



SEN and Disability

Local Offer: Secondary School Name

of School: Pendle Vale College

School Number: 13111

School Name & Address	Pendle Vale College Oxford Road Nelson BB9 8LF		Telephone number:	01282 682240
			Website:	www.pendlevale.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:	
	*			
What age range of pupils does the school cater for?	11-16			
Name and contact details of your schools SENCO	Mr Muzammal Zaman – m.zaman@pendlevale.lancs.sch.uk			

We want to ensure that we keep your information up to date. To help us 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	Mr M Zaman SENCO		
Contact Telephone Number	01282 682240	Email	m.zaman@pendlevale.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 college/academy website.

Please give the URL for the direct link to your college's Local Offer	www.pendlevale.lancs.sch.uk/parents/sen-localoffer		
Name	M. Zaman	Date	10 September 2024

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

Pendle Vale College was newly built in 2008. The building is accessible to all; including wheelchair users. The car park has designated disabled car parking spaces near the front entrance. The college has wide corridors and lifts to all 4 levels.

Clear signage and pictures indicate curriculum areas and room numbers across campus. We have accessible / disabled changing and toilet facilities on all levels.

The college is co-located with Pendle Community High School & College whose facilities can be accessed by some of our students.

The college has a medical room with hand-washing facilities, a medical bed and lockable storage area.

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. Classrooms are adapted to use HI equipment. The dining room, auditorium and sports hall are not as acoustically good. We have a specialist HI teaching assistant.

VI audits have been carried out. Classrooms are adapted to use VI equipment. We have 2 specialist Braille teaching assistants. Auditory and visual environment is carefully monitored. Our visually impaired pupils benefit from staff trained in braille. School has a Zycem machine to enhance access to written text.

All curriculum areas are resourced to meet the needs of all pupils and specialist equipment has been purchased to support physical activities as well as adaptations for in classroom usage.

The college has an open-door policy. Policies are available in print format from college and from the website. Written communications can be translated. Translators are made available at Parents' Evenings, Open Evenings and Review Days.

The college has height adjustable tables and chairs to use when necessary. Other specialist equipment is accessed when required.

The campus provides disabled parking spaces closer to the reception area. The reception area benefits from door sensors to make the front of the building accessible with a lowered counter in reception for wheelchair access.

All rooms are fully accessible as are the college grounds. The college benefits from ease of access between all external areas including sports pitches and multi-use games areas. There is a college minibus to ensure access to the community and wider travel.

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 "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 pupils or groups with similar needs and the resources allocated to meet those needs?

What the college provides

Students with SEN are identified during the year 6 / 7 transition period. All students are assessed using standardized reading and spelling tests before or within the first weeks of transition entry. Progress is monitored via annual re-testing. The SENCO will refer to external agencies for specialist assessment / diagnosis as appropriate.

Classroom based support and intervention can take place in one-to-one, small group or whole class settings.

Additional in-class support is available for each curriculum area with negotiation and deployment from SEND team.. This is provided by our team of experienced teaching assistants. Interventions can take place before, during or after the college day.

Literacy is a whole college priority. Literacy intervention is available through timetabled lessons promoting independent learning and curriculum access. Laptops and iPads are available to enhance learning and to assist identified students with handwriting and recording difficulties. Specialist equipment is available for students with physical difficulties, hearing impairment and visual impairment. The college buys additional external specialist advice and support for students across the range of SEND.

All teaching and non-teaching staff are given relevant SEND training at the start and throughout each academic year. Specialist external teams provide advice and strategies for teaching and supporting students with SEND.

All SEND information is made available to staff by the SENCO. Inspire team meetings and Student Support meetings are held weekly. Bulletins are used to share information regarding SEND and teacher forums are termly or on a need basis.

Within the SEND team, staff have a range of specialist skills. These include expertise in Sensory & physical, cognition & Learning, communication & interaction and social, emotional and mental health barriers to learning.

SENCO has the NASENCO qualification and ASC specialism, studying PHD.

Training and staff development is provided in-house during weekly early closure sessions.

We work within the examination board guidelines to apply appropriate access arrangements meeting the needs of the individual students.

We aim to ensure maximum access to the National Curriculum by providing participation for students with SEND and by having realistic expectations of students.

We aim to provide a curriculum which is broad and balanced, differentiated and responsive to supporting learning needs.

We have nurture provision at KS3 supporting identified students and bespoke interventions and spaces at KS4 that support

Work experience appropriate to individual student needs is offered at KS4.

The college offers a continuum of provision to meet a diversity of students' needs.

