



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Lancaster Royal Grammar School**

School Number: **01502**

School/Academy Name and Address	Lancaster Royal Grammar School		Telephone Number	01524 580600
	East Road, Lancaster,		Website Address	
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
		Yes	Very able pupils	
What age range of pupils does the school cater for?	11 - 18			
Name and contact details of your school's SENCO	Miriam Jenkinson, mjenkinson@lrgs.org.uk, 01524 580600 ext 290			

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	Miriam Jenkinson, SENCO		
Contact telephone number	01524 580600 ext 290	Email	mjenkinson@lrgs.org.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			
Name	Dr Chris Pyle	Date	29 / 5 / 14

Please return the completed form by email to:
IDSS.SENDReforms@lancashire.gov.uk

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 is spread out over a large split site which is situated on a steep hill with two roads running through it. The Lower half of the site is made up of Victorian buildings and as such they are not wheelchair friendly. The Upper site, whilst flatter is difficult for wheel chair access but on occasion individuals have been accommodated by careful management of room allocation on timetables. There are accessible parking spaces within the school premises at various locations both on the upper and lower sites. There are disabled toilets and ramps available for most of the buildings.

We presently cater for profoundly deaf children and have also done so in the past. The main area of danger is the main road that needs to be crossed to have access to the other site. The acoustics of the classrooms are satisfactory and teachers are used to wearing radio aids when necessary.

The school has a number of pupils with visual impairment and has been successful in supporting these pupils to achieve to a high level. However, the age of buildings means that the site is not well adapted for visual difficulties.

Within classrooms most resources are fixed. We do have a few posture-paedic stools for science lessons. Work in lessons is adapted and/or enlarged as necessary and audio radios are worn by staff when necessary. We are supportive of the use of new technology that enables the pupil to have full access of the curriculum. Changing areas are available on the lower site by the Sports Hall and by the Gym, and by the 'Memo' fields for games.

Information about the site can be found on our website and is also available on request in different formats. It is strongly recommended that the parents of pupils with additional needs arrange a site visit and the opportunity to discuss individual needs with the SEN department. The SEN department can also be accessed via telephone.

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?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Our school is specialised in working with very able pupils. The SENCo is trained in working with pupils with literacy difficulties and has worked with boys with autistic spectrum difficulties. She has a Post-Graduate Diploma in SEN. There are a few other members of staff who are trained in specific areas of SEN (particularly in the Learning Support Team). We have experience with working with boys with Dual-exceptionality. Staff are encouraged to work with the Learning Support Team who support staff, both with practical advice and help to implement these. Training is available for staff as necessary, both teachers and teaching assistants.

When pupils arrive at LRGS they have all completed the 11+ entrance test. All pupils in Year 7 are then screened for reading and spelling. All Year 7 boys complete CAT tests in verbal, non-verbal and quantitative skills. Any pupil identified by these screening tests as having significant difficulty in a specific area will be monitored by the Learning Support team and further assessment can be done within school to identify specific needs. Any concerns Teachers or Housemasters have about individuals are also referred to the Learning Support Team.

Pupils with difficulties in literacy are offered small group/individual sessions to work on individual strategies.

Pupils that have been highlighted as having concerns in specific areas (usually academic) are offered a mentor. These mentors are trained sixth formers who meet regularly with the boy to help with this area.

All pupils who are identified as having additional needs will be given a Pupil Passport indicating strengths and weaknesses and appropriate coping strategies. This will be available to all teachers and will be updated as appropriate, at least annually and more regularly when needed. This will be sent to parents annually and they will be given an opportunity to discuss this with the SENCo or the key worker. All pupils with High Special Educational Needs will be given a key worker who will liaise with

parents.

The SEN provision map is a continuous work in progress document and it will illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs.

Pupils with Autistic Spectrum Disorders will have regular meetings with the SENCo (usually once a fortnight or half-termly as required) to discuss any problems and to be given advice on life issues.

Support can be provided in classrooms by Learning Support Assistants when necessary. They can help with individuals' organisation, explaining work required, adapting work as necessary or note taking. They will work with the class teacher to promote independence as much as possible, and will work with other pupils at times, enabling the class teacher to spend time with all pupils in the class.

Intervention strategies are used to help pupils to develop certain areas or to use other strengths to overcome problem areas. They are taught individually and in small groups. These occur during registration periods, lunch times, after school, or for Years 7 to 9 during the library English lesson, or for years 10 and 11 in PER lessons. When necessary, external agencies may be brought in to help identify strategies and support both teachers and pupils. Wherever possible, this will be done outside of lesson time, for example during registration time or lunch time. If equipment will help aid independence, this can be provided if appropriate, for example, tablets for visually impaired children. Independent learning is encouraged and there is a homework club to provide support for pupils that are struggling with this aspect of the school.

