



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Haslingden High

School Number: 14109

School/Academy Name and Address	Haslingden High Broadway Haslingden BB4 4EY		Telephone Number	01706215726
			Website Address	Haslingdenhigh.com
Does the school specialise in meeting the needs of children with a particular type of SEND?	No	Yes	If yes, please give details: Haslingden High School values all of its students equally and acknowledges that each of them is entitled to a full range of educational experiences and opportunities regardless of intellectual or physical ability. The School will promote the individual potential of all its students whilst recognising that some may have special needs. Haslingden High School ensures that those students with statements of Special Educational Needs or an Educational Health Care Plan receive the provision identified in those documents and that those without statements/EHCP receive such support as the School considers necessary. In seeking to achieve these objectives, the School will have regard to the guiding principles and use the Code of Practice as a basis for organising SEND provision. <ul style="list-style-type: none"> • To enable learning wherever possible by actively promoting whole school approaches to special needs • To identify at the earliest opportunity students who need intervention at school level and those students who need provision from outside the normal curriculum • To develop a range of strategies and resources for meeting the needs of these students • To promote and enhance the self-esteem of students with special needs • To ensure, wherever possible, the curriculum entitlement of students with SEND, including access to the National Curriculum 	
		/		
What age range of students does the school cater for?	11-18 years			
Name and contact details of your	Sarah Duplain			

school's SENCO			
Name of Person/Job Title	Sarah Duplain SENCO		
Contact telephone number	01706 215726	Email	sduplain@haslingdenhigh.com

Please give the URL for the direct link to your school's Local Offer	http://www.haslingdenhigh.com/wp-content/uploads/2014/05/LO-HaslingdenHighSchool-14109.pdf		
Name	S.Duplain	Date	12/12/2017

Accessibility and Inclusion

Haslingden High School aims to promote high standards and academic achievement. The School is committed to a vision of ensuring equality of education and opportunity for people with disabilities, including students, staff, parents, carers, governors, contractors and all who have the use of the services provided by the school, or who may wish to do so in the future.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability, and to participate fully in the life of the school.

The achievements of students with disabilities will be monitored and we will continue to strive to raise standards and ensure there is inclusive teaching across the School. We will try to remove any and all attitudinal, physical or organisational barriers in the school, which may prevent any student from being included and achieving.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible, and to this end will consult with all users of the school including those with disabilities.

In developing and achieving our vision, we will actively support and deliver the six elements of the general duty:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive approach
- Encouraging participation
- Taking steps to meet the needs of people with disabilities, even if this requires more favourable treatment.

The Governing Body of Haslingden High School takes full responsibility for the Disability Equality Scheme and its effectiveness, and in so doing delegates the day-to-day implementation of the DES to the head teacher.

At Haslingden High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1. Introduction

The Equality Act of 2010 replaced the Disability Discrimination Act of 1995 and covers education in section 6. Haslingden High School has 3 key duties towards disabled students:-

- To avoid treating disabled students less favourably for any reason related to their disability
- To make reasonable adjustments for disabled students, so they are not at a substantial disadvantage
- To draw up plans to show how, over time, we will increase access to education for disabled students

This policy sets out the School's proposals to increase access to education for disabled students.

2. What defines 'reasonable' adjustments?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staff arrangements or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided

3. Statement of intent

Haslingden High School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy every three years.

4. Haslingden High School Ethos

Our purposes include:

- Being sensitive to the needs of every child
- Reducing barriers to learning in every area of school life
- Ensuring the curriculum is accessible to every student
- Keeping equality of opportunity enshrined in our practice
- Adhering to the principles of the 'Every Child Matters' agenda

6. Identifying the needs of students

All children with additional needs are recorded annually on the SEND document, details of which are submitted to all staff. Parents, carers and teachers collaborate to provide for the needs of individual students, as outlined in student profiles. The process is managed by the SENCO in conjunction with the deputies and headteacher. The families and designated professionals also play an important part in ensuring that students' individual needs are catered for.

Parents or carers of children with disabilities or additional needs are expected to notify the school of these at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.

As part of the admission process, primary schools notify Haslingden High School of any known additional needs of their students who are in the transition process. The SENCO meets with parents who wish to discuss further the accessibility of the curriculum to ensure that reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification.

It is possible that during a student's education, he or she may become disabled; his or her additional needs may first be identified or they may become more serious. Regular communication between parents and staff is vital in or to ensure that the student's participation in school is maximised. If, for any reason, Haslingden High School can no longer provide an environment suitable for the student to participate and thrive, parents will be consulted and, where appropriate, the move of the student to another educational establishment will be requested.