The SENCO organizes and plans the amount of additional in-class and specialist support required by students with SEND. The efficient and effective use of resources is closely monitored and reported annually to SLT and governors. The SENCO meets regularly with the designated SEN governor and all members of SLT to communicate information and updates.

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 college provides

All EHCPs are reviewed on an annual basis. Interim reviews are held when necessary. Reviews are carried out in line with statutory guidance. Review advice is provided by the SENCO, specialist TA, specialist teacher, the student and their parent/carer. Documentation is shared and the meetings are held at mutually agreed times. Review advice and recommendations are distributed to the LEA,

parent/carer and external agencies. Students attend their review meetings with their TA or key member of staff.

Progress of all students with SEND is monitored and reviewed half termly in line with college assessment procedures and the use of SMID. Underachievement is identified as early as possible. Students are set individual challenging targets which address the area of underachievement. Data is shared with parents three times each year in written format and at Review Days and Parents' Evenings. The SENCO is available to discuss individual students by appointment.

The effectiveness of our provision is measured by the progress SEND students make. The college is required to measure progress using nationally agreed standards and criteria. Progress towards individual social, emotional and behavioral targets is also monitored. The college follows the SEN Code of Practice and as such aims to provide carers and parents with all detailed advice prior to the review. We aim to undertake person-centred reviews, central to which is ensuring the pupils' voice is heard.

All staff can access support and training to develop their skills in SEND provision. This is led by SENCO and specialist TA.

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. All medication is kept securely in the first aid cupboard in the college office. Students are not allowed to carry medicines in college.

Medication is clearly labelled with the student's details. Names are checked carefully and instructions read before administration is noted. Instructions for administration are kept with the medication and care plan/parental consent form.

All medication is checked regularly for expiry. Parents are contacted if replacements are necessary.

Medication requiring refrigeration is kept in the refrigerator in the first aid room.

A care plan is drawn up after discussions between parents, student and medical professional(s). Care plans are held centrally in the main office and/or in SEND records. They are reviewed annually or if any circumstances change.

Staff are regularly briefed regarding students with medical needs. Additional training for staff/first-aiders is arranged via the college nurse and specialist practitioners. We currently have 46 trained first aiders in college.

Specified staff have been specifically trained in the following – use of defibrillator equipment, evac chairs, epi pens and buccal midazolam.

In the event of a medical emergency the member of staff involved would make an initial assessment, contact a first aider, the first aider would make a decision regarding treatment or whether to call an ambulance. The Headteacher is contacted immediately. Key staff have walkie-talkies to contact the main switchboard if necessary. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.

The college has a full-time student counsellor. Any external service can make an appointment to visit a student in college with parental permission and subject to the college safeguarding protocols.

The emotional health and wellbeing of our pupils is monitored by all staff. Our emotional wellbeing team and safeguarding team work closely with ELCAS professionals.

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 (e.g. 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 college provides

Reception staff direct parents to relevant staff members. Parents have access to MCAS (My Child At School) – this enables them to check their child’s daily homework, their progress data and behaviour log.

The college transition coordinator visits all feeder primary schools to meet year 6 students during the Summer Term. The SENCO visits primary schools to meet individual students with their parents and to discuss them with the primary school teachers prior to transfer. He also attends all year 6 review meetings in order to ensure continuity of strategies and support. Our Summer school is available for identified students.

Opportunities to meet key staff and familiarize with the college environment ease transition. Year 6 visits to college assist with the settling in process.

Student Support staff are present at the New Intake Evening in July prior to transition. Welcome evenings for year 7 parents, review days and consultation evenings give opportunities for parental input. Parents can request a tour (by appointment) around the working college at any time.

Interim assessment is available at twice yearly Review Days. Formal subject reports are produced once each year. Additional contact is expected and routinely made if there is an area for concern or celebration.

Parental feedback is encouraged and actively sought after with open communication. There is strong parent representation on the college Governing Body.

Our college website provides parents with a full staffing structure and a point of initial contact with the college administration team.

Pupils are provided with a home/school diary which can be used by both the class team and parents/carers for written correspondence.

As a college we aim to ensure we are available to discuss issues and concerns with parents and carers as and when needs arise, however if a named person is not available a message will be taken and responded to as soon as possible.

Our Parents’ Evenings provide an opportunity to meet the staff team and we request all parents and carers to complete a questionnaire. We seek parents’ views at Annual Reviews.

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 college provides

The college has an active Student Voice. Student representatives meet regularly. They have a very important role in college, council suggestions/discussions are passed to all staff and students. Students are invited to attend meetings of the Governing Body when appropriate.

College has a peer mentoring system in years 9, 10 & 11. This enables older students to support and mentor younger more vulnerable students.