The SENCo will give training or ask appropriate staff, external or internal, to train all staff as required in various areas of SEN. For any areas of SEN that are new to the school, the SENCo will ensure all appropriate staff are trained.

Any necessary reasonable adjustment to the timetable will be made, although this is not encouraged, since we feel that it is important that all boys have access to all the curriculum whenever possible. All necessary arrangements will be made for pupils to be able to perform their optimum performance in exams, including extra time, scribes, practical assistants and individual rooms. These exam concessions (where permitted by exam boards) are implemented throughout the school.

Regular half termly grades are sent home to parents to indicate academic progress, there are two reports written by a pupil's teachers and one parents' evening annually. Parents are encouraged to contact academic staff, including the Learning Support department by email, which will be responded to whenever possible within two working days. Parents are also able to contact staff by phone correspondence and the SENCo is also available for face-to-face meetings.

Independent careers advice is available for all pupils and all boys in the Fifth year will have a timetabled meeting with her. If boys would like to do work experience it is their responsibility to contact the provider and to organise this.

When a pupil is in 'off-site provision', regular contact will be maintained between the school and the provider. Support by our Learning Support Assistants will be given as necessary while the pupil remains on our role.

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

Children with Statements or EHC plans have review meetings as required by the Code of Practice. These are called as often as required, but at least annually. At these meetings, the All About Me profile will be reviewed, progress and targets are discussed and any needs for the following year are planned.

Other pupils with needs will be given Pupil Passports to record their journey and to suggest appropriate strategies. These will be shared with parents and other relevant staff. Annual meetings will be held for pupils with high needs to review their progress and support requirements.

An audit shall be carried out annually by the SENCo to assess and evaluate the provision provided. This should include an opportunity for pupils, parents and staff to comment. This will be fed back to the Senior Leadership team and the SEN Governor.

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

Risk Assessments are carried out before any external trip and before any internal activities requiring them. These will be carried out by the organiser of the trip, with advice from the Learning Support Team, the Educational Visits coordinator, any external specialist when required, or by a member of the Senior Leadership team.

The responsibility for travel to and from school is that of the parents. Form Tutors will register and meet the boys at the start of the school day. A member of the learning support team may be in registration if necessary for individuals. The learning support team is also available at registration to aid specific boys to develop self-organisational skills. Parking areas or drop off points around the school site are as

directed by the highway code.

During break the boys (below Sixth Form) must be on the school site. There are many areas available for them to use for play and independent study. The Learning Support Office is usually manned at this time and boys can seek help, advice or a quiet zone at this time. It is also manned during lunch times, with a room available for boys. A board games club is held once a week to aid boys with socialisation skills. The school grounds are supervised by staff on duty during lunchtimes.

Children are given clear guidelines about the behaviour expected outside the classroom, with particular emphasis on the behaviour required to cross the road that goes through the school.

Staffing for PE and school trips is always maintained at an appropriate level for the activity being undertaken. Where individual support is needed the level is higher.

Parents can find details of the anti-bullying policy on the school website.

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 a fully qualified nurse who is on site daily until 2.30pm. She is based in a medical centre used by both boarders and day boys. She is responsible for the safe keeping and administration of all medicines. She produces the care plans and then publishes these to all staff at the start of the academic year. If a pupil starts in the middle of the academic year the School Nurse or the learning support department will inform staff of any relevant information.

Where possible in the case of a medical emergency a trained first aider would be summoned to assess the situation. If necessary, an ambulance will be called. Parents will be informed of the situation. Records are maintained of staff training and qualifications to ensure appropriate staff are called to deal with the situation.

The Learning Support Department has access to specialists in hearing impairment and visual impairment who work on the school premises, to check equipment and give advice. Other advisory services such as speech and language can be referred to as and when required. A specialist in mental health is being employed to help those with emotional needs. She attends school once a week where boys can drop in as necessary, or Head of Years can ask her to meet individuals too.

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

Before a boy enters in the First Year, an induction afternoon is held. New boys and parents are invited to meet key people involved in school. Soon after they start, a welcome evening is held giving parents another opportunity to meet key people involved with their son’s education. At both of these sessions the SENCo, or a representative of the learning support department if she is unavailable will attend and be introduced to parents. Parents will be invited to discuss any issues at these times or to contact the SENCo in the future. A detailed list of staff is also found on the website and in the boys homework planner along with the contact details.

Within the Learning Support department, we are happy to be contacted by parents at any time, preferably by email, although if they wish to meet up we would rather they made appointments in advance.

The first point of call for parents should be with the pupil’s form tutor. If this proved unsatisfactory, the next point of contact would be the Head of Year, and then the Assistant Head with responsibility for Pastoral Care. The Pastoral staff and the Learning Support department liaise closely to ensure the best support possible is available for all the boys.

Parents are kept informed about their child’s progress by half-termly grades and half-yearly reports. If there is cause for concern either a member of the pastoral team or the Learning Support team will contact them. Parents’ evenings are held once a year, and a Saturday morning for boarding boys’ parents.

