



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Morecambe Bay Academy

School Number: 01109

## 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 pupils' 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](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Morecambe Bay Academy</b>		<b>Telephone Number</b>	<b>01524 410207</b>
	<b>www.morecambabayacademy.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 pupils does the school cater for?</b>	<b>11-18</b>			

<b>Name and contact details of your school's SENCO</b>	<b>Anne Rickards</b> <b>arickards@morecam.be</b>
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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.

<b>Name of Person/Job Title</b>	<b>Anne Rickards</b> <b>SENCo</b>		
<b>Contact telephone number</b>	<b>01524</b> <b>410207</b>	<b>Email</b>	<b>arickards@morecam.be</b>

## **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 academy website.

## 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 (eg; ancillary aids or assistive technology?)

What the academy provides:

The car park areas maintain disabled parking spaces close to the reception entrance. The main building, library and technology buildings are fully accessible to wheelchair users. There are three disabled toilets one in the Library, one in the Sports Hall and one in the technology building. Standard toilet facilities serve each building within the academy.

The academy has all required policies and guidance in place. These can be accessed via the website or alternatively from the academy office.

The academy aims to ensure all communications in written format are clear and concise, but will inform parents, carers and family members verbally where appropriate. For parents whose first language is not English the school will try to provide an interpreter to attend meetings.

## 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 "off site 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 academy provides:

SEN/D students may be identified through the teachers' observations and assessment, standardised assessments (SATs, CAT, WRAT etc). A formal system of reporting concerns with regard to any aspect of learning, progress or behaviour is in place. Parents / carers, or external agencies may raise concerns about progress, attainment or behaviour. Students who have been highlighted are discussed at meetings with Vice Principal, Year Leaders and Learning Support staff; further assessments may then take place before making a decision about support.

All students are assessed using the WRAT4 for spelling and Cognitive ability tests (CAT) at the start of year 7 students. Students who score lower than expected in KS2 SATs reading are also assessed for reading accuracy and comprehension. If required further assessments may take place to determine their specific strengths and difficulties. All students' reading and spelling are assessed at the end of each school year. Students who score lower than expected in KS2 maths will have a WRAT4 number skills assessment. The SENCo meets the primary SENCos so that additional support such as extra transition visits is put in place as required.

Students with a Educational Health and Care Plan (EHCP) are admitted to school. LCC assessment criteria determines the 'banding' of individual students based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual student and subsequently the budget available to school.

If required a student may have a Student Profile that identifies an individual student's strengths and areas for development and the student's provision map.

The academy follows a broad and balanced curriculum across the key stages. (More information can be found on the academy's website or via the academy prospectus available from the academy office). The curriculum is reviewed every year to ensure it is meeting statutory requirements at each key stage. Most subjects are delivered in mixed ability year group classes; differentiated to meet the individual needs of all the students within a class group. The curriculum allows for progression within subjects and across key stages.

Students in years 7 and 8 follow national curriculum subjects.

Students in years 9, 10 and 11 and post 16 follow GCSE core subjects of English, maths and science and a number of option subjects. Students' who require access arrangements will have their needs assessed by the academy's qualified assessor, the

Examination's Officer will put these arrangements in place for all examinations. Individual student assessment of progress against their predicted grades is tracked half termly, students predicted grades are devised using KS2 levels, CAT scores and other nationally recognised assessment tests. Student grade cards are sent home regularly and a parent's evening takes place for each year group each year. SEND students have a termly review meeting with Learning Support Staff. Additional meetings with SENCo, Head of Year, Form Tutor or other key staff may take place as necessary.

Please refer to the academy's 'Provision Map' and SEND Policy for greater detail - available on the academy website.

The academy provides qualified experienced staff. In addition the school has 2 Specialists teachers - SpLD dyslexia, and HI. In addition the school has a specialist VI Teaching Assistant. If required the academy will use a peripatetic specialist teacher from the Authority. Where appropriate the academy may provide in class support or withdrawal either as a small group or work 1:1.

All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEND, subject specialisms and other aspects of the academy e.g. safeguarding and behaviour management, for example.

## 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 academy provides:

Reviews for students with Educational Health and Care Plans are held at least annually.

Student progress is tracked termly and additional interventions may be put in place if the student is falling behind using the "assess, plan, do, review" framework. Formal & informal assessments are used to monitor progress. Learning Support staff meet regularly to assess progress and respond to students' changing needs where possible. Faculty & Subject heads ensure that teachers monitor and evaluate the progress of SEN/D students and that they provide appropriate teaching and learning opportunities which lead to good progress against baselines.

Student progress following intervention is evaluated both in terms of progress and cost effectiveness. Staff promote an atmosphere of mutual respect, trust, co-operation and encourage students to develop independence, initiative and self-reliance.