7. Promoting equality of opportunity between people with disabilities and other people.

The school currently has in place the following to ensure equality of opportunity for:

Students with disabilities:

- Appropriate curriculum for all students with disabilities
- Close liaison between subject, pastoral teams and the Learning Support Faculty, to ensure fair curriculum access
- Encouragement of students with disabilities to participate in extra-curricular activities with LSF support where appropriate

8. School Development Planning priorities:-

- a) Increasing the extent to which students with additional needs participate in the school curriculum:
- Short, medium and long term planning to meet the needs of every child
 - Continued collaboration with external agencies
 - Raised whole school awareness with staff regarding SEND issues
 - Support and commitment of all staff
 - Peer support
 - High expectations
 - Shared good practice
 - Full access to the school curriculum and to extracurricular activities
 - Progressive use of ICT
- b) Improving the physical environment of the school to increase the extent to which disabled students can take advantage of educational and associated services
- Ensure suitable and sufficient access and progress
 - Consulting with experts on the best use of resources and funding
- c) Improving the delivery of the curriculum to disabled students/students with additional needs
- A wide variety of strategies and support material will be used, including timetables, key word lists, support materials, visual timetables, writing frames, lesson notes, differentiated tasks or outcomes, enlarged print, laptops, mentoring, special exam arrangements (internal & external)
- At all times, Haslingden High School will take full account of:
- Specific impairments
 - Student and parental views
 - Advice from teachers
 - Advice from other designated professionals

The school will maintain an Accessibility Plan to ensure that current and future planning requirements are addressed. The plan will be reviewed on a regular basis within the LSF.

Teaching and Learning

What the school provides

Students become known to the Learning Support Faculty (LSF) on entry to the school and throughout their school life. The SEND document is regularly updated to inform staff of the individual needs of a student and recommendations to meet that student's needs within the classroom.

At present, LSF is staffed by the SENCO, and a number of Teaching Assistants (TAs) with a variety of skills and expertise. Teachers assistant support offered is 'shared support', promoting independent learning of students.

The Learning Support Faculty offers a range of extra-curricular support to help any student who we feel would benefit from the classes/sessions and these are all highlighted on the school's SEND provision map.

Exam access is available to students who meet the criteria. The majority of students who are entitled to exam access complete their exams within the LSF with TA support available. Exam access includes: extra time, modified papers, word processing, prompts, scribes and readers.

Reviewing and Evaluating Outcomes

Parents/carers with children with Statements of Education Need, or Health and Care Plans are invited to school to review their child's progress and provision with Haslingden High School.

Student's parents who hold a Haslingden High School support plan are invited to school at least twice a year to review their child's progress and provision. Parents are welcome to phone, email or make an appointment to discuss their child's progress at any time.

Staff in the Learning Support Faculty work hard to ensure that students with special educational needs fulfil their potential. Our experienced, well-qualified staff are able to carry out diagnostic testing and analyse the results to produce teaching programmes to support the SEND students in order to address academic, social and behavioural needs. Our monitoring and record-keeping procedures are organised and we track SEND students' progress. The LSF informs and supports subject teachers in adapting their lessons as necessary to accommodate the needs of individual students. Staff are also advised about the needs of SEND students through a regularly updated SEND document. Close liaison with SEND senior management, curriculum leaders, pastoral leaders, educational psychologists and other educational establishments ensures the continuity of provision.

Keeping Children Safe

There are a number of steps that staff at Haslingden High School take to ensure that school is a safe and supportive environment for our SEND students. Communication between home and school is critical to the safety and well-being of our SEND students and medical care plans are put in place when required. Policies are regularly assessed and are available to parents through the school website.

For physically disabled students there is a parking area close to the secure designated entrance/exit of the Learning Support Faculty that allows the drop off and pick up of students safely.

Risk assessments for outside of school activities are completed through the EVOLVE system and relevant risk assessments are attached indicating SEND with all relevant paperwork completed by parents.

Health (including Emotional Health and Wellbeing)

What the school provides

Haslingden High School has developed policies on managing medicines and has put in place effective management systems to support individual students with medical needs.

Students with medical needs have the same rights of admission as other students. Most of our students with medical needs are able to attend school regularly and can take part in normal activities, sometimes with some support. However, staff may need to take extra care in supervising some activities to make sure these students and others are not put at risk. All staff have access to medical information of all students who have been identified as having medical needs.

Haslingden High School strategically plans the transition of students with medical needs so that they can access the school premises and the curriculum to ensure accessibility. Prescription medicines are all kept in the school office and are managed and supervised by the office staff. The school has a robust system of record keeping so that medicines are stored, managed and administered safely with written agreement from parents.

