



SEN and Disability Local Offer:
Lancaster Royal Grammar School

Accessibility and Inclusion

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 full wheelchair access. Handrails are fitted where possible to stairs to aid access. Not all buildings have lift access to the upper site. Timetable variations can be made to accommodate wheelchair access on ground floor classrooms where necessary. 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 in specific buildings.

Hearing impaired pupils are well accommodated for in school. The acoustics of the classrooms are satisfactory, and teachers are trained to support pupils with radio aids in class.

The school has a number of pupils with visual impairment and has been successful in supporting these pupils to achieve to their academic potential. Large print books are available as well as access to braille print where appropriate. Pupil handouts are adapted where necessary.

The use of assistive technology is encouraged to increase pupil independence in school. Equipment is available for classroom work as well as for formal exams.

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. Contact with occupational therapists is arranged by the school to help support pupils outside of the current provision available.

Reviewing and Evaluating Outcomes

What the school provides:

Children with 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, one page 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 document appropriate strategies. These will be shared with parents and other relevant staff and are updated annually. 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 shared with the Senior Leadership team and the SEN Governor.

Keeping Children Safe

What the school provides:

All staff are required to have a good working knowledge of the Keeping Children Safe in Education document. Regular observations are recorded in order to help build a comprehensive picture of a pupil's current needs. SEN pupils have access to regular meetings with their key workers to build a solid relationship and aid keeping children safe.

Supervision during unstructured times is in place in school and a visible presence is observable at key movement times in the school day to help keep children safe on the roads that intersect the school site. Pupils must use the school identified "safety spine" when moving from one area of the school to another.

There is a well established and advertised system for pupils to seek support in school, ranging from their form tutor, through to an independent listener should that be necessary.

The behaviour expectations of all pupils are high and maintained through a comprehensive behavioural policy that is in place.

Risk assessments are created by key staff for pupils with additional needs both in school and when a planned off-site visit is arranged.

Health (including Emotional Health and Wellbeing)

What the school provides:

There is a qualified nurse available on site each day should medical care become necessary for pupils. She can also provide emotional support and arrange for a referral to more formal mental health support should it be appropriate.

There is access to a range of mental health support in school, ranging from low-level emotional support to more complex mental health counselling. The needs of the pupils will be triaged and the best option for support allocated when available.

Access to specialist hearing, sight, ASD, ADHD and SpLD support is available where identified as being necessary.

Regular sessions with key workers and the SENDCo are in place to support the emotional health and wellbeing of pupils with SEN.

What Help and Support is available for the Family?

What the school provides:

Support can be offered to the family of SEN pupils in a variety of ways. Access to external agencies can be arranged to support the needs to the pupil both in and out of school. Referrals can be arranged to specialist services for areas of need not covered in school, such as access to ASD, ADHD or CAMHS services.

Support to complete paperwork can be arranged with staff should that be necessary.

School policies are available to parents on the school website where it is also possible to access other information for parents, such as letters sent home. Key workers also send home relevant information via emails. The Head of Years would also be able to give guidance and information to parents as will the wider pastoral team in school.

Transition from Primary School and School Leavers

What the school provides:

A comprehensive transition programme is in place to support the successful move from primary school to secondary school. Additional school visits and tours are arranged for SEN pupils who may require additional time to settle into a new environment. Visits during the school holidays can be arranged to ensure that the

pupils starting in year 7 are confident in their surroundings. Key year group workers are assigned, and a rapport is quickly established. Sixth form prefects work with the transition group to enhance their transition.

School leavers are offered a range of careers planning opportunities. There is a dedicated careers advisor who sees all school leaving age pupils to help them form plans for the future. There is access to Unifrog website for education and careers planning support.

Pupils with and EHCP will have an enhanced transition to university so their needs can continue to be met by the new education establishment.

Extra Curricular Activities

What the school provides:

There is a wide range of extra curricular clubs, societies and activities on offer at LRGS, both at lunchtime and after school. All are accessible to pupils with and EHCP and support is provided to access these activities should that be necessary.

Communication with Parents

What the school provides:

Parent communication for pupils with SEN is encouraged. Email addresses of key support staff are shared with parents and meetings can be arranged at parental request as necessary. There is opportunity to communicate with the SENDCo at parent's evening, face to face. Academic progress is shared with parents three times a year and a record of behaviour is shared with parents as it becomes apparent, both positively and negatively.

Working Together

What the school provides:

The school seeks to work collaboratively with parents of pupils with SEN to ensure their needs are identified and met.

Parents of pupils with and EHCP will have the opportunity to review their child's support at least on an annual basis, more often as required. Regular contact home is established as a method of working together and views can be exchanged through the co-produced pupil passports, via the pastoral team and with the opportunity to meet face to face during parents' evening. The graduated response is used as a method of effectively supporting the changing needs of pupils and these updated plans are shared with parents as necessary.

The school governing body has a number of parent governors that represent the views of the parents. The Governing Body are supportive of inclusivity and of meeting the needs of boys with SEN.