

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Larches High School

School Number: 06141

Accessibility and Inclusion

- Larches High School is a pupil referral unit. The building is all on one level and all parts of the building are accessible
- Corridors are wide
- There is designated access parking space near to reception
- The auditory environment has good acoustics – the majority of the classrooms are carpeted and have window blinds and wall displays
- There are pupil and staff toilets with disabled access
- There is a lockable filing cabinet, a medicine cupboard and a fridge for medication
- Policies are available in a print format from the school and from the website which can be downloaded
- The school does not have any ancillary aids or assistive technology - pupils do have access to laptops

Teaching and Learning

- Pupils with SEN are usually identified on the mainstream schools' referral form or by Pupil Access prior to the Admission Meeting. All pupils are assessed during induction using standardised tests and subject assessments.
- The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/carers.
- After admission and induction, a decision will be made about the most suitable provision to meet individuals need.
- KS3 follow the national curriculum, KS4 pupils can choose alternative provision as part of their options, this will lead to vocational qualifications.
- Class sizes are up to 12 pupils – classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced teaching assistants. Intervention can take place before, during or after the school day.
- School will consult staff from a variety of external agencies to advise and support across the range of SEND.
- Teaching and non-teaching members of staff are engaged because of their experience and desire to work with SEMH pupils. Relevant training is identified at the start of the year and addressed at INSET and weekly staff meetings according to need.
- Previous schools, CAMHS, Educational Psychologists, Specialist Nurses and agencies are able to provide advice and strategies for teaching pupils with SEND and medical conditions.
- Updates are available to the staff daily at the round-up, regular emails and or face to face meetings.
- External training is available to support staff; much training and staff development is given in house – visiting experts are invited in to cascade their knowledge to staff.

- Within the school staff have a wide range of skills to deal with SEMH challenges as well as medical conditions however, the staff are not all SEN specialists.
- Larches works within the examination board guidelines to put into place Access Arrangements which are appropriate and meet the needs of the individual pupil.
- Individual teachers are responsible for making lessons accessible to all – by knowing the needs of their pupils.
- All off site provision is approved and risk assessed and where necessary staff accompany pupils.
- All pupils have a support plan that is regularly reviewed / updated.
- Teachers have a responsibility to read the Educational Psychologists and Shine reports and complete and review termly targets for all the pupils.
- Provision mapping is available for all pupils – individual needs and personalised timetables are detailed. Termly reviews are held for all pupils and any changes necessary are made then and provision is altered accordingly.
- Parents are invited to attend reviews for their on a termly basis.

Reviewing and Evaluating Outcomes

- All EHCP's are reviewed on an annual basis either at Larches School or the pupil's mainstream school. Pupils' targets are reviewed termly.
- Reviews are carried out in line with statutory guidance for reviews
- Advice is provided by the school, external agencies, the pupils and the parent/carer.
- Documentation is shared in advance and meetings are held at mutually agreed times. Summary advice is sent to the SEND. Pupils are always encouraged to participate in their reviews.
- The progress of all pupils is monitored half 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 through reports and regular contact is made by telephone and emails.
- The SENCo is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils made over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets. This is shared with the school's Committee and Local Authority officers.
- Pupils that require interventions will have an additional IEP which is reviewed termly

Keeping Children Safe

- The Headteacher will complete personalised individual risk assessments for all pupils.
- Information from the admissions meeting, the referral, the school and supporting documents are taken into account – safeguarding measures are put

in place with parental agreement. Details are also given to transport should a risk assessment be necessary before a taxi can be finalised

- Full risk assessments are attached electronically to the pupil's folder and attached to Behaviour Watch. It is subject to regular review and/or when the need changes. Should the pupil be part of a school trip – the risk assessment is referred to.
- There is a large clear area at the front of the school where pupils are dropped off and picked up.
- Pupils are released to adults subject to safeguarding procedures having been carried out.
- All pupils have access to a common room during unstructured times – a member of staff is always on duty there.
- All school trips are processed through the 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 specified additional requirements for SEN pupils.
- Policies are available on the school website and hard copies are available on request.
- Larches prides itself on its safeguarding procedures and is part of Operation Encompass.
- The safeguarding team meet weekly to discuss how to support our families and to share information from professionals.
- The safeguarding team consists of four Designated Senior Leads and two Family Support workers.

