



## **SEN and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

**Name Of School – Burnley High School**

**School Number - 141028**

<b>School/Academy Name and Address</b>	<b>Padiham Road, Byron Street, Burnley, Lancashire BB12 6NX</b>		<b>Telephone Number</b>	<b>01282 681950</b>
			<b>Website Address</b>	<b>www.burnleyhighschool.co.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>			
<b>What age range of students does the school cater for?</b>	<b>11-16</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Amy Boardwell – 01282 681950 aboardwell@burnleyhigh.com</b>			

<b>Name of Person/Job Title</b>	<b>Amy Boardwell – SENCO and Teacher of MFL</b>		
<b>Contact telephone number</b>	<b>01282 681950</b>	<b>Email</b>	<b>aboardwell@burnleyhigh.com</b>

<b>Please give the URL for the direct link to your school's Local Offer</b>			
<b>Name</b>	<b>A.Boardwell</b>	<b>Date</b>	<b>1<sup>st</sup> May 2020</b>

## Accessibility and Inclusion

### What the school provides:

- Burnley High School is a main stream high school which opened its new building on the previous Habergham site at Easter of 2017. It was built to accommodate 600 students, the current number of students is 570.
- The main building is spread over three floors. All parts of the building are accessible and a lift is available for those with physical needs.
- There are 3 main staircases in total with an additional central stairway from the atrium to the library. The school's stairwells have evacuation chairs on the top landing of all 3 stairwells.
- The reception area benefits from door sensors to make the front of the building accessible with a lowered counter in reception for wheelchair access. In order to safeguard our students Burnley High School is only accessible with the use of a swipe card. Access to the outdoor environment is also swipe card protected.
- There are 2 designated accessible parking spaces near the front entrance. Any emergency vehicles have easy access to the front of the building.
- Our sport facilities and equipment are fully accessible and include an Indoor Sports Hall, Two Multi-Use Games Areas, Small gym, extensive field area and disabled toilet with shower.
- At break and lunchtimes prefects and staff supervise the circulation and movement of students both in and out of the buildings.
- There are student and staff toilets with disabled access on all floors, and a medical room with hand washing facilities, a chair, and lockable storage area in the main building. The school has a shower and change facility found on the ground floor which is accessible for identified students.
- Policies are available in a print format from our school reception and from the website. All policies can be downloaded and adapted as necessary.
- Burnley High School has a Twitter account which provides recent and relevant information for students and parents to access.
- Burnley High School has some height adjustable tables and adjustable height chairs.
- At Burnley High School the window glass is solar control glass, which blocks up to 63% of solar heat by reflecting it to the outside. Classrooms are carpeted and have window blinds.
- Burnley High School offers support at lunchtimes for our most vulnerable SEND students, including offering a classroom which is available for quiet time or social activities.
- There are Interactive Whiteboards in virtually every classroom and enlarged resources are made available for students with visual difficulties or impairments.
- Writing slopes and pen grips are available for students whose dyspraxia and/or poor motor skills makes it difficult to write neatly on a flat surface.
- Coloured overlays and reading rulers are available for use in lessons and with homework.

## Teaching and Learning:

### What the school provides:

- Students with SEND are identified through the intensive Year 6/7 transition and liaison with primary schools.
- Quality first teaching and differentiation for individual students is the responsibility of the classroom teacher. Individual teachers are responsible for making lessons accessible for all. They liaise with SENCO on differentiation and have in house training on this.
- As part of the whole school programme CPD is on-going for teaching staff and learning support assistants on relevant SEND issues and additional needs.
- 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 and learning support assistants trained in specific subjects. Intervention can take place before, during or after the school day. Differentiated resources are used when necessary. Opportunities for external teaching and learning intervention and practice are made available through other online programs, for example, Maths Watch and Literacy Planet.
- To assist students with visual difficulties enlarged reading/text books are available through RNIB and the use of iPads/laptops as appropriate. Different coloured printed resources are tailored to meet the needs of students.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties.
- Burnley High School will consult professionals from a variety of external agencies to gather advice and support across the range of SEND where necessary and required.
- Curriculum adjustments are made at KS4 for identified students – Alternate Provision.
- Attendance, progress, behaviour and engagement is monitored and reported regularly, ensuring the quality of the provision and students safeguarding is paramount and effective. Educational progress is shared with parents through the whole school reporting system and Parents Evenings.
- Updates are made available to staff, by the SENCO via weekly morning briefings, face to face meetings, and liaison with subject leaders. Student passports for all students with SEND are available for staff on SIMS and through the Staff Drive. These are updated regularly.
- Burnley High School works within the examination board guidelines to put into place Access Arrangements which are appropriate and meet the needs of the individual student. Exam Access Arrangements must represent the students normal way of working within the center.

