



Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Carr Hill High School and Sixth Form Centre

School Number: 04115

School/Academy Name and Address	Carr Hill High School & Sixth Form Centre, Royal Avenue, Kirkham, PR4 3DH			Telephone Number	01772 682008
				Website Address	carrhillschool.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:		
	NO				
What age range of pupils does the school cater for?	11 -18				
Name and contact details of your school's SENCO	SENCo Mrs Carol Keaskin contact@carrhill.lancs.sch.uk Or direct contact ckeaskin@carrhill.lancs.sch.uk				

Name of Person/Job Title	Carol Keaskin - SENCO				
Contact telephone number	01772 6882008 x 246	Email	ckeaskin@carrhill.lancs.sch.uk		

Please give the URL for the direct link to your school's Local Offer	carrhillschool.com URL: 119744				
Name of Head Teacher	Andrew Waller awaller@carrhill.lancs.sch.uk	Date	05/07/2016		

Accessibility and Inclusion

What the school provides

Carr Hill comprises seven teaching blocks including a Sports Dome facility.

Key to colours

Red = Main building

Blue = 3 storey block

Green = Learning Hub

Purple = Technology Block

Brown = science block

Yellow = Sports dome

Dark blue = Modern foreign Languages

Accessibility Ground Floor:

Reception

Head Teacher, Deputy and Assistant Head Teachers – are all ramped from front of the building but no wheelchair access to classrooms. Wheelchair access to the main building and classrooms is via the dining room from the entrance off Carr Road.

College and Pastoral Care Leaders

Finance and Exam Office

Site Management

Male and female toilets, accessibility bathroom facility

Indoor seating and recreational area

Hall

Dining room

Sixth Form Common Room

Food Technology

Textile

Dance studio

Boys PE changing rooms and Gym

Maths

Music

School Nurse

Information Technology

Geography and History

Design Technology

Science

Modern foreign Languages and Sports Dome - access from middle yard via Carr Road

All areas are ramped to doorways. Doorways are accessible by wheelchair.

Accessibility First Floor

English and Religious Studies corridor

Maths

Isolation

Girl's PE changing rooms – all the above are stairs only
Sixth Form classrooms, Head of Sixth Form office and Conference Room – lift and stairs
Hub, Intervention, IT Office, Reprographics and Sixth Form 6 – lift and stairs
Female toilet, including accessibility – lift and stairs
Art and Drama – stairs only

Accessibility Second Floor

Art – stairs only

The 'Garages' are accessible by wheelchair.

For users of wheelchairs, access to the main building classrooms is available from the dining area. Exterior steps have white edges and steps in the newer part of the school have anti-slip edges.

Visitor car parking spaces are available in front of reception and are clearly marked for accessibility. There are two disabled spaces available.

There is no Auditory Loop System for the hearing impaired.

Blinds are fitted at the majority of windows and non-reflective (matt) paint is replacing gloss paint on walls, as up-dating and decoration of the school takes place. There are accessible toilets/changing facilities in the main building and the Learning Hub.

All classrooms with the exception of Food Technology, Textile, Science, Art and Design Technology are carpeted. These classrooms will remain uncarpeted due to the nature of the subjects undertaken there.

All policies are available on the school's website in visual format and since September 2014 have also been available in audio format upon request.

Display cabinets all have anti-glare Perspex, not all are at eye level for wheelchair users. Information regarding procedures is displayed around school on the walls and on TV screens.

For parents/carers for whom English is a second language, where possible every effort is made to have information and policies translated into their first language. At certain times of the year, the specialist language teacher is also available to provide support to students with English as a second language.

Key Information for the week is available to students on television screens around the school and via an audible bulletin. Buildings are clearly identified by sign graphics and colleges are identified by their symbols and names. Maps are attached to the outside of the buildings.

Alternative seating and aids such as book boards are available as needed. Laptops are available to all Sixth Form students and to lower school students needing a reader or scribe in-class or exams. Exam reader pens are also available.