## 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 academy provides:

The academy has in place all statutory risk assessments. These include risk assessments associated with premises and grounds, subject specific, individual students, educational visits etc. They are responsibility of the Principal (or other appropriate personnel such as educational visits co-ordinator) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and Carers wherever appropriate. They are reviewed within appropriate timescales.

Teachers and additional welfare staff are on duty over the break and lunchtime periods. Learning Support provides a break and lunch club for the most vulnerable students.

All policies, guidance and procedures relating to Safeguarding, child protection,

security, safety and support including behaviour policies and anti-bullying are available on the academy's website or via the academy office.

### **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 academy provides:

The academy has a nurse who spends approximately 6 hours in school per week. All medication that is required by students during the school day is kept in reception in a locked cupboard/cabinet or a fridge. There is a signing in and out system in place and a signing system for administration.

The school nurse in conjunction with health professionals, parents and a named TA draw up a care plan. These are agreed and signed off by the school nurse and parents, details are shared with all staff working with a particular student. These are reviewed annually or earlier if there are any changes to condition, medication etc.

In an emergency medical situation, the academy would refer to main reception, a first aider will assess the situation and follow care plans as written down. If necessary an ambulance would be called and a member of staff accompanies the student. Parents would be informed and staff would stay with a student until Parents arrived.

If required, the academy will facilitate services that are provided by health such as access to Speech and Language Therapy or Occupational Therapy.



## 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 academy provides:

A full staffing structure of the academy is available via the website.

Parents and carers are welcome into the academy. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate. Staff are flexible in their contact with parent/ carers; should they not be available they will endeavour to return calls as soon as possible.

For information about keeping up to date with progress refer to the section on Teaching and Learning.

The academy seeks parents’ views and feedback anecdotally, through annual questionnaires, annual review parent advices and signpost to the OFSTED parent view website.

The academy holds ‘information evenings for option choices for KS4 and post 16 as well as careers and Higher Education.

All students joining year 7 in September are invited to attend an Information Evening and a Transition Day in the Summer term before to help them to become familiar with staff, other peers and their environment.

Those joining mid-year are given a basic assessment of their needs before starting.

## 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 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 academy provides:

The academy has a school council with representation from each class voted for by the students in that class. The council meets once every half term and is facilitated by

a member of senior staff.

Students complete an on-line questionnaire about aspects of school life annually and where required can advocate for each other or work together in small groups to complete.

SEND students actively participate in both the EHCP Annual Review and termly progress review meetings.

Parents are invited to the annual review, progress review, parents evening and their views are actively sort via questionnaires and discussion. Parents are also able to make their views known through informal discussions whenever they may contact the academy. There is a parent contact form on the academy's website.

The academy works very closely with all other partners and professionals from across all agencies linked to SEND, health, social care, police, voluntary organisations etc in order to support an individual student as required.

There is a home school agreement in place and this can be found at the front of the student planner.

### **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 academy provides:

If the academy is asked, admin support staff will aid families in completing paperwork or direct it to the most appropriate person to help and support.

There is a person in the academy responsible for information advice and guidance, however all teaching staff, heads of department and senior staff are able to offer IAG to parents and young people throughout their time in the academy, in particular at times of transition.

A member of staff has responsibility for transition arrangements at key points in a students' school life. The systems in place are followed by departmental staff.

Young Peoples Service has a statutory responsibility to support students and families of young people with SEND at key points in transition and LCC transitions team will work with the most complex Students 14+.

The academy has a staff member with responsibility for parent/family liaison and they can offer or signpost support and advice to parents/carers and family.

### **Transition from Primary School and School Leavers**

- What support does the school offer for year 6 pupils 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 academy provides:

All Year 6 students transferring to our academy are expected to attend a transition day. Some students with more complex or specific needs may require additional support and this will be arranged as required.

Similarly if a Year 11 student is moving on to another post 16 provider the SENCo will meet with a member of that provider's Learning Support Department as requested.

Those students in their final year of schooling will have a timetable and curriculum that focuses in part on the next steps and life beyond school. They will have a range of options to facilitate their chosen career path open to them with support from staff.

Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings etc and an IAG event takes place as part of the school calendar.

### 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 academy provides:

The academy has a breakfast club every morning and after school activities as standard. Every day there is a break and lunch club for the most vulnerable students supported by staff familiar to these students. Homework club is also provided for students with SEND or additional needs. In addition to this the School Library is open for students after school for homework or private study.

The academy organises revision sessions during some school holidays. These are organised and run by staff familiar to the students.

We aim to run a number of residential experiences each year.

A number of 'one off' trips or visits take place out of school hours across the school year e.g. to theatres, etc.

The academy has a charging and remissions policy, which seeks contributions for

payments from parents, though all trips and residential activities are heavily subsidised through the academy or via fund raising.

All activities, trips follow the vision and values of the academy and are inclusive by nature or alternative opportunities are put in place that offer an equivalent experience