## Health (including Emotional Health and Wellbeing)

### What the school provides:

- Health (including emotional health and wellbeing) is important so that all students and staff are safe and can achieve.
- Burnley High School has recently been working alongside a Psychological Wellbeing Practitioner, funded by the Premier league for the next three years and has a member of CANW (Child Action North West) working on site.
- There are a number of named staff who are trained first aiders and we have an allocated school nurse who liaises with the school, attends TAF meetings and has appointments with students when required.
- Medications are routinely administered by a trained first aider. All medication is kept under lock and key in a cabinet in the first aid room. The locked cabinet is clearly labelled and only designated staff have access to the key. Medications in the cabinet are clearly labelled to identify the student 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 / Care Plan. All medication is checked regularly for expiry dates, and parents are contacted to replace it when necessary.
- For the safety of all the school community, students are not allowed to carry medicines in school
- Several members of staff are trained in the use of Emergency Evacuation Chairs and in moving and handling.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact a first aider if required. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have a school nurse or health professional on site. Any medical professional or service can make an appointment to visit a child on site, with parental permission and subject to the school's safeguarding protocols. There are regular visits from the school nurse, who has drop in sessions, Speech and Language services, ELCAS workers, and an educational psychologist.
- An Individual Health Care Plan may be drawn up in conjunction with the parents, child and medical professional for students with complex medical needs. A meeting will be called in school where the plan is agreed and signed by responsible staff.
- All staff are briefed regularly about students with medical needs. Additional training for staff or first aiders is arranged when required.
- We are a nut free school in order to protect our students, staff and wider community with life threatening allergies.

## Communication with Parents

### What the school provides:

- The Burnley High School website provides a full list of teaching staff and includes the telephone number and email address for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.
- At the Year 6 transition evening meeting for new students, key staff members are introduced to parents and students. The Head of Year 7 and SENCO visit all feeder schools during transition, gathering information and meeting students and some parents and carers. Details about the school are issued to the primary schools. During transition, identified SEND students are able to attend additional transition days. Upon being offered a place an information pack is sent to parents with all relevant and up to date information on the school.
- An official Open Day Event runs in the first term of each year where all parents of year 5 and year 6 students are welcome to come and visit the school environment.
- Additional contact is expected and routinely made if there is an area for concern or celebration.
- There is parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.
- Progress data and reports are shared with parents and carers twice a year.
- Updates are made to parents and carers on progress and outcomes through the whole school report, pastoral managers and where needed face-to-face meetings. Parents and carers are invited to contribute to all reviews of progress.
- Burnley High School has a Twitter account which provides recent and relevant information for students and parents to access.
- All school events are notified to parents and carers by letter and are available on the school website with reminders sent via Parent Mail. A termly newsletter highlights any upcoming dates. We hold many events in school to provide help, guidance and support to parents and carers and these will be highlighted to parents and carers where relevant.
- Where necessary and beneficial, our students are provided with a home/school diary which can be used by both the class team and parents and carers for written correspondence. This diary is used for day to day issues and comments. The form tutor checks the diary on arrival and will, if appropriate, make comments and pass on information at the end of the day to parents and carers.
- As a school we aim to ensure we are available to discuss issues and concerns with parents and carers as and when needs arise, however if a named person is not available a message will be taken and responded to as soon as possible. Parents and carers can make an appointment to see a member of staff if they feel a meeting is required. This will be diarised at a mutually convenient time.

## Working Together

### What the school provides:

- Burnley High School has an active Student Council where all tutor groups are represented. The Student Council chaired by the Head Student and supported by a pastoral member of staff who relays information to the Senior Leadership Team. Student Council reps meet each half term and information is fed back to students, staff and SLT.
- Our students and students have the opportunity to put their views forward using different mediums depending upon their learning needs and preferred communication styles.
- Year 11 students are promoted to Prefects and take on a wide range of jobs across school where appropriate.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- We acknowledge that our parents and carers come from diverse backgrounds within the local community and seek to ensure we use the most appropriate method of communication at all times.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to the school and parents' evening.
- There is a governor linked with SEND who reports to the full Governing Body. This ensures there is a regular, comprehensive review of provision. SENCO reports to Governors annually.
- Updates are made available to staff, by the SENCO, via staff briefings, daily emails or face to face meetings.
- External training is available to support the staff which they actively engage in.
- Pastoral Leaders work closely with the SEND team in supporting individual students – the SENCO attends pastoral meetings to discuss individual students.
- School works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student. Students can be assessed for extra time, reader, scribe, practical assistance, use of a laptop/tablet, rest breaks and/or read aloud.
- Teaching and non-teaching staff engage in either appraisal or Annual Professional performance management.
- We work with a series of external agencies to ensure our students get the support they need, for example the school regularly works with Educational Psychologists.
- Specialist medical professionals and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Where it is necessary, Burnley High School works closely with The Heights, Coal Clough Academy, Burnley College and other KS5 providers to help support identified students.
- There are a small number of students who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- Parents hold places on the Governing Body of the school. The Governing Body is regularly updated with information on all school partnerships with Social Care and Health. In addition, attendance,

safeguarding and out of school activities are also discussed. Regular Governor training is provided to keep everyone abreast of the latest educational trends and provision.

- The school works very closely with all other partners and professionals from across all agencies linked to Special Educational Needs and Disabilities (SEND) and the wider community in order to support certain vulnerable groups or individuals. School has close links with the police, East Lancashire Child and Adolescent Service (formerly known as CAMHS), Children and Adult Social Care and voluntary services (e.g. Action for ASD)
- As a school we are part of School Direct offering teacher training working in partnership with a range of Further Education providers.

