



SEN and Disability

Local Offer:

All age Special Schools Template

Name of School: Wennington Hall School

School Number: 00131

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|--|--|-----|--------------------------------------|---------------------------------|
| School/Academy Name and Address | Wennington Hall School Lodge Lane Wennington Lancaster LA2 7ET | | Telephone Number | 015242 21333 |
| | | | Website Address | www.wenningtonhall.lancs.sch.uk |
| Does the school specialise in meeting the needs of children with particular type of SEN? | No | Yes | If yes, please give details: SEMH | |
| | | x | | |
| What age range of pupils does the school cater for? | 11 – 16 years | | | |
| Name of contact details of your school's SENCO | Mr Colin Tomlinson | | | |

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

| | | | |
|--------------------------|---|-------|---|
| Name of Person/Job Title | Mr Colin Tomlinson Acting Deputy Headteacher | | |
| Contact telephone number | 015242 21333 | Email | c.tomlinson@wenningtonhall.lancs.sch.uk |

Promoting good Practice and Successes

The Local Offer will give your school the opportunity to showcase and good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

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|--|---------------------------------|------|----------|
| Please give the URL for the direct link to your school's Local Offer | www.wenningtonhall.lancs.sch.uk | | |
| Name | Mr Colin Tomlinson | Date | 19/03/21 |

Please return the completed form by email to:

IDS.SENDReforms@lancashire.gov.uk

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 (e.g.; ancillary aids or assistive technology?)

What the school provides:

- The school has limited accessibility to wheelchair users due to the listed building status. The Sports Hall block and Vocational facilities are fully accessible.
- Car parking is available close to all main buildings including disabled parking close to the main school entrance.
- There are standard toilet facilities in all buildings for both adults and pupils with disabled facilities within the Vocational buildings and Sports Hall block.
- Changing facilities are available in the main building. Disabled changing facilities are available in the Sports Hall block.
- Displays featuring pupil's achievements and progress are evident throughout the school with explanation and information including the main front entrance to school.
- All statutory policies and guidance are in place closely following Lancashire County Council models occasionally modified to suit the specific school circumstances. These policies are available on the school website or from the main school office.
- Communication is provided in a clear and concise written format. ParentApp, email and direct verbal communication is also used where appropriate.
- Equipment throughout school is age appropriate with adjustable equipment in specialist areas including D & T and Art. Resources compliant with learning needs.

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 "offsite 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:

- All pupils have an Education and Health Care Plan (EHCP).

- An annual review process takes place to review the document and progress made with parents and carers. Any recommendations are then forwarded to the SEND Officer.
- Outcomes within the EHCP inform the Individual Education and Health Care Plan (IECP) which generates specific targets, on a termly basis, to support the personalised learning approach.
- Staff are well supported in CPD and have frequent opportunities to access appropriate training and development options either 'in house' or through external providers.
- All staff undertake regular training and professional development to enhance, develop and update the skills and knowledge of SEN, subject specialisms and other aspects of school e.g. safeguarding, behaviour management and team teach training.
- We have a high staff to pupil ratio together with Teaching Assistants supporting each class.
- A 'secondary school model' is followed with a relevant and appropriate curriculum which is reviewed regularly to ensure it meets the needs of pupils and meets statutory requirements. Further information is available on the school website.
- All staff have extended knowledge and experience of SEMH.
- Core subjects are delivered to all year groups together with a mixture of Humanities, Vocational, Careers and creative subjects. Work is differentiated to meet individual need.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements of 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 Disability?

What the school provides:

- Life skills, communication and working towards independence are an inherent element in both the formal and informal curriculum.
- Formative assessment is an ongoing process which informs planning and feeds into the summative assessment process.
- Termly report cards including flight paths and shared with parents together with additional information within the Annual Review.
- IECP's are monitored throughout each term within Tutor team meetings. The targets are reviewed, evaluated with new targets generated.
- Pupils have access to interventions throughout the school. The Star Reader intervention scheme supports pupils to make progress in their reading. Pastoral and councillor interventions are also utilised.

- All subjects are accredited using nationally recognised boards and bodies with access arrangements in place where necessary.

Keeping Children Safe

- 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:

- The school has in place all satisfactory risk assessments based on LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual pupils, educational visits and activities on site. They are the ultimate responsibility of the Headteacher or the Educational Visits Co-ordinator and follow advice taken from the Health and Safety support officer, staff, parents/carers wherever appropriate. They are reviewed within appropriate timescales.
- Pupils are transported in school vehicles with clear pick up times and drop off times. Members of staff meet, greet and direct pupils to tutor groups or class.
- A range of supervised activities are provided at break and lunchtimes.
- Policies, guidance and procedures relating to Safeguarding, behaviour policies, positive handling are available via the school website.
- Pupils can access the pastoral team if they require support for personal, educational or social issues.

