

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Broadfield Special Sen

School Number: 11131

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own students' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

School Name and Address	Broadfield Specialist School		Telephone Number	01254 381782
	Fielding Lane Oswaldtwistle Accrington BB5 3BE		Website Address	www.broadfield.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Generic Learning Difficulties including: <ul style="list-style-type: none"> • ASD (including high functioning autism) • SL&CN • PD • PMLD • MLD • VI / HI • SEMH 	
		yes		
What age range of students does the school cater for?	11 = 19 years			

Name and contact details of your school's SENCO	Angela Wade - Headteacher
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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	Diane Heap – Office Manager		
Contact telephone number	01254 381782	Email	Diane-heap@broadfield.lancs.sch.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any 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.

Please give the URL for the direct link to your school's Local Offer	www.broadfield.lancs.sch.uk		
Name	Angela Wade	Date	15/01/2018

Please return the completed form by email to:
IDSS.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 information is 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 building is fully accessible**
- **The building is wheelchair accessible with disabled parking near to the main entrance**
- **The environment is enhanced to provide visual clarity EG: blue door handles on white external doors, yellow lines on steps**
- **There are accessible toilet and changing facilities with hoists / three fully disabled toilets and four changing rooms with hoists, including a fully disabled accessible shower**
- **The school has a 'closomat' toilet**
- **Constantly improving grounds to give more opportunities to those young people using wheelchairs EG: a second sensory garden has been built using some school funding and money raised by Broadfield FRIENDS Association**
- **School information is accessible through:**
 - **School website and social media**
 - **Parental Liaison Officer (support parents & families including those with additional needs)**
 - **Bi Lingual Staff (support for parents & families whose first language is not English)**
 - **BSL / Makaton signing staff**
 - **Brochure**
 - **Texting service**
 - **Individual access to information e.g. letters presented on coloured paper, texting parents who are HI**
- **School is a total communication environment**
- **School uses Makaton, BSL, Picture Exchange Communication, Voice Output Apps. Communication systems on ipads, Big Macks, Talking Tins, Makaton symbols, Communication in Print symbols**
- **Rise & Fall furniture, sinks, tables, Neater Eater, Rebound Therapy, Hydro Therapy at a nearby location, wheelchair accessible minibus, wheelchair accessible car, Speech Therapy, Physiotherapy, Occupational Therapy**
- **Boxall Profiling, Sensory Profiling**
- **HI / VI**

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 student 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 students or groups with similar needs and the resources allocated to meet those needs?

What the school provides:

- All our students have an Education Health and Care Plan (EHCP) or a Statement of Special Educational Needs
- Pupil Premium Grant (PPG) is used to provide a variety of additional supports for students – please see website
- Students are base lined & assessed using: B Squared (P levels to GCSE), SCERTS, The Sensory Curriculum, Boxall Profiling
- Student progress is monitored using all of the above, CASPA, various accreditation routes and qualifications
- Provision Mapping defines appropriate support from Teaching Assistants, Personalised Learning opportunities, therapies, access to the curriculum
- Students follow the National Curriculum but follow an *Individual Learning & Next Steps Plan*. Some students follow the Sensory curriculum
- Staff have specialist qualifications (some to Masters Level) in ASD, SEMH, PMLD, BSL, Team Teach Behaviour Management, Moving & Handling, Sensory Profiling, Boxall Profiling, Sensory Integration, Makaton, Counselling; these staff provide in-house annual training / and training as a need arises
- Middle Leaders support specific student groups, e.g. Talented, Able & Gifted, Behaviours, Children Looked After
- The SLT are experienced SEN teachers who provide in house training
- Staff regularly attend LCC and external training
- Annual Staff Development Review, Support Staff Appraisal & Teacher Appraisal identify training needs
- JCQ rules are followed in examinations giving reasonable adjustments such as extra time, large font papers, scribes, readers
- All lessons are differentiated to accommodate a variety of learning needs and styles
- Educational progress is shared via: Annual Review, Key Stage Achievement Days, *Individual Learning & Next Steps Plan*, annual curriculum report

- **Individual Learning Journey tracks students over this school placement**
- **iPads used to record student achievements and shared during Annual Reviews**
- **College Placements, Work Experience Placements, LINKS to mainstream schools, placements with training providers**
- **Students going off site are supported by our school staff when required**
- **We offer varied and extensive work experience opportunities in KS4 & KS5**
- **School Provision Mapping outlines basic and enhanced provision**
- **We have developed Provision Maps for those young people with additional needs**
- **Extensive provision of offsite learning to meet student need, e.g. mainstream links, Life and Living, Residential opportunities, Educational Visits – scrutinised, monitored and evaluated by EVOLVE**

