SEN and Disability
Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Holy Cross Catholic High School

School Number: 09103

Lancashire County Council

www.lancashire.gov.uk

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

When saving your local offer please use the following format:
LO-SCHOOLNAME-SCHOOLNUMBER
E.g. LO-LEAFYVILLAGESCHOOL-01100

<table>
<tr><td rowspan="2">School/Academy Name and Address</td><td colspan="3" rowspan="2">Holy Cross Catholic High School
Myles Standish Way
Chorley PR6 7LS</td><td>Telephone Number</td><td>01257 262093</td></tr>
<tr><td>Website Address</td><td>www.holycross.lancs.sch.uk</td></tr>
<tr><td rowspan="2">Does the school specialise in meeting the needs of children with a particular type of SEN?</td><td>No</td><td>Yes</td><td colspan="3" rowspan="2">If yes, please give details:</td></tr>
<tr><td>x</td><td></td></tr>
<tr><td>What age range of pupils does the school cater for?</td><td colspan="5">The school is a Catholic mixed sex, 11-16 school</td></tr>
<tr><td>Name and contact details of your school's SENCO</td><td colspan="5">Teresa Wilson
send@holycross.lancs.sch.uk
Tel: 01257 262093</td></tr>
</table>

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	**Teresa Wilson** **SENDCO**		
Contac telephone number	**01257 262093**	**Email**	**send@holycross.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	**https://www.holycross.lancs.sch.uk/hc/wp-content/uploads/2022/01/LO-Holy-Cross-Catholic-High-School-09103-2021-22.pdf** **For Lancashire County Council's Local Offer follow this link:** **http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx**

Name	**Michael Cowley**	**Date**	**Updated Sept 2021**

Please return the completed form by email to: IDSS.SENDReforms@lancashire.gov.uk

Accessibility and Inclusion

What the school provides

- Holy Cross is a fully inclusive Catholic high school with a supportive ethos based on the Catholic faith. The school prides itself on its warm and inclusive approach to all faiths and cultures.
- The school was built to accommodate fewer than the current average number of pupils. The buildings are spread over two floors in three separate blocks. There is lift which provides access to some areas of the upper floor, ensuring that all pupils are able to access the Library, ICT suites and classrooms for Music, Art and Food and Nutrition.
- Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.
- There is a designated disabled parking space near the front entrance.
- An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining room, main hall, sports hall and technology areas have poor acoustics.
- There are four toilets with disabled access; one in the sports facility (with shower and washing facilities), one upstairs near the Library, one in the Maths block and a further one in the main school building.
- Policies are available in a print format from the school and from the website. All policies can be downloaded and adapted as necessary.
- Visual timetables are available for those students who require them.
- Designated staff have mobility expertise to support visually impaired students.
- Specialist equipment is also available for these students. At present this consists of a Braille Note, Embosser, Scanner, Zychem Machine, Perkins Brailler, notebook PC and specialist sports equipment.
- The building will underwent significant adaptations in 2016-2017, in order to become more accessible for wheelchairs. All information is in the school's Accessibility Plan.
- A number of support staff have been training for Moving and Handling.

Teaching and Learning

What the school Provides:

- Students with SEN are identified as part of the transition process with feeder primary schools. Other students may be identified at a later date as a result of further internal assessment, referral by individual members of staff or as a result of assessment by external agencies. All students are assessed using standardised reading, spelling and cognitive ability tests on entry. All students with additional needs continue to be assessed regularly. The school refers to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.

