



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School:

Hutton Church of England Grammar School

School Number: **07109**

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 accommodated in a number of buildings on the site and is spread over two/three floors. There is no lift access in the main teaching blocks. The school is not wheelchair accessible.
- Some of the classrooms have carpets and window blinds to improve the acoustic and visual environment. The dining hall, sports hall and main hall have poor acoustics.
- There are some accessible toilet facilities but no separate changing facilities.
- All school furniture is standard height. Some alternative seating e.g. stools with backs are provided for individual needs.
- There are no ancillary aids or assistive technology available in the school.
- All school policies are available from the school website or in print format on request from the school office. Personal requests for alternative formats are dealt with on an individual basis.

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

- Identification of SEN is usually through primary transition liaison. On entry in Year 7 all students are assessed using standardised reading and spelling tests and a review of numeracy competence is undertaken. All students complete the CATs (Cognitive Ability Tests). Students presenting with unusual profiles are then tested using WRAT4 and/or dyslexia screener.
- Classroom based support is delivered by a small team of Teaching Assistants.
- Literacy interventions begin in Year 7, and continue as required throughout Key Stage 3 and 4, with the aim of developing independence and enabling access to all areas of the curriculum.
- SEND training for all staff is provided throughout the year as part of the inset programme.
- A specialist teacher assesses students for access arrangements in accordance with the examination board guidelines. Appropriate arrangements are put in place on an individual basis to meet the needs of the identified students.
- Educational progress and outcomes for all students are shared with parents/carers on a regular timescale through assessments, a written report and parents' evening.
- The school provision map illustrates current support for individuals and groups of students. It is a working document and is therefore subject to changes as needs change.

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

- All statements and EHCPs are reviewed on an annual basis. These reviews are carried out in line with statutory guidance for reviews.
- Progress of other students with SEND support needs is monitored in line with school assessment procedures. Progress data is shared through two assessment reviews, a written report and parents' evening. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- The school is required to measure progress for all students using nationally agreed standards and criteria. The effectiveness of our provision is measured in the progress that individuals

and groups of students make over time.

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

- Where a risk assessment is required before transition in Year 7 a meeting will be held with all relevant parties before the student starts at the school.
- Parking on the school site is very limited. School buses leave from the site at 3:30.
- A number of lunchtime activities are organised by the SEND team.
- All school trips are processed through the "Evolve" system. Risk assessments are checked by the EVC. The EVC regularly updates staff regarding procedures for school trips.
- Students with SEND take part in PE lessons. A TA is available to assist at times.
- School has a clear, inclusive and comprehensive safeguarding policy.
- The school anti-bullying policy is available on the school website. A hard copy is available by request from the school office.

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

- A Care Plan is jointly prepared and agreed with parents/carers, the student, medical professional and a member of the school staff. Key staff are notified about Care Plans.
- Additional training for staff and/ or first aiders is arranged as required.
- The school does not have any health professionals or therapists in residence. Where a student has individual needs, and parent/carer's permission, appointments can be made to visit during the school day in accordance with school safeguarding protocols.
- The school nurse has a weekly 'drop in' session.

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

- All Year 6 pupils with a Year 7 place allocated at the school are invited to attend an induction day in June.
- Formal reporting of progress occurs at regular intervals. Additional contact is made if there are any areas of concern or reasons to celebrate.
- Feedback from parents is sought through response slips on written assessments and reports and questionnaires at parents evenings’.

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 are Form representatives on the School Council. This position is filled following an election by the Form. Students are asked to complete a questionnaire about school, their learning and their wellbeing on a regular basis.
- Elections for parent governors take place as required. All parents are welcome to join the PTA.

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

- The school website contains information, advice and guidance for pupils and parents. For those unable to access the internet the school office will answer queries and advise who to contact for further help.
- Impartial careers advice and guidance is available to students
- The school works closely with the Safer Travel Team.

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

- The school works with feeder Primary Schools, the wider Primary School catchment and Parent Partnership Officers from Year 5 through to arrival in Year 7 for identified pupils with additional needs.
- After the Open Evening in October, follow up meetings are offered, on a one to one basis with the SENCO, for students with additional needs.
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG).
- Students are supported in writing their post 16 application forms.
- YPS attend Year 9 transition reviews for SEND students. This contact is maintained through Year 11 and students and parents can request an interview/advice at any point.
- Transition for post 16 SEND students is a personally tailored programme to meet the individual needs of the student.
- For post 16 SEND students in the Sixth Form, additional support to assist with UCAS applications is provided.
- The Sixth Form organise a comprehensive programme of visits, conferences, taster days etc. to assist with transition planning for post 18.
- The school has a careers library which holds information on many universities and colleges as well as information about employment, apprenticeships and training opportunities.

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

- The school does not offer child care before or after school.
- The school offers a wide range of lunchtime clubs, free of charge and accessible by all students.
- There are a range of extra-curricular activities available to all students
- All clubs, activities and trips are available to all students, but may be subject to risk assessment.