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 students have either an EHCP or a statement of SEND**
- **Annual Reviews are predicted at the start of the academic year**
- **Children Looked After have their CLA review at the same time as their Annual Review if timescales permit**
- **School hosts TAC, TAF, CP, CIN meetings regularly**
- **School has a dedicated Safeguarding Officer**
- **Assessment of provision is done through:**
 - **Individual termly assessment of progress & next steps**
 - **Annual National Curriculum reports to parents**
 - **Annual assessment of progress & next steps**
 - **Subject Leader data tracking & analysis, monitoring and evaluation of subject provision**
 - **SLT analysis of whole school data & progress over key stages**
 - **Appraisal cycle for all staff**
 - **SLT Self – evaluation and Strategic Planning**
- **Annual review of the curriculum and accreditation routes for our young people**
- **Evaluation of the impact of PPG / YR 7 catch up funding**
- **The Governing Body scrutinise school data and evaluates performance**

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:

- **Rigorous Risk Assessments are carried out for the following on a need basis by either individual teachers, staff, NHS Nursing staff, SLT or Governors:**
 - **Out of school activities including residential - using LCC EVOLVE system**
 - **Challenging behaviours / Positive Handling / Behaviour Support Plans**
 - **Students in crisis**
 - **Medical conditions / Medical Care Plans**
 - **Use of wheelchairs**
 - **Moving & handling**
 - **Home visits**
 - **Environments**
- **Use of the CPOMS system to monitor and effectively share information regarding Child Protection, Safeguarding, Behaviour with relevant professionals**
- **At the start and end of the school day all staff have a designated duty to escort students either in or out of school**
- **Any student who is not on school transport must be collected by a named carer or parent**
- **There are 3 staff supervised pick-up and drop off points in school grounds for transport**
- **Nurture Club during registration and lunch time – skilled staff to support student well-being**
- **Dedicated staffed area for ‘Reflection’ available all day**
- **At break times there are a variety of staffed activity choices for young people, for example; ‘Chill n Chat’, Art Club, Lego Club, ICT Club, Sensory Club for young people who stay in school at break and lunch times**
- **Outside at lunchtimes there are organised sports activities led by staff Sports Leaders**
- **ALL trips out of school have to be approved on EVOLVE, have a separate *Out of School Form* approved by the EVC Coordinator on the day (this has named students to be supervised by named staff)**
- **The schools anti bullying policy is available from the website, school office or HT on request**

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

- **We have a policy for the administration of medication**
- **There are 3 locked medical cabinets in school, including one for controlled medication**
- **There is a locked medical fridge in the medical therapy room**
- **The majority of teaching & non-teaching staff are first aid trained**
- **Identified:**
 - **Staff are Buccal Midazolam trained**
 - **Staff are oral suction trained**
 - **Staff are Gastrostomy trained**
 - **Staff are trained to administer medication**
 - **Staff are Asthma trained**
 - **Staff are Epilepsy trained**
 - **Staff are Diabetes trained**
 - **Staff are trained as Mental Health First Aiders**
- **School has an NHS special school nurse who draws up Medical Care Plans with relevant medical professionals and families**
- **Medical emergencies are dealt with through individual medical care plans or 999 responses**
- **Students can access Physiotherapy, Occupational Health, Hydrotherapy, Speech & Language Therapy, independent School Counsellor, Dental Hygienist, Specialist teachers for HI / VI, School Nurse, Paediatrician clinics, Nutritionist clinics, Continence Nurse, Learning Disability Team, Children's Social Care, Adult Services and multi-agency involvement as necessary**
- **School is working towards a Well – Being kite mark**

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:

- **We have a regularly updated website where all current, relevant information is available**
- **All prospective students and their parents have the opportunity of an initial Non Prejudicial Visit**
- **Some prospective students have taster sessions in school**
- **There is an initial induction meeting for the parents of new starters – this includes Parental Liaison Officer, Bi Lingual Assistant & SLT**
- **Some home visits take place**
- **All new parents receive an information pack**
- **Staff photo board in school main entrance**
- **Class photo notice board in main entrance**
- **There are a variety of home school communication methods: daily diaries, letters, newsletters, texts, phone calls, emails**
- **Parents are able to have swift access to appropriate members of staff**
- **Parents are all invited to attend Annual Review Meetings, Student Achievement Days, Parents Information events**
- **Leading Parent Partnership Award achieved with active LPPA Task Group**
- **School has a full-time dedicated Parental Liaison Officer to facilitate good home-school communication**
- **Parental Liaison Officer has monthly meetings with parents – this includes Parental workshops, outings, social opportunities, guest speakers, school staff delivering training workshops to parents EG: Autism, signing, behaviour management**
- **We regularly seek, encourage and value parental input and feedback**
- **Parents can email the HT via the website**
- **Meetings other than Annual Review are held to support families and their young people / Multi Agency, TACs, *Best Interest Meetings***
- **Parents can always speak to members of staff**
- **Parents can request our Parental Liaison Officer to support them either through phone call or attendance at a meeting with them**
- **School hosts ‘Open Days’**
- **Achievements are communicated to parents via phone calls, certificates, postcards home and invitations to Celebration events**