- Classroom based support and intervention takes place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based and individual or group support is available through a team of experienced teaching assistants. Intervention takes place during the school day according to specific identified need.
- A student's timetable may be modified if the school feels that this provision is appropriate to support their need. This may involve support from specialist staff within the Learning Support department.
- Literacy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and curriculum access.
- There is a range of equipment available within school for students with visual difficulties. Additional equipment to meet specific need will be sourced as required. School will consult staff from a variety of external agencies to advise and support across the range of SEND
- Every member of the teaching and non-teaching staff is given relevant training at the beginning of the autumn term, and on other occasions throughout the year through continuing professional development in- service training. Advice and strategies for teaching students with SEND and/or medical conditions is sought from external agencies as appropriate and disseminated to all staff.
- Updates are made available to staff, by the SENCO, via pastoral briefings, in-service training days, continuing professional development sessions or via face to face meetings. External training is available to both teaching and support staff. The SENCO attends regular external training to ensure that her expertise remains up to date.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, VI, SpLD, Speech and Language, social and emotional difficulties.
- The majority of training and staff development is delivered in house.
- The school works within examination board guidelines to provide examination access arrangements that are appropriate to meet the needs of the individual student.
- Teachers ensure that lessons are accessible to all through differentiation, modified resources and appropriate teaching styles.
- There are a small number of students who access courses which are offered by external providers. This may consist of work-based learning leading to vocational qualifications at local colleges; attendance at a specialist setting for medical need and/or short-term placement for social and emotional need. The school works closely with providers of alternative placements. Student progress is closely monitored by a designated member of the school staff through regular visits and reviews.

Reviewing and Evaluating Outcomes

What the school provides:

- All EHCPs are reviewed on an annual basis and carried out in line with statutory guidance.

- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and a copy is kept in school. Students are always encouraged to participate in their meetings and give their opinions.
- The progress of other students with SEN support needs is monitored regularly in line with school assessment procedures. Internal tracking systems are used to highlight the progress of individuals as well as identified groups. Students receiving intervention are closely monitored to ensure that they make significant progress.
- Progress data is shared with parents three times each year, in written format as well as face to face at parents' evenings and guidance evenings.
- The SENCO is available to discuss individual students at any point, by appointment, to ensure privacy and confidentiality.

The effectiveness of our provision is measured by 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 assessing progress with individual social, emotional or behavioural targets.

Keeping Children Safe

What the school provides:

- Preliminary risk assessments are carried out as required before the student starts at the school. This is likely to involve the Business Manager (Premises), school safety officer and the SENCO. External agencies, the student's current school and a representative from the local authority may also be involved according to the need of the individual student.
- A full risk assessment is made and stored in the school office when a place at the school is confirmed. This is subject to regular review and is updated when need changes.
- A sheltered reception area at the front of the school is a safe place for students to be dropped off or picked up by a responsible adult. Children are released to an adult subject to safeguarding procedures having been carried out.
- The Routledge Centre provides a safe haven and supervised support for vulnerable students at break and lunchtimes.
- The school has secure perimeter fencing with security gates which remain locked throughout the school day. The school premises are supervised by members of staff before school, at break and at lunchtimes by members of staff. All staff are aware of vulnerable individuals and groups within the school.
- Students are supervised by members of the senior leadership team as they leave the premises and are closely monitored when they board the school buses which park within the school grounds to ensure student safety.
- During practical lessons, students are given clear health and safety guidelines when performing or carrying out tasks. Those students whose risk assessments indicate the need, are given additional support from a teaching assistant during practical lessons to ensure their safety.
- Regular equipment checks are carried out by school technicians. The school's

safety officer ensures the safety of the working environment.

- Staff are aware of safer working practices through continuing professional development. During assemblies, collective worship, tutor time and PHSE sessions, students are regularly made aware of personal safety issues.
- Regular fire drills are conducted by the Fire Safety Officer. A personal evacuation plan is devised for students with specific additional needs e.g. visual impairment.
- All school trips are processed through the “evolve” system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN students.
- The school’s anti-bullying policy is available via a direct link on the school website and hard copies are available on request.

