have their say regarding their provision.

Parents can become part of the group 'Friends of St. Christophers' who regularly advertise for volunteer members to assist with fundraising activities for the school. When a vacancy occurs for a parent governor, all parents are informed via synergy and given the opportunity to put themselves forward.

Transition from Primary and School Leavers

A member of St. Christopher's school staff will visit every Year 6 child at their primary school and transition forms are completed by the pupil's teacher. Where SEN needs are identified, or if the pupil already has an EHC plan in place, the SEN department will visit the school to observe the pupil and liaise with the primary school SENCO regarding specific pupil needs. The St. Christopher's SENCO will also attend Year 6 annual reviews, where possible, so provision requirements can be detailed and agreed. Extended taster days can be arranged, or 'My New School' folder can be provided to alleviate anxieties or worries. If the pupil is on the SEN register at primary school, this will automatically be recognised by the census and transferred on transition to secondary school. Taster days are offered to all Year 6 pupils in the summer term before their transition and pupils with SEND are observed by either the SENCO or the teaching assistant allocated to support them.

All pupils that have an EHC plan in school will have an annual review, which, from Year 9, will have a focus on the Preparation for Adulthood agenda. This involves discussing potential next steps or career paths and ensures both pupil and parent voice is embedded within the transition process.

Pupils in Year 11 with an EHC plan are provided with extensive support to ensure a smooth transition to the next phase of their education or training. A member of the pupil's preferred college or training provider learning support team will be invited to attend the Year 11 annual review so provision can be communicated and agreed. Teaching assistants or the SENCO will often visit potential colleges with the pupil to alleviate worries and concerns, well in advance of the change of provision.

All Year 11 pupils on the SEN register receive careers advice and guidance from the school careers officer, where next steps and future career paths are discussed. Termly review meetings with Year 11 pupils and their parents will highlight any concerns so appropriate information and guidance can be provided.

Extra-Curricular Activities

All of our extra-curricular activities, residentials and school visits are available to all our pupils, including our before-and after-school clubs. Additional teaching assistant support is provided for those pupils that may need it to guarantee there are no barriers to participation. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission Procedures

The Governing Body at St. Christopher's admit pupils according to the Admissions Policy (available on request or on the website). If admission is to be made under the criterion for special medical, educational or social circumstances, evidence should set out the particular reasons why St. Christopher's is the most suitable school and the difficulties that would be caused if the child had to attend another school. St. Christopher's should be named within the Education, Health and Care plan and if possible, the SENCO invited to the Year 6 annual review along with the Lancashire SENDCO, to agree that St. Christopher's can meet the individual pupil's needs and confirm provision and support requirements.

Links with other policies and documents

This policy links to the following documents:

- SEN Policy and Information Report



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