## What Help and Support is available for the Family?

### What the school provides:

- At Burnley High School our FAMILY values run through everything we do. Together we provide all the support and encouragement you need to become a successful member of our aspirational family.
- Burnley High School regularly works with the Acorn Psychology Service on case work and SEND strategy.
- A range of professionals are able to provide advice and strategies for teaching students with SEND and medical conditions, this may also include advice to families.
- Careers advice and guidance is delivered to all students. A wide range of external agencies and KS5 providers are invited into school to assist in this delivery. Vulnerable and SEND students receive additional one-to-one advice and guidance as required. Students are given support in completing application forms and writing their CV.
- Burnley High School also has a school nurse who liaises with the Pastoral team to arrange appointments with students when required, the nurse will also attend TAF meetings if required.
- There is no official school bus service but there are conveniently located bus stops adjacent to the school site.
- The pastoral team at Burnley High School proactively engage with parents and carers in conversations about attendance, behaviour or safeguarding concerns.
- SEND students will have a Transition Plan written at their Year 9 review and this details support and strategies that will be put in place to provide family and the young person with the skills and abilities to make informed choices at 16 and beyond. This document is reviewed annually.
- The SENCO and Headteacher within school have the knowledge and skills to discuss SEND with parents and carers and can advise on issues as they arise. If staff feel further specialised advice is required, then they will signpost parents and support in the process of referral.



## Transition from Primary School and School Leavers

### What the school provides:

- SENCO/Head of Year 7 arranges meetings with parents and students with SEND, usually in the Summer Term of Year 6.
- Transition visits start in the Summer Term; SEND students are usually offered two extra days of activities in School on top of normal transition days, where all year 6 students are invited to take part in a wide range of activities in order to make them familiar with the site and key staff.
- Individuals and small groups of students are given increasing access to the school via pre-arranged visits.
- A transition evening is held in the first term of Year 7 for students and parents and carers.
- Burnley High School works in partnership with feeder primary schools and post 16 providers to ensure a smooth transition between phases.
- The school holds an open day each year where parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCO, following the open day event.
- KS5 providers attend Parents Evenings from Year 9 onwards to inform students, parents and carers about pathways post Year 11.
- Subject departments engage with universities and schools for subject specialist information, Burnley High school also participates in visits to colleges and universities.
- Burnley High School has a dedicated careers section in the library which holds information on many universities and information about employment and training opportunities.
- The school actively promotes and runs the Duke of Edinburgh Award.
- Young people are encouraged to participate in uniformed service organisations E.g. Police Cadets, Army Cadets, Air Cadets and Sea Cadets.

## Extra Curricular Activities

### What the school provides:

- Burnley High School offers a VIP club at break time and lunch time which is open to students who are struggling with friendships or who are more vulnerable.
- There is a range of extra-curricular activities available to all students, the activities include, sport, music and drama. The timetable is regularly updated on the basis of student voice.
- All clubs, trips and activities are fully inclusive, but it may be appropriate to complete a risk assessment.
- Burnley High School operates a Prefect system, where older students offer guidance, help and friendship support to younger students.

- SEND students may be chosen to attend intervention for one of the following areas: additional literacy/numeracy and social skills, and/or paired reading.

## Keeping Children Safe

### What the school provides:

- Burnley High School's safeguarding policy is clear, it is inclusive and comprehensive.
- Students with significant additional needs can be dropped off and picked up in an area at the front of school by a responsible adult, if this is deemed necessary. Parking around the school site and local area is very limited so arrangements are made clear to parents and students.
- The school site is risk assessed annually by the site manager.
- If appropriate, a full risk assessment is made and stored within the student passport or shared with staff through a briefing. This is subject to regular review and/or when need changes.
- VIP club provides a safe-haven and supervised support for students at break and lunchtimes.
- All school trips are processed through "evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff. A first aid trained member of staff will be present on all school trips where a risk has been identified.
- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.
- Students with significant hearing, visual or physical impairments have a Personal Emergency Evacuation Plan which is reviewed annually in consultation with parents and carers.

## Reviewing and Evaluating Outcomes

### What the school provides:

- The SENCO is available to discuss individual students usually by appointment, to ensure privacy and confidentiality, but also at Parents Evenings.
- The effectiveness of the school's provision is measured in the progress that individuals and groups of students make 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.
- All EHCPs are reviewed on an annual basis. Reviews are carried out in line with statutory guidance. Advice is provided by the school, external agencies, the student and the parent/carer. Documentation

is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parents and carers and school. All reviews are 'Student-Centred'.

- Additional reviews can be called at any time during the year.
- Progress of all students with SEND support is monitored termly by the SENCO in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Parents and carers are encouraged to meet with the SENCO during parents' evenings, where provision is discussed and reviewed for students with SEND but without an EHCP.
- Progress data is shared with parents twice a year, in written format as well as face to face at parent's evenings.
- Burnley High School is committed to working in partnership with all parents.
- Line management meetings are held fortnightly to discuss issues arising and to quality assure the implementation of whole school and SEND policy.