Health (including Emotional Health and Wellbeing)

What the school provides:

- All students with medical needs have a Care Plan which is regularly reviewed and updated with parents, the school’s designated first aider and the school nurse. Care Plans are kept centrally in the school office.
- An accident record is kept centrally in the school office by the designated first aider. Parents are informed of any serious incidents and how they have been addressed in school. In the case of head injuries, a letter is sent home.
- Medication is routinely administered by the school’s designated trained first aider based near the school office. There are also other trained first aiders based at key points around the school for first response in emergencies.
- All medication is kept in a central place in the school office. To ensure student safety, students are not allowed to carry medicines in school. The medication drawer is clearly labelled and only designated staff have access.
- Medication in the drawer is clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before the medication is administered and recorded.
- Instructions for administration are kept with the medication/ Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace items if necessary.
- Medication that needs to be stored at a low temperature is kept in a clearly marked area of the refrigerator.
- Additional appropriate snacks are kept for emergencies for students who have diabetes. Students are provided with a quiet, private area to carry out routine blood tests or to self-administer medication.
- Members of staff are regularly briefed by the school’s designated first aider or the school nurse about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, a member of staff makes an initial assessment and contacts a first aider. 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 any health professional or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the school nurse and other external health agencies.
- The school has pastoral coordinators who is responsible for encouraging and supporting positive student relationships. Behaviour and engagement is monitored and reviewed regularly.
- The school's attendance improvement officer works closely in partnership with parents to ensure that students attend school regularly.
- Students who are experiencing emotional and/or social difficulties have access to the school's Counsellor.
- The school's chaplain also offers social and emotional support to vulnerable students.
- Trained staff in the Routledge Centre offer support for students who, for whatever reason, may temporarily feel unable to access mainstream lessons.
- Social skills groups are held in the Routledge Centre for students who require additional support to develop their social communication skills and help with initiating and maintaining positive peer relationships.

Communication with Parents

What the school provides:

- A Learning Support area on the school's website gives relevant and updated information regarding SEND. This includes staff contact details and indicates which member of staff is the most appropriate contact.
- Parents are welcome to make an appointment to discuss the progress of their child or any issues of concern. Parents and students are also welcome to tour the working school. All visitors are subject to safeguarding procedures.
- The school has an annual open evening for all prospective parents and students. An annual parents' evening and guidance evening is held for each year group where parents are encouraged to meet with staff to discuss their child's progress and ways to support their learning.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is made if there is an area for concern or for celebration.
- As well as routine methods of communication with parents such as letters, phone calls and emails, texts are also used to convey information regarding changes to the school routine and to give advance notice of forthcoming events.
- Feedback is actively sought through report slips and school planners, Questionnaires are circulated after various school events to gauge parent's opinions. Parents of students with SEND are asked to complete an annual questionnaire in order to give their views regarding the school's provision for their child. The school will take note of any parent feedback and act upon suggestions wherever possible.
- There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.

Working Together
What the school provides: • The school has an active student voice. Representatives are chosen by each form to put forward their views on the Year councils which meet regularly. • School Council reps meet each term to discuss issues raised by students. The results of this discussion are communicated to the whole school. • Students are involved in active citizenship programmes. An annual public speaking competition is held for each year in Key Stage 3. Students have the opportunity to meet with the local MP and visits are made to the local council chamber and to the law courts. The school has members on the Chorley Youth Council. • Senior staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel. • The school has an active buddy system running across the year groups, enabling older students to support and mentor younger more vulnerable students. • Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis. • Parents are encouraged to complete feedback information sheets and questionnaires after parents' evenings and other school events. • Students with additional needs are able to make their views known through student feedback in Annual Reviews, as do parents. They are also encouraged to express their views in person at the meeting. • The constitution of the Governing Body requires parents to be represented. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant position and the appointment is made following due democratic process. • A home/school agreement is signed by parents when their child first starts at the school. This explicitly supports safety and safeguarding for all. • A governor is given responsibility for SEND and reports back to full Governing Body. The outcomes for SEN students are assessed against the success criteria set out in the school's SEN policy. This ensures there is a regular, comprehensive review of provision.

What Help and Support is available for the Family?