Teaching and Learning

What the school provides

Carr Hill uses year 7 transition information for identification of SEN on entry to Carr Hill. A reading and spelling test using LASS Secondary is administered during the first half term, along with a learning style identification quiz. The LASS also identifies any weaknesses in visual and auditory memory, non-words, segmenting, and reasoning. Quality teaching also identifies any unmet learning needs and referrals can be made by a class teacher to the Additional Needs Team for further investigation. Antecedent, Behaviour and Consequence observations are carried out as necessary. BOXALL assessments are sometimes used to assess behaviour and Emotional Literacy if a student hits a trigger point within the Behaviour for Learning Policy, this is part of the Pastoral Teams role but the Additional Needs Department may assist by engaging in specialist teacher advice. Further assessments may be carried out by a specialist teacher. If progress is not satisfactory after individual learning programmes and specialist teacher advice implemented referral for an Education, Health and Care Plan may be made.

Students with Additional Needs can be supported in the classroom by a teaching assistant for the whole class. There may be more than one teaching assistant in the classroom depending on the needs of the group. Sixth form students have an enrichment opportunity to work as classroom assistants.

Various external agencies support and advice is sought to facilitate access for a range of Additional needs. Pupils are encouraged to be independent learners and to use the technology on offer e.g. Reader Pens to promote independent reading in text heavy lessons and laptops as an alternative method of recording. Coloured pages in exercise books and overlays for students with dyslexia are available.

All staff have INSET training on a wide spectrum of Additional Needs. Specialists from outside agencies and the departments own specialists are used to ensure up to date awareness of the needs of all students. Training from external courses is disseminated and cascaded throughout teaching and non-teaching staff. Part of the induction process for Newly Qualified Teachers and Initial Teacher Trainees is time with the SENCO to give training and support. Supply Staff are issued information of students who receive Additional Needs support at Wave 2.

The Additional Needs Team and specialities consists of:

SENCO, Carol Keaskin

TA2a, Debbie Redford – SEN Administration

TA2b, Karen Atherton – Nurture Group and Transition

TA2b, Allyson Barton – specialist teacher in SPLD/ASC/MLD (2 days per week)

TA2b, Darren Goodlad –Technology and specific individual PE support (4 days per week)

TA2b, Phillipa Birtle – Maths and specific individual support, contract ends 31/08/16

TA2b, Andrea Parker –Specific individual support and ASC (3 days per week)

TA2b, Lisa Greenwood – Specific individual support and general TA

TA2b, Lisa Machin – Humanities and MFL club

There are times when TAs do general support for students with SEN and times when the TAs support specific students.

All students are treated as individuals with individual needs. Some students need a reduced timetable to enable them to access the support they need to reach their full potential or extra time to consolidate learning in specific subjects. Time may be spent in Inclusion working independently or working in a small group with a teaching assistant on a specific programme of targeted support.

Some students need special arrangements (Access Arrangements) to access lessons and exams to allow them to show their knowledge and understanding independently. All students are encouraged to take ownership of their learning and it is the Additional Needs Team's aim to promote this. There are a range of Access Arrangements which can be given for example, access to an electronic reader, rest breaks or extra time. Teaching staff build a picture of 'usual way of working' and 'history of need' from the start of year 7. As the class teacher, they are in the best position to decide whether a student needs something additional to access learning and exams. Teachers pass a copy of annotated marked scripts to the additional needs team explaining the Access Arrangement given. These are collated and at the beginning of year 9 students with a history of need are formally tested and an application to the Joint Council for Qualifications is made. These arrangements must continue to be used in class as the usual way of working for students to be allowed them in exams. Students with Access Arrangements are accommodated separately for exams and supported by the additional needs team.

Each half term students are assessed for their Current Attainment in each subject. Results from this is available on the school's website, via MOODLE, in the individual pupil's profile, for parents to view any time. If parents don't have access to a computer, paper copies can be requested.

The SENCO is available on parent's evenings and Open evening.

Work experience is offered on a self-placement basis to specific students and is supported by the school in the following ways:

- Health and Safety appraisals including visits/revisits for placements vetted by a competent person in accordance with Health and Safety procurement standards.
- Dedicated accounts manager and member responsible for work experience and CEIAG. Therefore a point of contact for the employer.
- Obtained parental consent and health information held in school.