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 school provides:

- The Head of Care has overall responsibility for the administration and management of medication. All medication is kept in a locked cupboard/cabinet within a locked room. The medication policy is available via the school website.

- A number of key staff have undertaken training to enable them to administer medication.
- Residential pupil's medical needs are facilitated by their keyworker utilising local medical facilities.
- In an emergency school staff would refer to the care plan. A member of staff would take or accompany the pupil in an ambulance and remain with them until a parent/carer arrived.
- Regular training is undertaken to support particular needs of pupils.
- A number of staff have Team Teach Instructor qualifications and deliver regular training in Physical Intervention.
- Various services including the school nurse, CAMHS, Speech and language Therapy, Educational Psychologist and Occupational Therapy if a pupils' EHCP states this need. The school works closely with all agencies to ensure consistency.
- Pupils can also access the school Counsellor.

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 (e.g. 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:

- The school staffing structure is available via the school website or within the school Prospectus.
- Each pupil has a key worker. Parents are regularly contacted using a range of media. The contact is recorded on IRIS.
- Parents and Carers are welcome into school. Appointments are made for specific meetings.
- School seeks parents' views and feedback anecdotally, through annual questionnaires, annual review, parents advices and signposted to the Ofsted parent view website.
- All pupils and their families prior to admission are encouraged to have a 'Without Prejudice Visit' to the school in order to gain information.
- Parents are informed of progress at the Annual Review, sharing of the IECP and termly reports. More informal up dates are regularly provided by keyworker, form tutor or teacher.

Working Together

- What opportunities do you offer for children to have their say? E.g. school council.

- 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:

- The Boys Council has representation from each class group voted for by pupils within the class. Additional residential representatives are selected in a similar way.
- Pupils actively participate in their Annual Review by completing the advice form and giving input within the meeting.
- Pupils meet with their keyworker and form tutor on a regular basis. This provides an opportunity for pupils to discuss progress, targets and any needs or issues which may arise.
- Parents are consulted at annual reviews, Open Day and using a range of media.
- The school works very closely with all other partners and professionals from across all agencies linked to SEN, Health, Social Care, Police, voluntary organisations etc. in order to support each individual pupils as required.
- Home School agreements are in place together with ICT agreements regarding technology.
- Pupil access a careers programme from Year 8 which is designed to ensure all Gatsby Benchmarks are met.

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 most appropriate keyworkers or admin support staff will support families to complete paperwork or direct it to the most appropriate person to help and assist. Parents are made aware that this is available to them
- An identified member of staff and the Transition Officer have responsibility for transition arrangements at key points in school.
- Children and Family Wellbeing Service has statutory responsibility to support pupils and families of young people with SEN at key points of transition.
- The Keyworker and Transport Manager make arrangements with parents/carers to transport their child to and from school.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- 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 advise/support do you offer young people and their parents about higher education, employment, independent living and participation?

What the school provides:

- When a pupil placement is offered a transitional process is undertaken in the summer term. Class teacher and the SENCO will visit the pupil in their existing school and in the home environment.
- Taster days are offered to enable pupils to become more familiar with the school surroundings. For some young people a more personalised approach may be required and arranged in consultation with parents/carers.
- Pupils are supported with college applications and carer pathways both in careers lessons and with the Transition Officer.
- Taster sessions at Lancaster and Morecambe College are provided over a six week period for both year 10 and year 11 pupils. These include Hospitality, Joinery, Plastering and Welding and Fabrication.
- Information, advice and guidance opportunities take place at key points throughout the year including annual review and keyworker sessions.
- Excellent links exist with a number of colleges who also attend annual reviews.

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 offers a breakfast club every morning for pupils.
- Each class group has a timetabled session within the Forest classroom where team building and field craft are developed.
- Activities are offered at break and lunchtimes including social games within the Library, football, trampolining, table tennis, pedal karts, scooters and bikes are available during dry weather.
- An annual French tip is offered to pupils. Contributions to this activity are requested.
- Cultural visits including the theatre, art galleries and museums are regularly offered.
- Pupils are encouraged to enrol on the Duke of Edinburgh award. Expeditions are planned and undertaken by pupils.

- All activities and trips reflect the ethos of the school and are inclusive by nature or alternative opportunities are provided to offer an equivalent experience.
- The school is committed to developing positive peer relationships and helping pupils to make and sustain friendships. Staff support this development through daily guidance and advice and in class support. Opportunities are provided in the pastoral office or library to help build and develop social communication/skills and emotional wellbeing.