Some students who have more complex health needs that require more support have individual medical care plans. First Aid staff have regular training to keep up-to-date with any new procedures in place.

Haslingden High School has limited access to various health and therapy specialists.

Communication with Parents

We fully recognise the importance of close liaison between school and home in effectively providing support for a child's education.

Parents are able to access a 'who's who' guide from the school website and can communicate with key staff through email, via the student or by phone.

Parents receive a termly whole school report on their child's academic achievement and the progress they are making. An annual parents' evening for each year group also allows parents to discuss their child's progress with individual subject teachers. Additionally, our Review Day allows parents to meet with their child's form tutor to discuss the progress that they are making. Parents are welcome to contact the school at any time via email, phone and letter or in person.

An annual Statement/Educational Health Care Plan review meeting allows parents and students to discuss the student's progress and to review the existing interventions that are in place. This is also available at the termly drop in's.

Parents of students who hold a Haslingden High School support plan are invited twice a year to discuss the student's individual progress and review the existing interventions.

Haslingden High School holds an annual open evening for prospective students to visit our school and also meet our staff.

Working Together

Haslingden High School actively seeks the views of students via a range of student voice activities including questionnaires. Student Council and Year Council promote and encourage the involvement of students in organising school activities. They also encourage students to communicate their opinions on a range of issues that concerns students and on which the school wishes to be consulted.

Parents are able to provide school feedback through email, phone and letter or in person. Review Day and EHCP meeting allow parents and students to complete a parent/student feedback form.

At Haslingden High School, parents are welcome to be part of the Parent Teacher and Friends Association that encourages closer links between home and school.

Whilst it is not a statutory requirement, there is a 'link governor' for the Learning Support Faculty. She has a good working knowledge of the requirements for SEND and meets regularly with the SENCO.

What Help and Support is available for the Family?

Haslingden High School recognises the positive impact of involving parents in their child's education. For parents who may need support, a Young People's Service adviser is available to help with the completion of forms and paperwork. Parents can access this support through either the Learning Support Faculty or the Pastoral Team. The staff at Haslingden High School will help parents with any difficulties they may be experiencing.

The Learning Support Faculty works closely with the Parent Partnership which is a confidential and impartial service that supports families who have children with additional needs. Children do not need to have a need or a medical diagnosis of disability to access this service. Parent Partnership services are designed to ensure that parents and carers of children with additional needs have access to information, advice and guidance on SEND matters to allow them to make informed choices about their child's education.

A careers advisor also works closely with students during transition from Year 11 to Year 12. They give guidance to students and work closely with Sixth Form providers

Transition from Primary School and School Leavers

A range of practices are employed by Haslingden High School to support students from year 6 to year 7 making sure they feel prepared on entry. Transition begins in the September prior to year of entry, when potential students attend an Open Evening with parents/carers to introduce them to the school and the staff, before the application process begins. Parents with children who have additional needs can arrange extra visits to speak to the SENCO to help them to prepare by addressing any worries, and providing information about both the transition process and the available provision at secondary school.

Contact is made by SENCO, to the feeder primary schools in order to meet the students and find out key information from the SENCO and classroom teacher. The SENCO is also willing to attend reviews for year 6 students who hold a Statement of Educational Need or EHC Plan.

Year 6 visit days allow students to visit the Haslingden High and experience a day within the school setting with their peers. Learning Support offers an added half day for SEND students who are invited from primary school. Parents of SEND students are welcome to phone the SENCO at any time to arrange extra visits to help with transition.

One of our main aims is to ensure that students in year 11 are able to progress at 16 to suitable education, training or employment with many of our year 11 students with additional needs being mentored throughout year 11. The Young People's Service works with students and parents who hold a Statement of Special Educational or EHC need to help with the co-ordination of services and programmes for key transitions.

Extra Curricular Activities

Haslingden High School recognises the benefits of extracurricular activities that are conceptualised and implemented in ways that allow all students to actively participate. We encourage students to become involved with a wide range of these activities, allowing students to find a group that is meaningful to them. These include before and after school activities and residential trips

The benefits of our extra curriculum activities include:

- Learning time management and prioritising
- Getting involved in diverse interests
- Learning about long-term commitments
- Making a contribution
- Raising self esteem
- Building solid relationships skills

The Learning Support Faculty offers homework club which allows students to work in a supportive environment out of school hours. Familiarity with the TAs is a positive benefit and students are in an environment where they feel safe and relaxed. The TAs have knowledge and experience to guide the students with their homework and it is also a way of helping students to settle in easing the transition process.