



## **SEN and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School:

**LANCASTER GIRLS' GRAMMAR SCHOOL**

School Number: **01/501**



<b>School/Academy Name and Address</b>	<b>LANCASTER GIRLS' GRAMMAR SCHOOL, REGENTSTREET, LANCASTER. LA1 1SF</b>		<b>Telephone number</b>	<b>01524 581661</b>
			<b>Website Address</b>	<b>www.lggs.org.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>YES</b>	<b>NO</b>	<b>If yes, please give details:</b>	
		<b>x</b>		
<b>What age range of pupils does the school cater for</b>	<b>11-18</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs Abigail Garnett</b>			

Lancashire's Local Offer can be found at [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

### **Accessibility and Inclusion**

- LGGS is an early twentieth century building, built over 3 floors. There are no disabled lifts in the main school although there is a stair lift to some parts of the upper floor. The dining room is not accessible. Corridors are narrow. There is congestion at lesson changeover in some areas. The school currently has 890 pupils.
- Some science teaching takes place across the road in the top floor of Dallas Road Primary School. These labs can only be accessed by a narrow staircase and access involves crossing a road. The sports field is a 5 minute walk from the school.
- The sixth form building is a modern building on 3 floors. There is a disabled lift.
- There is good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining room, main hall, atrium and gym areas are poor acoustically.
- There are two toilets with disabled access, and a medical room with hand washing facilities and a bed, There is no toilet or showering facility in the medical room.

- Despite the limitations of the accommodation LGGS has been able to accommodate and make adjustments for a number of pupils special educational needs, including a visually impaired Pupil with a guide dog and pupils who may have to use a wheelchair for periods of time.
- Our main way of communicating with Parents is through ParentPay and the school website. Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school. Classrooms have interactive whiteboards. Pupils have access to the school's virtual learning environment.

## **Teaching and Learning**

### **What the school provides**

- Pupils with special educational needs are identified as part of the entrance test arrangements and special access arrangements applied. Visits to primary schools are used to gain additional information as part of the Y6/7 transition programme. All pupils are assessed using CATs in the first half term. Any mid-year admissions are tested.
- Pupils are screened in Year 10 and Year 12 with follow on assessments for any pupils identified through the screening process.
- The school will refer to a specialist teacher for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Staff refer any concerns which they have noted through monitoring the progress of their pupils to the SENCO.
- Spelling support is provided through the English department with lunchtime classes. In Key Stage 3 all pupils have a lesson specifically on Quality of Written Communication.
- There are laptops available in school to enhance the learning process, and to assist identified pupils with handwriting and recording difficulties. There is a range of equipment available within school for pupils with visual difficulties including iPads.
- Pupils are provided with coloured overlays, enlarged print documents and copies of PowerPoints. Sixth formers may also make use of their phones to record the teacher or photograph note on the whiteboard.
- We consult staff from a variety of external agencies to advise and support across the range of SEND. The school nurse and other health professionals are able to provide advice and strategies for teaching pupils with special educational needs and medical conditions.
- Every teacher is given an update on pupils with special educational needs at the start of the school year. Training and staff development is given in house e.g. dyslexia, strategies for HI Pupils. Pupils with special educational needs have delivered training to staff and their peers.
- The school employs a part time SENCO, who is a qualified teacher and holds The National Award for Special Educational Needs Co-ordination and a part time specialist teacher who carries out assessments for SpLD.
- We work within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual pupil.
- Individual teachers are responsible for making lesson accessible to all and for implementing the IEP recommendations, as well as monitoring the progress of all their pupils.

## **Reviewing and Evaluating Outcomes**

### **What the school provides**

- IEPs and EHCPs are reviewed at least on an annual basis.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Pupils are always encouraged to participate in their meeting.
- Progress of pupils with special educational needs support needs is monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as face to face at parents' evenings.
- The SENCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.
- Governors and SLT monitor the progress of pupils with SEND as part of their monitoring of the progress made by pupils both in year and in terms of examination success.

## **Keeping Children Safe**

- Preliminary assessments are made by the Coordinator of Well-Being/SENCo at a school visit before the pupil starts at school. Parents are invited into school to discuss these.
- Full risk assessments are made and stored in school office when place at school is confirmed. This is subject to regular review and/or when need changes.
- Taxis transporting pupils with special educational needs have access to the main reception drop off area, where there is a disabled parking place.
- All school trips are processed through "evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for pupils with special educational needs. Staff receive regular training and updates.
- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request. There is an anti bullying group of KS4 pupils who support younger pupils and deliver assemblies and tutorial slots.
- Some lunchtime activities are planned especially to help SEND pupils, for example the board game club.

## **Health (including Emotional Health and Wellbeing)**

- A Care Plan is drawn up in conjunction between the parents, child and Coordinator of Well Being who may involve a medical professional.
- Care Plans are updated regularly. A booklet with details of pupils with the most serious medical conditions is shared with staff at the start of every year as well as individual HCPs. Staff are responsible for checking the HCPs of all the pupils they teach. These are available electronically and on SIMS. Time is allocated to staff as part of their CPD time to do this.
- A large number of staff are qualified first aiders.
- In the event of a medical emergency, the member of staff is instructed to contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

- There are two defibrillators on site. Some staff have been trained in how to use these.
- The school employs two part time counsellors as well as sessions with ACE. Coordinator of Well Being and KS4 and KS3 Learning mentors.
- There are regular visits from the school nurse, who has drop in sessions. The school nurse and other health professionals e.g. asthma nurse, diabetic specialist nurse have led training sessions in school.
- The school has good links with specialist providers such as the Eating Disorders Pathway and CAMHS
- Trained anti bullying mentors and well being ambassadors lead assemblies, provide feedback on school policies to senior staff and lead specific tutorial slots on a range of well being issues.
- LGGS is involved in a number of programmes designed to improve well being eg Rights Respecting Schools, Youth Sports Trust, Anna Freud well being measures and Stonewall.