Open days are held annually for day boys and a separate one for boarding. Parents can give feedback through the parental questionnaire.

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

There is a school council known as The Seward Committee which meets on a termly basis and has representatives from each Form group. Pupil views are also taken from an annual pupil questionnaire.

There are several ways that parents can make comment to the school. They are always welcome and encouraged to contact the school directly, preferably through the Learning Support Department, or through the Pastoral Team. In the case of a pupil with a Statement of SEN or an EHC plan, parents will have say about the support and progress during the annual review meeting. It is planned that individual meetings will be held with all parents of boys with high SEN needs, at least annually.

The school governing body has a number of parent governors that represent the views of the parents. There are many other opportunities for parents to get involved in the life of the school eg becoming members of the Friends (a group of parents who support the school through fundraising and social activities), supporting extra curricular activities etc.

The Governing Body are supportive of inclusivity and of meeting the needs of boys with SEN.

When appropriate, sometimes home-school agreements have to be used to ensure all parties know exactly what is acceptable and what is not. These can include agreements to use school netbooks appropriately, enabling a boy to borrow one daily.

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 a parent requires help to complete or submit forms, they would be required to contact the school and then a member of the non-teaching staff would be made available to help the form to be filled in. This would be likely to be a teaching assistant, probably the key worker if the child has one.

The major school policies relevant to parents are available via the school website where it is also possible to access other information directly targeting parents such as all the letters sent home. Key workers also send home any relevant information via emails. The Head of Years would also be able to give guidance and information to parents. Boys will also be given information by the pastoral team in school. They will also be given careers advice in the fourth/fifth year by a specialist careers advisor, who is also available to give advice on social situations.

The school gives parents the information about buses and travel at the induction afternoon when they start and the appropriate contact details to get further information. Parents are expected to make their own appropriate travel plans for their children. If any pupil was entitled and needed support to get to school, the SENCo would liaise with the LEA and parents to co-ordinate this transport.

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

Before the boys arrive in the First Year (Year 7) they come for an induction afternoon. This time is spent with their Form and Form Tutor. Towards the end of the afternoon parents are invited to meet with key members of staff.

Pupils with SEN are often invited and encouraged to have other visits to the school to familiarise themselves with the buildings and the layout of the school. Where appropriate, a member of the Learning Support team or the Head of Transition may visit the Primary School to meet the individual first. The Head of Transition will discuss all transfer pupils with the feeder schools prior to their arrival at the school.

First years are frequently given a mentor (usually a sixth former) who will help in specific areas. In the first days and as long as needed, if appropriate a peer mentor (of his own age) may be asked to help a specific individual who needs 'a buddy', particularly for crossing the main road.

Young people who leave the school are given a lot of support to identify their options by their teaching assistants, Form Tutors, the independent careers advisor and the Head of Year. Time is made available for pupils to visit colleges and universities. Where required, a teaching assistant (usually the key worker) can accompany the individual to the college etc for transition visits.

The Learning Support Department liaises closely with parents, pupils and the careers advisor to look at all possible options. This is discussed at transition review meetings and at other appropriate times. It is important that all individuals, particularly those with SEN are aware of all their options and that they have an open mind about their future. We encourage independence wherever possible, and that individuals are realistic about the possibilities.

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

We have no school holiday provision although there are some external clubs that run Sport Day Camps during the Summer holidays on the premises. Since we are a boarding school, breakfast is available from the canteen from 8am. Other rooms are sometimes available before school but these are not supervised except for the library which opens at 8.30am. After school, a supervised homework club is available Monday to Thursday for boys who need support when completing homework until 5pm. The library is also open for silent working.

There are many lunchtime and after school clubs, including Warhammer, Canoe Club, Orienteering, Sci-Fi club, Bad Boyz Bakin' and many others. A full list of available extra-curricular activities can be found on the school website. The clubs that are run by school are mainly free of charge, sometimes only charging if equipment must be bought in (eg ingredients for baking). The clubs that are run by external companies, for example, Ju-Jitsu, charge their usual fees.

We make every effort to ensure all extra-curricular activities are as inclusive as possible. Boys with SEN are informed of all clubs, particularly any that may interest them. If they are interested in going, parents will be informed by their key worker and any transport issue discussed. Risk assessments are made for all trips and activities and appropriate support will be provided to enable boys to take part in appropriate ways, if this can be done whilst keeping all members safe and healthy. All reasonable adjustments will be made if possible.

Children and young people who find making friends difficult are encouraged to attend a board games club run by a member of the Learning Support department. They are also given the opportunity to have a quiet place to go during lunch where they can meet other like-minded people if they wish, or they can be on their own if they need to re-charge. Strategies and guidance are given by the SENCo and the Learning Support team to aid understanding of friendships.