



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special  
Schools and Academies

Name of School: The Heights Burnley

School Number: 145918

[For Review : September 2022](#)

## 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.SENReforms@lancashire.gov.uk](mailto:IDSS.SENReforms@lancashire.gov.uk)

<b>School/Academy Name and Address</b>	The Heights Burnley.		<b>Telephone Number</b>	<b>01282 882 150</b>
	Burleigh Street Burnley Lancashire BB12 0DU		<b>Website Address</b>	<b>www.theheightsburnley.com</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>The school is a mixed sex, 5yrs-16yrs school</b>			

<b>Name and contact details of your school's SENDCO</b>	<b>Miss Beverley Bolton SENDCO</b> <b>bbolton@theheightsburnley.com</b> <b>Tel 01282 882 150</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>Beverley Bolton</b>		
<b>Contact telephone number</b>	<b>01282 882 150</b>	<b>Email</b>	<b>bbolton@theheightsburnley.com</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 school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="http://www.theheightsburnley.com">www.theheightsburnley.com</a>		
<b>Name</b>	<b>Beverley Bolton</b>	<b>Date</b>	<b>September 2021<del>0</del></b>

Please return the completed form by email to:  
[IDSS.SENDReforms@lancashire.gov.uk](mailto: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 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 school provides**

- The Heights Burnley is a 150 place Alternative Provision School that provides education for young people in Burnley and the surrounding areas. We deliver highly personalised learning programmes to develop academic achievement, vocational skills and personal and social development to those pupils:
- At risk of exclusion
- ~~With medical needs who are unable to access mainstream education~~
- We have 18% of pupils accessing the CFW service.

FSM	198
LAC	2 pupils
Male/ Female	<ul style="list-style-type: none"> <li>• 6351%</li> <li>• 3749%</li> </ul>
• SEND	• 23%

- We work in close partnership with local schools, the local authority and external agencies to ensure that all our pupils:
- Achieve good academic attainment on par with mainstream schools, with appropriate accreditation and qualifications.
- Specific personal, social and academic needs are properly identified and met in order to help them overcome any barriers to attainment.
- Are supported in order to improve their motivation, self-confidence, attendance and engagement with education.
- Are supported towards decisions for their next steps following the placement, such as reintegration into mainstream education, further education, training or employment.
- Burnley is one of the country's most deprived towns. We know that key issues in our area are: drinking, drug-taking, domestic violence and family breakdown are common.
- There are 3? designated accessible parking spaces near the front entrance. Any emergency vehicles have easy access to the front of the building.
- Classrooms are carpeted and have window blinds.
- There are 5? toilets with disabled access.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school has a Twitter account which provides recent and relevant information for students and parents to access.
- The school has accessible minibuses<sup>1</sup> for all pupils.

## 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 school provides

- Students with SEND are usually identified in the admissions process. All pupils are assessed using standardised reading, spelling and numeracy tests on entry. Updates are made termly or more frequently if indicated. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers. Tracking Data is used on a daily basis.
- We regularly work mainstream schools and their chosen psychology service on case work and SEND strategy.
- 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. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.
- 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 are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with visual difficulties. School will consult staff from a variety of external agencies to advise and support across the range of SEND.
- Other in-house interventions are available to students when we feel necessary, such as: English and Mathematics Catch up, Handwriting and Social Skills groups.
- As part of the whole school programme CPD is on-going for teaching staff and TA's on relevant SEND issues and additional needs. Staff also have access to a more tailored programme.
- Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff, by the Sendco, via staff briefings, the SEND newsletter or face to face meetings. The SENDCO is available daily in the afternoon Drop- in session after the school day. External training is available to support the staff.
- Updates are made to parents on progress and outcomes through the termly report. Parents are invited to contribute to all reviews of progress during parent consultation days which take place three times a year.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, VI, HI, Spld, Speech and Language, Social Skills training, Mentoring and Coaching, PD, Boxall Profiling and Nurture Education.
- Some members of the SEND team have first aid training; some are qualified to drive the accessible minibus.
- Teaching and non- teaching staff engage in appraisal annually.

Commented [SB1]: Are parents still invited to these?

Commented [SB2]: Which staff are theses?

- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student.
- Individual teachers are responsible for making lessons accessible to all.
- There is a small number of students who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- Our Careers Officer is trained to level six to give impartial advice and guidance to students.
- Where it is necessary, the school works closely with Burnley College, NT and as, military prep, work placements to name a few.
- Every child in KS4 has the opportunity to access work experience.
- There is a Communication panel day every half term to discuss provision for our dual rolled students / stakeholders.

Commented [SB3]: Which qualifications are these?

## 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

- Short stay school. When EHCP is successful pupils move to appropriate provision.
- All statements and EHCP's are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance for reviews.
- 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 parent/carer and school. Students are always encouraged to participate in their meeting.
- Progress of all students with SEN support needs is monitored weekly with internal tracking systems in line with school assessment procedures and interventions taking place. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as face to face at parent consultation days.
- The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- Evaluation of provision is done through the Students Support Panel, Review meetings, TA tracking, whole college-school tracking, progress on standardised testing, student voice is gained through interview with the pastoral manager, and SEND Governor evaluates the progress annually of the SEND students.
- The effectiveness of our provision is measured in the progress of individuals and groups of students based upon curriculum targets and personalised targets that are set throughout the year.
- The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

Commented [SB4]: Is this the current plan at KS4?

Commented [SB5]: What is this?