Students complete a questionnaire about college, their learning and wellbeing on a regular basis.

There is an Equity, Diversity and Inclusion group with both students and staff members.

Parents are encouraged to complete feedback information sheets and questionnaires after Open Evenings, Parents' Evenings as well as website feedback.

Students with additional needs attend their annual review meetings with their parents. Their student voice is collected before any meetings and discussed within any 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 and letters are sent home. Parents may apply for the vacant positions as set out under the constitution.

A home/college agreement and ICT agreement is signed when students enter the college.

There is a governor linked with SEN who reports back to the full Governing Body. The SEN governor has regular meetings with the SENCO, this ensures there is a regular, comprehensive review of provision.

We acknowledge that our parents and carers come from diverse backgrounds and seek to ensure we use the most appropriate method of communication at all times.

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 college provides

Parents are offered help when completing forms or paperwork. Any of the Student Support team would be pleased to assist. Bi-lingual staff can help with translations. Relevant information, advice and guidance is offered to parents.

Careers advice and guidance is provided by YPS staff for KS4 students with SEND. A wide range of external agencies and colleges are invited into college.

Vulnerable students receive one-to-one advice and guidance.

Students are given support when completing application forms.

Working in partnership with the local authority, college support students with special travel arrangements

Specialist teachers are also available to discuss specific issues (e.g. equipment/ community support) around Visual Impairments, Hearing Impairments. Drop-Ins and, in some specific cases, home visits can be made. College offers bi-lingual support where necessary.

Careers Information and Guidance (IAG) is provided in college in line with guidance and college have a named member of staff who co-ordinates this aspect of the curriculum, working closely with our college to ensure appropriate transition pathways.

Transition and careers advisors will work closely with students with SEND. All students have a Transition Plan written at their Year 9 review and this details support and strategies that will be put in place to provide family and the young person with the skills and abilities to make informed choices at 16 and beyond. This document is reviewed annually.

LCC determines whether a young person is entitled to transport to and from school via their Transport Policy. As a college we believe in maximising independence wherever possible and if it is envisaged a young person will have the capability to travel independently.

The SENCO has the knowledge and skills to discuss SEND with parents and carers and can advise on issues as they arise. If staff feel further specialised advice is required, then they will signpost parents and support in the process of referral.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- 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 college provides

The college works with feeder primary schools from year 5 through to arrival in year 7.

The college holds an Open Evening each year in and parents are encouraged to attend. Follow-up meetings are offered on a one-to-one basis with the SENCO following the open evening.

Transition visits begin in the Spring Term for some students following early liaison with feeder primary schools. Individual and small groups of students are given increasing access to the college via pre-arranged visits. Year 6 students are invited to join in Summer School activities.

All students, including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from our specialist teacher.

Local colleges attend review days and parents' evenings from year 9 onwards and a specialist Post 16 Evening is held in the Autumn Term.

Year 9 students attend a work inspiration events – this includes displays and workshops from local employers, colleges and training providers.

Students are supported when completing applications to college/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 during year 10 and 11 for some students with particular needs. Additional advice and information is provided to colleges and training providers with the agreement of the student and family.

The college has a dedicated careers library which holds information about colleges, universities, employment and training opportunities. The specialist careers teacher is part of the CEIAG network. Students are given the opportunity to undertake a period of work experience as part of their enrichment course.

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 college provides

The college has Breakfast Club (Start Right) every morning, Picnic Club at lunchtime and Homework Clubs (End well) after college.

The college runs a week Summer School which is available to year 6/7 transition students. There is a nominal charge made for this provision.

There is a range of extra-curricular activities available to all students. Some of the activities in the Student Support Centre are as follows – Craft Club, Mosaic Club, Breakfast and Picnic Club.

The college currently operates an alternative curriculum at KS4 via enrichment.

This gives students the opportunity to study subjects not necessarily available as part of the regular curriculum.

Music bursaries are available to students who want to learn to play instruments. Peripatetic teachers offer individual music tuition.

All clubs, activities and trips are available to all students and are appropriately risk assessed.

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.

The college operates a peer mentoring system where older students offer guidance, help and friendship support to younger students.

The Student Support Centre offers a nurturing environment which is available to socially or emotionally vulnerable students and actively promotes social integration and friendship support. A small number of students need the support of our nurture room.

The Summer School actively engages students in finding new friends and supporting friendships.

We currently run the Duke of Edinburgh Award (Bronze and Silver award), which has an extra-curricular element.

A number of 'one off' trips take place outside of the regular school day. These are organised by members of staff who wish pupils to experience community/cultural events

Our Inclusive Sport coordinator organises events within and outside college including climbing wall and hydrotherapy activities.