What the school provides

- The Parent Information section on our school website supplies the information, advice and guidance that parents need to support their child.
- Prior to Annual Reviews and during guidance evenings, parents are given support for the completion of forms or relevant paperwork on request.
- Support is available to parents both prior and during reviews by the Parent Partnership Officer who works closely with the school.
- Support is offered to students and their family when needed through the school's pastoral guidance procedures. This may involve home visits by the school's Learning Mentor or members of the pastoral team.
- A designated teacher ensures that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to support this process. Vulnerable pupils receive one-to-one advice and guidance from an additional independent careers' adviser and a personalised career plan is created for them.
- Students are given support in completing application forms for college, work placements or vocational training.
- All parents are informed of appropriate school bus routes and school liaises with those parents whose child travels by taxi to ensure that they are safely transported to and from school.

Transition from Primary School and School Leavers

What the school provides:

Transfer from Primary School

- The school works closely with feeder primary schools through a variety of activities, such as maths challenges, science days and retreats, to encourage closer working partnerships. Parent Information evenings, delivered by the Head Teacher, are held in feeder primary schools in the autumn term.
- The school holds an Open Evening each year in the autumn term which is advertised in the local press and on the school's website. Parents of students with additional needs are encouraged to meet with the SENCO to discuss any issues regarding transition and provision for their child. Additional visits can be arranged if required.
- Transition visits for vulnerable students take place throughout the last years at Primary School so that students can familiarise themselves with the staff and the premises.
- The Get Set programme provides an opportunity for those Year 6 students who may potentially have difficulty making a successful transition to high school to make additional visits during the summer term prior to entry in September. The programme consists of orientation activities to build confidence and make new friends.
- This process is further supported by a Summer School which has a similar

programme for one week during the summer holiday prior to starting in the September.

- Following consultation with Year 6 teachers, the more socially vulnerable students are identified. These students receive additional support from the school's pastoral team and the Learning Support department on transition.
- All Year 6 students and their parents are invited to a new intake evening
- to meet their tutors, the Head Teacher and the SENCO. The following day, students attend a full day in school in order to experience a normal secondary school timetable.

Transfer from Secondary School

- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG)) from a named careers adviser.
- Local Colleges attend Parents Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the autumn term. This is open to any student and their parent/carer. Colleges attend the evenings and also give presentations during assemblies in Key Stage 4.
- Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.
- A Careers Fair is organised for Year 9, which includes local employers, colleges and training providers.
- The SENCO works closely with students, parents and external providers to ensure a smooth transition to post 16 provision.
- Taster Days are offered by local colleges and attended by students usually in the summer term of Years 10 and 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- Subject departments engage with universities and colleges for subject specialist information
- The school has a dedicated careers library which contains details about a number of universities and colleges as well as information about employment and training opportunities. There is also a dedicated in- house careers adviser who has an open-door policy for all students.
- The school actively promotes the work of the Young Peoples Service, The Duke of Edinburgh Awards Scheme and STEM (Science, Technology, Engineering and Mathematics) projects.
- Young people are also made aware of opportunities to participate in uniformed services, such as Army Cadets and Sea Cadets, within the local community.

Extra-Curricular Activities

What the school provides

- The school does not offer child care before or after school.
- Breakfast is available each day from the dining room.
- The school runs a one-week Summer School which is available to Y6/7 transition students, particularly those in receipt of Pupil Premium.
- There is a range of extra-curricular activities available to all students; some charges are applicable e.g. transport costs. The activities include, sport, music,

drama, STEM, languages and gardening clubs.

- Parents are required to pay for individual music tuition.
- All clubs, activities and trips are available to all students and will be subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are oversubscribed, parents will be informed as to how places will be allocated.
- The school operates a buddy system where older pupils offer guidance, help and friendship support to younger students. There are social skills groups for students who require additional social skills support.
- The transition Summer School encourages students to find new friends and helps to support these new friendships.
- The school makes the Routledge Centre available to socially or emotionally vulnerable students, and actively promotes social integration and friendship support with adult supervision.
- Teachers, support staff and other adults will identify vulnerable young people who may need to access the Centre.
- The school has a Counsellor and a Chaplain who offer help and guidance for a variety of social and emotional issues and can offer support for establishing and maintaining good relationships.
- All students at our school are encouraged to become mature, independent young adults who are fully equipped for life beyond secondary school.