Other programmes

Work experience programme for Year 10 BTEC work Skills students. Students attend work experience one day per week on a fortnightly basis. It is intended that this programme will extend throughout Year 11.

In recent years the school has also provided extended work placements through VIA partnerships STEP programme.

BAE 14-16 work experience

BAE 16-19 work experience

BAE apprenticeship presentations (Business Admin, Engineering, Technical Engineering, Project Management)

Work experience at Post 16 including:

The NHS Work Placement programme at Blackpool Victoria Hospital

Primary School Placements

Other sixth form placements with local businesses that reflects student vocational interests and pathways

Internships

Y12 ASDAN COPE L2 students also carry out work placements.

The Additional Needs Department's Whole School Provision Mapping signposts support pathways from wave 1 through to wave 3, the access strategies and resources used.

Reviewing and Evaluating Outcomes

What the school provides

Education, Health and Care Plans are reviewed at least annually. If necessary a review can take place early, for example a year 7 student may need a review if transition has not happened smoothly or if parents/carers or school feel the student is not making progress. All advice forms are posted to the relevant agencies and parents/carers six weeks before the meeting. Every effort will be made to accommodate parental requests with regards to date and time of meeting. Parents/Carers may contact school to ask for a review if they feel their young person is not making progress or they have any other concerns about the provision for their child's additional need.

As with students who have no additional needs, teaching staff monitor progress very carefully, using formative assessments in lessons and summative assessments at the end of a topic i.e. The predicted attainment of each student and this occurs three times a year for years 7 and 8 and four times a year for year 9 and beyond.

Pupil Profile (IEP) reviews take place at least twice a year, the current Pupil Profile, along with a monitoring form is sent to the student's school email address for parents and students to express their view on progress on Special Education Needs Provision targets, a meeting takes place between the pupil and SENCO to discuss progress and set new targets. Should students achieve their targets earlier than the review date a new one is added to the existing profile.

Assessments are regularly carried out which leads to a grade. Interventions then take place on a department level as well as through Colleges.

Clusters have a variety of intervention strategies such as improvement cards, where individual targets are set and followed up on a 1-2-1 basis.

Academic mentors work on a 1-2-1 or small group basis to talk through barriers to learning and set targets to support improvement.

Progress in English and Progress in maths assessments take place at the start of their secondary school education which informs those departments of areas of strength and weakness. Very individual interventions can then take place. Drop in sessions are available throughout the year.

For appropriate students, the Lexia literacy programme is used for which termly reports are provided. Where students struggle, Cluster Mentor intervention allows 1-2-1 support or small group support.

For students who are on Wave 2 high needs or Wave 3, to implement the CoP 2014 reforms, a plan do review process is followed and when necessary the provision is increased and a second plan do review is followed. It might be that after this a student is put forward for an EHCP or it might be that provision needs 'upping' or an alternative pathway needs finding but an EHCP is not necessary as needs can be

met in school.

The SENCO analyses progress of Additional Needs students using the results from Progress Attainment data and any assessments of a specific programme/intervention. It is useful to recognise that some students will make small steps of progress in line with their cognitive ability and this needs to be celebrated as much as the bigger steps others make.

Keeping Children Safe

What the school provides

The Site Manager is NEBOSH General Certificate qualified and undertakes all necessary risk assessments around school annually or when a need arises. Trips and visits are run in line with the Lancashire policy. Risk assessments make specific reference to students with disabilities, special educational or medical needs. Additional Needs trips undertake their own risk assessments and work within Lancashire guidelines. The member of staff responsible for the visit is responsible for the initial risk assessment and the Deputy Head teacher is the senior member of staff responsible for approving all risk assessments.

Staff are on duty from 8.45 – 8.55 in a general capacity for all students.

Hub Club: Some students have needs that necessitate a smooth start to the day, eg should they need extra support to ensure they are fully prepared for lessons or to check homework is completed and they have necessary equipment or for social input.

There are also a variety of extra-curricular clubs available at lunchtime.

The PE department follow the Safe Practice in Physical Education and Sport Guidelines' as produced by the Association of Physical Education (formally BAALPE).