Commented [SB6]: Who is this? What does this process look like?

## 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

- When a student is a safeguarding risk, a full risk assessment will be undertaken. This is done with the SENDCO and Pastoral Manager to review the nature of the risk. Transition Arrangements also identify any particular requirement for risk assessment. The SENDCO is involved in induction.
- A full risk assessment is made and stored in school office when place at school is confirmed where necessary for the individual. This is subject to regular review and/or when need changes with the Pastoral Managers and SENDCO.
- Early morning access to the building from 8:30am for students, where a breakfast club service is available with literacy games.
- The Learning Support Centre, Nurture Groups all provide a safe-haven and supervised support for children at break and lunchtimes.
- After school activities are available to identified students such as sports club and gaming.
- 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.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students.
- There are procedures for intruders and visitors in school.
- The school’s anti-bullying policy is available by a direct link on the school website and hard copies are available on request. Staff and Students are regularly updated through assemblies, including cyber- bullying.

Commented [SB7]: Does this happen?

Commented [SB8]: Do we have this?

Commented [SB9]: These haven't started yet

#### 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

- Medication is routinely administered by trained First Aiders but in emergencies may be authorised by designated members of staff.
- All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to

carry medicines in school. The locked drawer is clearly labelled and designated staff has access to the key.

- Medications in the drawer are all 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 contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- A Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse does a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff.
- ~~The All~~ Pastoral Managers ~~has~~ve a copy of every Care Plan ~~for their year group~~ and this information is shared with relevant staff. This information is kept in a locked safe place.
- Care Plans are held centrally in the ~~student support office~~. They are reviewed by the School Nurse at least annually or if circumstances change.
- The Staff ~~are~~is briefed by the school nurse regularly about students with medical ~~needs~~. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- Advice and guidance to staff regarding a medical emergency is in the staff handbook.
- Any specialised medical issues are available to all staff on SIMS.
- In school, there is targeted nurture provision for students in all years and a ~~Learning Support Centre~~ to deal with short term requirements/additional needs.

Commented [SB10]: Does this take place?

Commented [SB11]: Where are ours kept?

Commented [SB12]: Does this happen?

Commented [SB13]: ???

## 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

- The school website provides contact emails and a number for all 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 admissions meeting for newcomers to the school key staff members are introduced to parents and pupils.
- Staff visit partner primary schools during transition. Details about the college are found in the prospectus, which are sent to partner primary schools. A number of transition days are provided for all Year 6 students entering the college to make them familiar with key staff. Additional contact days are made available for year 6 pupils to come and experience working in our college.
- We have an open-door policy. Every day is an Open Day and parents and students will be invited on a tour around the working school within strict safeguarding limitations. Parents can come without appointment to school at any time (within safeguarding constraints). We encourage parents and carers to contact the pastoral team in the first instance of any concern.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.

Commented [SB14]: Is this relevant?

## 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 school provides

- The school has an active student voice.
- We have Form representatives on the Year councils which meet regularly.
- school Council reps meet each term and information is fed upwards and downwards.
- Students are involved in active citizenship programmes.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Parents and pupils are encouraged to complete feedback information sheets and questionnaires after visits to school, parent consultation days as well as web site feedback.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents and carers.
- There is open door access to the Headteacher.

Commented [SB15]: ???

Commented [SB16]: Do we do this?

#### 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

- Administrative support is supplied via the main school office on request. The key staff worker is identified and assigned according to need.
- The school website clearly signposts where support can be found.
- The careers officer ensures that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.
- Students are given support in completing application forms.
- Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans.

Commented [SB17]: Do we do this?

## 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 school provides

- The school works with partner schools to ensure all necessary details are passed on.
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from qualified careers co-ordinator.
- 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 and give presentations.
- A Careers Convention is organised for all pupils which includes, local employers, colleges and training providers.
- Follow up drop in visits are made by colleges to support potential students in completing applications. The school also offers this support to students.
- Taster Days are offered throughout the year for years 9, 10 and year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- The school participates in university visits, throughout the academic year.
- Subject departments engage with universities and colleges for subject specialist information.
- The school delivers a Debt Aware Money Management Programme to students and it is run by the Debt Advice Foundation.
- We have links with PFEg to provide personal finance education.
- The school has a dedicated careers office which holds information on many universities and colleges as well as information about employment and training opportunities.
- All students in Year 10 are given the opportunity to undertake a period of Work Experience.
- The school actively promotes the work of the Young Peoples Service, The Duke of Edinburgh Awards Scheme and The Princes Trust Programme.
- Young people are encouraged to participate in uniformed service organisations Eg, Police Cadets, Army Cadets, and Sea Cadets.

Commented [SB18]: This needs changing as this doesn't happen.

Commented [SB19]: ???

Commented [SB20]: Does this happen?

Commented [SB21]: Who has these links? What are they?

Commented [SB22]: Are we going to do this?

Commented [SB23]: Do we do any of these?

Commented [SB24]: What evidence do we have to support this?

## Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

**What the school provides**

- The school is accessible to students from early in the morning. The breakfast club for all students and games club for identified vulnerable students starts at 8:30am.
- Breakfast is available each day from the dining room.
- The school currently operates an Alternative Curriculum for Years 9,10 and 11, giving students the opportunity to study subjects not necessarily available as part of the regular curriculum.
- All clubs, activities and trips are available to all students. Adjustments are made for vulnerable students following risk assessments.
- 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. Charges do apply for trips for Pupil Premium students at a subsidised rate.