### **Communication with Parents**

- School website provides contact details for parents. The half termly newsletter also contains reminders about how and who to contact. The website has a great deal of useful information for parents.
- At the welcome evening for New Year 7 in the summer for parents key staff members are introduced to parents. This is followed up by another welcome evening in the autumn term,
- Staff visit all feeder schools during transition. We hold an induction day for Year 7 and a separate tea party for some pupils who may find transition more difficult
- Three reports are sent home throughout the year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued by report slips and parental questionnaires. Results from parental questionnaire are shared in the newsletter.
- There is a strong parent representation within the School Governing Body.
- An open evening is held in June every year for Year 6 families. There are also opportunities to visit the school during open mornings for both Year 6 and Year 7 parents.

### **Working together**

#### **What the school provides**

- The school has an active pupil voice through pupil questionnaires and the School Council. Pupils are also involved in staff appointments. They provide feedback on key school issues including teaching and learning through focus groups. There are also many leadership opportunities in school.
- Pupils are involved in active citizenship programmes, talks with the local MP and visits by local councillors and community groups.
- Staff appointments usually involve a pupil panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- The school has an active mentoring system running across the year groups, enabling older pupils to support and mentor younger more vulnerable pupils.
- Pupils are asked to complete a questionnaire about school, their learning and wellbeing. Their results are benchmarked against other Lancashire schools.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parents' evenings as well as website feedback.
- Pupils with additional needs are able to make their views known in the pupil's feedback in Annual Reviews, as do parents.

- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- There is a governor linked with SEN who chairs the Students Parents and Community committee and reports back to full Governors. She meets with the SENCO termly. This ensures there is a regular, comprehensive review of provision.
- The Students Parents and Community committee of the Governing Body regularly receive reports from the SENCO and track the progress and well-being of SEND pupils.

### **What Help and Support is available to the Family?**

#### **What the school provides**

- The school website clearly signposts where support can be found. The SENCO, Coordinator of Well-being and Heads of Key Stages help parents with paperwork when needed.
- The Assistant Headteacher KS4 ensures that impartial careers advice and guidance is delivered to pupils. A wide range of external agencies are invited into school to assist in this delivery. All pupils in Key Stage 4 have a one to one with an independent IAG adviser. Vulnerable pupils receive one-to-one advice and guidance and usually have a SLT mentor.
- A very experienced member of our Sixth Form pastoral team provides high quality support for all pupils in completing higher education applications. She also supports individual families with the Student loan application. The Assistant Headteacher for Sixth Form supports pupils who wish to apply for an apprenticeship.
- Pupils are given support in completing application forms. The school has a travel plan which is publicised on the website. The SENCO provides support with individual transport issues.

### **Transition from Primary School and School Leavers**

#### **What the school provides**

- The school works with feeder primary schools and Parent Partnership Officers from Year 5, through to arrival in Year 7.
- The school holds an Open Evening each year in June and parents are encouraged to attend. There is a Welcome Evening in June for all new Year 7 parents followed by Introduction Evenings in the autumn term. Follow up meetings are offered on a one to one basis with the SENCO, following Open Evening.
- The SENCO meets with primary school staff and parents prior to any pupil with SEND starting at LGGS to ensure support arrangements are in place
- All pupils including those with special educational needs are offered Careers Education Advice Information and Guidance (CEIAG) from a independent advice and guidance specialist
- The Well-being Prevention and Early Health Service engage with pupils with special educational needs prior to Transition Reviews in Year 9 and stay in contact through to leaving Year 11. Pupils and parents can request an interview at any point.

- The SENCO works closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provision.
- There is a comprehensive programme of lunchtime visiting speakers from a large number of universities and apprenticeship programmes
- The school organises a careers convention every three years
- Year 11 pupils receive advice about the world of work in their careers lessons and have a programme of talks from outside speakers about a variety of career options
- Sixth form tutorial programme includes useful sessions on preparing for independent living.
- Evening sessions are organised for families about HE applications
- The school organises residential visits to particular universities.
- Subject departments engage with universities and colleges for subject specialist information
- Information evenings are held for parents on a variety of topics e.g. drug education, helping your daughter revise, preparing for university
- LGGs sixth form staff work closely with dyslexia specialists to ensure students receive appropriate support when they leave for university.

### **Extra Curricular Activities**

- The school offers breakfast each day from the dining room
- The school usually runs an Easter revision school for Year 11 Pupils
- There is an impressive range of extra-curricular available to all pupils, the activities include, sport, music languages, art and drama.  
There are dedicated weeks which focus on participation e.g. International Week, Sports Week, and Science week.
- The school is a major provider of The Duke of Edinburgh Awards Scheme.
- Young people are encouraged to participate in uniformed service organisations e.g. LRGS/LGGs Joint Cadet Force.
- Parents are required to pay for individual music tuition. The school subsidises music tuition in one instrument for pupils in receipt of Pupil Premium
- All clubs, activities and trips are available to all pupils, but may be subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship. Pupil Premium families are supported with the cost of education visits.
- The school has a good record of meeting pupils' needs and ensuring visits are inclusive
- Where places are oversubscribed parents will be informed as to how places will be allocated.
- All Year 7 pupils take part in the French residential.
- The school operates a Year 7 form mentor system where sixth formers offer guidance, help and friendship support to younger pupils.
- There are well organised peer mentoring programmes in place, providing general support with organisation or specific subject support.
- The house system provides an opportunity for pupils to make friends outside of their form and to participate in extra-curricular activities such as Performing Arts and Music Festivals.