These are the nationally recommended guidelines for safe practice.

There is accessible parking by reception however drop off and pick up is encouraged to take place by the bus bay at the entrance off Carr Road.

All policies can be found on the schools website under 'Key Information'.

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

Medication is routinely administered by the College Care Leader if regular and held in school. The appropriate parent consent forms must be signed and updated when medication changes occur. Instructions for any medications are kept within a care plan drawn up between parents, child, Care Leader and the School Nurse.

Where a student has a medical need a care plan will be drawn up by the school nurse. This is shared with staff.

In the case of an emergency a First Aider would administer medication. All medications are clearly labelled and kept under lock and key. For the safety of all, students are not allowed to carry medication in school. In the event of an emergency the member of staff calls for a first aider and they either treat on the spot or call for an ambulance. A member of SLT is notified immediately. In the event of an ambulance the parental contact is immediately notified.

The school has no resident health professional or therapist but any service can make an appointment to visit a child on site and a suitable meeting venue will be arranged, with appropriate permission and subject to safeguarding protocols. Two days a week the school Nurse is in school, she has a drop in session at break or lunch. Other health practitioners; CAMHS workers, Speech and Language professionals, the Educational Psychology service, Bereavement Counsellors, counsellors from self-harm projects are available by appointment.

At the beginning of a school year the school nurse updates staff on individual student needs. The Assistant Head with responsibility for CPD, monitors and keeps up to date records of staff training. INSET is used to ensure the school have qualified first aid personnel and those who have responsibility for individual student's needs have the training and skills to deal with day to day care or emergency first aid. Designated First Aiders are situated around the school, notices are on the walls at various points to explain the procedures and where to access emergency care.

Communication with Parents

What the school provides

The school operates a college system. Each college has an academic leader and a pastoral care leader. Students who have siblings here will be placed into the same college but not the same Mentor group. Families new to the school will be appointed a college. This information is shared through transition meetings whereby college/care leaders and junior college leaders visit primary schools and share information. A student's college Mentor is the first person to contact with any concerns or query. This concern or query may need to be passed to college/care leader. Parents are given this information on 'New Parents Evening' or any transition meeting when enrolling after the start of year7. Information regarding Key members of staff for colleges, SENCO, Directors of Learning and Senior Leadership Team can be found on the school website.

When a student is referred to the Additional Needs Team the SENCO will contact the parents/Carers to introduce themselves and explain why their child has been referred. The SENCO will attend transition reviews at primary school and meet with any student/parents/Carers who the primary school feel would benefit from their support. The school has an Open Door policy, although appointments can also be made. The student planner is a useful tool for communicating in the first instance.

Current Attainment data is accessible to parents at all times on their child's individual profile via MOODLE. Full reports are written yearly. Additional Needs progress is communicated via the review process at least twice a year. The SENCO is available on Parents and Open evenings.

Each parent/carer attending Parents/Carers or Open evenings is given a feedback form to complete and hand in. Feedback is import to us as a school to enhance provision.

Show My Homework is a tool to facilitate the setting, tracking and monitoring of homework for staff, students and for parents.

Working Together

What the school provides

Sixth Form students have a voice via the sixth form committee. KS3 and KS4 students have a Junior Leadership Team which comprises of Junior College Mentors and Junior College Leaders. College mentor groups have student Voice Questionnaires periodically through the year. Each learning cluster takes part in Quality Assurance, part of this process is a student questionnaire. The sport department has two Sports Council Representatives per college.

Parents attending Parent/Carer evenings complete feedback forms. An open door policy operates allowing parents to communicate with teachers, college leaders or senior management about any aspect of their child education.

Carr Hill elects nominated Parent Governors and within the Governor structure there is a Link SEN Governor, the Friends Association welcome new members all year round. To become involved in the Friends of Carr Hill contact kcroasdale@carrhill.lancs.sch.uk.

The Designated Senior Lead (DSL) for Safeguarding provides a brief report to the Governing body each year, more often if there are developments the Governors need to be updated on. The Governing Body ensures that the SENCO and DSL support students with SEN and their families by involving a range of outside agencies' support. Home school agreements are provided annually – these explicitly outline the roles and responsibilities of the school, the student and the parent and are in place to uphold the safety and safeguarding of all.