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 students 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 regular student questionnaires**
- **Students are asked to contribute to Annual Review independently or with support from an advocate**
- **There is a school council with a representative from each class group**
- **There is Head Boy and a Head Girl, Prefects and House Captains**
- **There is a student representative on the Health & Safety Committee**
- **There is a student representative on the Leading Parent Partnership Committee**
- **Parental questionnaires ask specific questions about their child's education**
- **Parents have a strong voice in Annual Review Meetings / Multi Agencies / TAC / TAF**
- **Parents can get involved through FRIENDS of Broadfield, Monthly Parents Group, as a Governor**
- **The Governing Body authorises and supports school to work with a variety of multi-agencies**
- **All students and families have a *home school agreement* which clearly identifies expectations and responsibilities of school and families**

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:

- **Parental Liaison Officer offers the help and support to complete paperwork and forms – parents only need to phone for an appointment. Bilingual staff offer help and support to complete paperwork where appropriate**
- **Advice and guidance can be sought from:**
 - **Governors including Parent Governors**
 - **SLT/ MLT / Teachers / Support Staff**
 - **Safeguarding Officer**
 - **Parental Liaison Officer**
 - **Bilingual / BSL support**
 - **Independent School Counsellor**
 - **Mental Health First Aiders**
 - **NHS Special School Nurse**
 - **Independent CIEAG**
 - **LCC Transition workers**
 - **Social Care workers**
 - **SALT**
- **The above advice is signposted following any request for help and guidance via phone call, meeting or discussion**
- **LA Transport Policy and banding funds determine entitlement to transport. School encourages independent travel with parental involvement.**

Transition from Primary School and School Leavers

- What support does the school offer for year 6 students 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

- **All students considering Broadfield may request a visit before a place is finalised**
- **The Assistant Headteacher for KS3 attends key Transition Reviews at YR6 if requested**
- **The Assistant Headteacher for KS3 works closely with our feeder special primary school and mainstream primary schools to plan and deliver a personalised transition programme**
- **The Assistant Headteachers for KS4 & KS5 attend key Transition Reviews as appropriate**
- **New students can undertake ‘taster sessions’ of their future provision**
- **Parents of new students are invited to attend an induction meeting**
- **Independent CEIAG are instrumental in working with Year 11 and College leavers, including visits to further destinations**
- **The Parental Liaison Officer will support parents to visit further destinations**
- **Transitions Team support student transition as needed**
- **There are opportunities for KS4 & KS5 students undertake work experience & mainstream college links**
- **The College Programme of Study includes employability education plus extensive work experience both independent and supported placements**
- **In preparation for adulthood students and families are supported through:**
 - **Through the educational, social and moral aspects of the curriculum**
 - **‘next steps’ destination ‘best interests’ discussions**
 - **Personalised learning opportunities**
 - **Residential opportunities**
 - **ASD specific group in school**
 - **Men’s Group in school**
 - **Well Women’s group in school**
 - **Annual Review / Transition Meetings / Transition Plans from Year 9 onwards**
 - **Transfer to adult services / collaboratively working with school**

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

- **After School Clubs are available 4 nights per week – run and supported by school staff and parents as workers**
 - **Sports Club**
 - **Rebound Therapy**
 - **KS3 KS4 & KS5 Youth Clubs**
 - **Music Club**
 - **Boccia Club**
 - **Textile Club**
- **Saturday Club offers social opportunities at weekend – some for up to 6 hours – run by school staff**
- **ASC / Saturday Club are subject to the schools charging and remissions policy – some placements are funded by the student premium**
- **Residential opportunities are offered in all key stages – equally open to all students and subsidised if appropriate – fully inclusive facilities where appropriate**
- **Saturday Club offers residential experiences**
- **Saturday Club offers day opportunities during school holiday breaks**
- **Lunchtime Clubs are free opportunities for all students to attend, they include:**
 - **ICT Club**
 - **Music Club**
 - **Art Club**
 - **Sensory Club**
 - **Chill & Chat**
 - **Sports (at 2 inclusive levels)**
 - **Choir & Band**
- **Students are encouraged to develop social relationships with their peers through a wide variety of school groups:**
 - **ASD groups**
 - **Student Premium Groups**
 - **Nurture Group**
 - **Buddy systems in school IE: older students mentoring younger students**
 - **Arrangements with parents, documented as ‘future outcomes’ in annual review meetings to facilitate ‘sleep overs’, cinema trips, tea with a friend**

NB: if you have any queries / feedback about this Local Offer please send your comments to the school office / office@broadfield.lancs.sch.uk