Health (including Emotional Health and Wellbeing)

- If medication is kept in school, it is kept under lock and key in the Behaviour Manager's office. For the safety of the community pupils are not allowed to carry medicines in school. Its administration is actioned by staff and is always recorded in the Medical Record Book.
- Medication is clearly labelled to identify the pupil it belongs to, names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/Health Care Plans.
- All medication is checked regularly for expiry dates and parents are contacted to replace if necessary.
- Pupils are encouraged to administer the medication themselves but it is overseen by a member of staff and only with the consent of parents.
- Where necessary a Health Care Plan is drawn up in conjunction between the parents, child and medical professional, held centrally in the school office and reviewed annually or if circumstances change.
- There is a school nurse who attends meetings if asked and can make referrals as and when they are needed.
- There are First Aid Boxes situated around school. There is also a portable first aid bags for taking on off-site visits.

- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Head teacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child onsite, with parental permission and subject to the school safeguarding protocols
- There are regular visits from the school nurse, CAMHS workers, and where appropriate consultants.
- The school has regular input from Shine Therapy (SALT / OT)
- Interventions are in place for identified pupils, Pupil Support Officers have undergone training in ELKLAN and ELSA to meet the needs of pupils.
- Pupils also have access to two Family Support Workers.
- One of the DSLs are identified as the designated Mental Health Champion.
- All staff act as mentors and role models for the pupils.

Communication with Parents

- The school website provides contact details of staff and telephone numbers for general enquiries.
- Each pupil has a form tutor who will introduce themselves to the parent/carer either by phone or via email. Key staff are introduced to pupil and parent when they are shown around the school after their admission meeting and during the induction period.
- Parents are invited to ring the school at any time – visits are encouraged but are by appointment – should a parent turn up unannounced all attempts will be made to speak with them.
- Parents are contacted regularly throughout the week about the daily progress/behaviour of their child. This is then recorded on Behaviour Watch.
- Reviews are regularly held – parent/carers are always invited to attend.
- If a parent/carer contacts the School requiring a Home Visit this will be facilitated by the Attendance Manager or one of the Family Support Workers.
- Reports are given to parents termly additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued in the regular phone contact made by staff.
- Parents are invited to parent afternoons every term.
- There is signposting to appropriate support outside of school.
- Parents are represented on the Management Committee.

Working Together

- KS4 pupils have a personalised curriculum with a choice of options chosen.
- The SLT have are accessible to staff and pupils.
- Staff spend break and lunchtimes with pupils as part of the school's social and emotional aspects of learning focus.

- All pupils have access to form tutors and TAs who provides individual support.
- There are two Family Support Worker available to support the families and who will assist with Early Help assessments and further support.
- Pupils are encouraged to make their views known in the reviews.
- All pupils have an opportunity to be represented on the student council.
- Staff appointments involve at pupil interviews of the candidates.
- Pupil Support Officers are available to support the pupils and offer personalised targeted interventions.

What Help and Support is available for the Family?

- The School has two Family Support Workers and an Attendance Manager who will do home visits and support families to complete forms and paperwork.
- They are able to complete Early Help assessments and refer to other agencies to increase the offer of support available to the families.
- Larches works closely with a multitude of agencies that can offer support at Level 2 through to Level 4 on the continuum of need.
- The SENCo will explain the SEN process.
- The school will make a referral to SENDIAS (Special Educational Needs and Disabilities Information Advice and Support Service) where appropriate.
- The school website clearly signposts where support can be found.
- The school employs a careers advisor to support the pupils.
- Impartial careers advice and guidance is delivered to the pupils.
- A wide range of external agencies and colleges are invited into school to assist with this delivery.
- All pupils receive one to one advice and guidance.
- Pupils are given support in completing application forms.
- Working in partnership with the LA Travel Unit we support information received by parents concerning travel plans. All pupils are provided with a bus pass and in certain circumstances a taxi unless they can walk to school.
- The school has a minibus that is used for school trips

Transition from Primary School and School Leavers

- Year 6 pupils in transition would not be taken at Larches – it is not a school for parental preference.
- Colleges attend and give presentations.
- All pupils are offered Careers Education and have PSHCE lessons every week.
- Appointments are made for pupils at local colleges and providers.
- The career advisor engage with SEND pupils prior to Transition Reviews and stay in contact through to leaving. Pupils and parents can request an interview at any point.
- KS3 are offered taster days in year 9 to prepare them for options. In some cases individual pupils may attend off-site provision to support their SEND need.

- All KS4 pupils are given the chance of work experience – should it fit in with their personalised learning plan.
- When pupils transition to a new school a member of staff supports the family at admissions meetings.
- A transition plan is agreed with the receiving school.
- The pupils is supported with visits to the new school.
- Relevant information is shared and once the pupil starts at the new school all school files are passed on.

Extra Curricular Activities

- The school does not offer child care before or after school.
- The school gym is open at break and lunch times for pupils as well as clubs.
- All activities and trips are available to all pupils but maybe subject to a risk assessment.
- The school has a common room for each Key Stage which is the friendly meeting area for pupils – all pupils encouraged to join in the socialising there.
- After school clubs are available for pupils to attend.