What Help and Support is available for the Family?

What the school provides

Should parents/carers need help to complete paperwork or forms needed for access to school or post sixteen, your child's care or College leader, mentor and SENCO are available to do this with you. Call or email to make an appointment convenient to both parties. Students are also given additional help to complete forms where needed.

The school website signposts where support can be found as does each child's Student Planner. The Lead teacher for Information and Guidance (IaG) ensures that impartial careers advice is delivered to students. A wide variety of outside agencies are involved in this. In addition vulnerable pupils receive one to one IaG by statute with Young People's Service.

Emotional and behavioural support is offered via the Pastoral College teams in school and can also involve specialist outside agencies eg The Orchard Programme; the Phoenix and Butterfly Projects. Support can be accessed either via the College Leader and Care Leader.

Travel to and from school is the responsibility of parents/carers however, school will endeavour to advise whenever possible on issues such as bus passes or bus numbers.

Transition from Primary School and School Leavers

What the school provides

The Assistant Head (Behaviour and Attendance) works closely with feeder primary schools meeting with their Head teachers termly.

Each September the school holds an Open Evening for any parent or prospective pupil to attend. The SENCO is available that evening to speak to any parent and follow up meetings are welcomed.

In Year 5 all feeder primary schools are invited to visit for a morning to experience a normal school day and to meet Year 7 and 8 pupils who can answer questions. In Year 6 all feeder primary schools are invited to visit for a day to further their sense of transition. Further visits are arranged for any vulnerable students according to need and any parent is welcome to visit the school. There is an Open Door policy.

All new starters are invited for an Experience Day in July and parents to an Information evening. Some Year 6 students are invited to join Summer School activities. In the Summer Term of Year 6 the Assistant Head (B+A) visits every local primary school to gain information (a pen portrait) on every new starter to enable each to be placed in the most supportive environment for their needs. Siblings are automatically placed in the same College enabling a family to maintain one point of contact in the College or Care Leader but siblings are placed in different mentor groups to encourage greater independence. Mentor groups are mixed age. New students starting mid-year are buddied up with another child to ensure they find their way and settle in for the first few days.

Support and advice for Post 16/18 includes career guidance from Career-Nav, interview technique practice with staff involved in IaG. Visits and advice to and colleges and universities.

Students receive Weekly Work experience interviews for years 9-13, Action planning and guidance notes are shared with parents, students and linked to the schools management system (SIMS) to inform mentoring and further guidance.

CEIAG is also taught via PSHE as part of the school's Personal Development Curriculum. As part of that curriculum the school uses Careers guidance software from Cascaid.

Extra Curricular Activities

What the school provides

Carr Hill hold a 5 day Transition Summer School for invited year 6 - 7 students during the six week holidays.

During term time the cafeteria is open from 8.30 in a morning for breakfast and the Learning Hub hold Homework Club until 4.30 each day, except on a Friday, when it runs until 4.00. Extra-curricular activities are offered at either break or lunch and as one day visits or extended trips. Many are listed below.

Science offer the following extra-curricular activities

- STEM club every Thursday after school for Years 7 and 8 doing a range of Science activities
- Science week - enrichment activities in Science including Speed Science dating, quizzes, competitions
- Master classes for some students as part of the students intervention programme
- Drop in sessions at lunchtime for those with individual Science problems
- There are a range of trips for all years, some contribution towards travel and entry may be necessary.

ICT offer the following extra-curricular activities

Ks3 -

- Computing club after school on Tuesdays to learn about programming and games design.
- 3- times per year visit to edge hill to raspberry pi days

Ks4-

- lunchtime and after school help sessions every day in the two weeks before each coursework deadline for year 10 and year 11

Ks5

- a-level lunchtime revision sessions in run up to exams
- Full day revision session planned for half term before exams

- ICT coursework catch-up sessions held weekly after school
- Post 16 ICT trips to gather real world evidence for coursework (Blackpool zoo and a car dealership)
- Post 16 trip to Disneyland for ICT business and technology conference.

Technology offer the following extra-curricular activities

- lunch clubs every day
- GCSE support

Textiles offer the following extra-curricular activities

- GCSE after school on a Friday
- Half term coursework classes for GCSE & A' Level during October, February and April.
- 6th form a revision session during May half term

Motor Sports offer the following extra-curricular activities

- Y12/13 to the NEC Motorsport Show(Jan)
- Y12 to Marshal a Rally at Three Sisters Race Circuit Wigan(March)
- Y12 prepare/setup/service a rally car at Three Sisters Race Circuit Wigan(July)

The Creativity cluster which includes English, Drama And Media offer the following extra-curricular activities

- lunchtime spelling club
- film club and creative writing club
- Poetry/ creative writing and public speaking opportunities at points throughout the year
- After school drama rehearsals for Drama productions
- KS4 and KS5 after school revision sessions

The Logic cluster offer the following extra-curricular activities

- lunchtime drop in for all ages where students can bring work they are struggling with or ask for help with a particular topic
- Revision sessions after school for KS4 and KS5
- National challenges that some students can participate in
- KS3 students can take part in World Maths Day

Culture cluster offer the following extra-curricular activities

- History club where post 16 students support lower school students in developing their understanding of History
- Revision classes for GCSE and A level students run throughout the week for RS, Geography, History, A level Government and Politics, A level Sociology, A level Psychology
- Extra-curricular trips vary from year to year but examples include History Battlefields trip, Culture Cluster trip to Spain, History theatre trip to War Horse
- Geography trips to Manchester, Grizedale Forest and Liverpool One. - All of these trips run with limited numbers and parental contributions towards the

cost are requested. A small number of places on the Battlefields trip have been provided to students with Pupil Premium at no cost

- Drop in sessions for Health and Social care KS4 and KS5 students at lunchtime and after school

Art offer the following extra-curricular activities

- A level and GCSE support lunch time and after school
- Liaison with primary school, visiting with workshops
- Trip to Preston University, degree shows, museums, Butterfly house and Williamson Park

Music offer the following extra-curricular activities

- Lunchtime Keyboard Club
- Lunchtime Music Club
- Lunchtime Music Academy and BTech support
- Various trips to shows
- Links with primary schools at Christmas
- Performances in the local community

Dance offer the following extra-curricular activities

- Year 7 , 8 & 9 Dance Club
- Year 10, 11, 12, 13 Dance Club
- Boys Dance Club
- Dace Elites and Academy support
- Zumba
- Links with Pear Tree
- Dance Festivals
- Academy Flashmob
- Gym and Dance show
- Various trips to shows

PE offer the following extra-curricular activities

- Gymnastics club
- Girl's football
- Boys football
- Swim Marathon
- Rugby practice after school
- Netball practice
- Handball Club
- Badminton club
- Trampoline Club
- Cheerleading
- Cricket practice
- Various trips throughout the year to the sport's season
- Easter and Summer camp

All extra-curricular activities are open to all students and support is available to ensure access e.g. a teaching assistant attended sports camp in the holidays, to support a student with special needs and enable them to take part in all activities.

Students who find making friends and mixing with their peers difficult may attend Hub Club. This is available before school in addition to break and lunch times.

Parent Feedback Form

The Local Offer displays Carr Hill's good practice and brings together information for children and young people with Special Educational Needs and disabilities and their families. This Local Offer demonstrates that, as a School, we support all of our students and are inclusive in providing access and opportunity for Special Educational Needs and helping our Students to achieve their full potential.

Please contact Mrs Carol Keaskin – Senco, or Mr Waller – Head Teacher if you have any feedback, questions or concerns regarding this Local Offer.

ckeaskin@carrhill.lancs.sch.uk

We value any feedback from you that will help us improve and promote access and opportunities for Special Educational Needs.

You can also access Lancashire County Council's Local Offer at:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

or

www.lancashire.gov.uk/SEND

The SEND Local Offer will bring together information that is helpful to children and young people with special educational needs and disabilities and their families.

Staff in the council will also be able to provide details of the information contained within the SEND Local Offer to those without easy access to the internet. They can be contacted on 0300 123 6706.