

Sir Thomas Boteler Church of England High School

Local Offer

Physical address	Grammar School Road, Latchford
Town	Warrington
Postcode	WA4 1JL

Contact Person	Mrs. Amanda Harrison (SENCO), Mrs B Scott-Herron (Headteacher)
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Logo or picture	

Overview

Sir Thomas Boteler Church of England High School is a co-educational school which offers an inclusive learning environment. The school has a designated provision for 13 students with Cognition and Learning difficulties, admission for which is made through the Local Authority.

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	<input checked="" type="checkbox"/>
Preschool aged 2-3		Nursery School	<input type="checkbox"/>
Preschool aged 3-5		Secondary with 6 th form	<input type="checkbox"/>
Infant school		Post 16 provision (Colleges)	<input type="checkbox"/>
Primary school		Special school 2-19 years	<input type="checkbox"/>
Junior school		Higher Education (Universities)	<input type="checkbox"/>

Which of the following best describes your education setting? (tick all that apply)

Mainstream	<input checked="" type="checkbox"/>	Special	<input type="checkbox"/>
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Resourced Provision (Mainstream with resourced unit)		Academy	
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	
Wheelchair Access		Accessible changing area	
Accessible toilets		Low stimulus environment	
Secure environment		Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	
Accessible parking			
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		Not all toilets are accessible	

If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting? (*Needs led refers to resources that are allocated according to assessed need*)

Needs led school nurse		Needs led SALT (speech and language therapy)	
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	Designated provision, cognition and learning,
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Sections and subsections

The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information? (Please do not tick them all only the ones that are relevant to this service)

Respite & Support	Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)	Emotional Wellbeing		Advocacy	
Support groups and Voluntary Organisations	Disabled Children fostering and adoption		Support and family members	

Health	Children's Nurses		Specialist Clinics	
Sensory	Pre-birth & birth		Dental Care	
Complex health needs	Doctors and Hospitals		Emotional Health & Wellbeing	

Equipment and Therapies	Wheelchair Services		Speech & Language	
Continence Services	Occupational Therapy		Physiotherapy	
Other Equipment	Other therapies		Grants	

Education & Childcare	In school therapies		SEN Support	
Childcare & Early yrs.	Learning from home		Schools	
Colleges & Post 16	Transport		Transition	
Higher Education	Other (please specify)			

Leisure & Play	Clubs & activities		Things to do	
Holidays	Sport		Friendships & relationships	

Gateway		Fitness		
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Preparation for Adulthood		Getting involved		Independent living
Parents, siblings and Family carers		University and work		Staying healthy
Money		Getting around		Being an adult

1. How does your education setting know if children/young people need extra help?

- Students have often been identified by the Primary School if they have any Special Educational Needs and Disability (SEND). Close liaison, planning and the sharing of information takes place between the primary school and Sir Thomas Boteler High School to ensure a smooth transition and to ensure that the right provision is in place on and following transfer.

SEND transition:

As part of the year 6 to 7 transition a triangulation of information is used to initially screen students. Discussions with the primary school teachers, parents and students ensure a full picture of the students learning behaviours are given ready for their September start. SATS attainment scores are finally used with all other information and students are tested by the Specialist SEND teachers to ensure appropriate provision is in place.

At Sir Thomas Boteler High School, a number of students who have a Special Educational Need are allocated a key worker. The key worker meets with the student to discuss progress and achievement, help with organization and any difficulties that may arise within school. The key worker also liaises with parents and carers.

If a student is experiencing difficulties in school, this concern is immediately passed on to the Special Educational Needs Coordinator (SENCo) who checks previous records from primary school and discusses concerns with parents/carers. A plan is agreed and the issues of concern are closely monitored and reviewed.

Parents and carers are encouraged to discuss any issues concerning them with the pastoral team and or the SENCo in the first instance.

2. What do I do if I think my child has special educational needs?

If you have concerns about your child and you think they have a special educational need you should contact the Special Educational Needs Coordinator who will discuss your concerns with you further.

3. How will the education setting staff support my child / young person?

The SENCo is responsible for overseeing and planning provision for those students requiring interventions additional to and different from those students without special educational needs. Students with an EHC plan will already have very clear provision identified in the plan. Interventions for literacy and numeracy are planned by the specialist SEN teacher and delivered by the teacher and/or teaching assistants. Speech, language and communication plans are delivered where appropriate in small groups by the teaching assistants and planned/monitored by the speech and language therapists for individual students where there is involvement.

Impact and progress is monitored closely following each assessment period (4 times per year). Parents and carers are kept up to date with the progress made. Regular key worker sessions with the pupils ensure the students are fully aware of the progress made and next steps.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

We provide an inclusive offer with personalized timetables available where appropriate. Setting is on ability at point of admission linked to prior attainment in English and Maths. The Key Stage 4 curriculum is an open offer with specialist software used to generate option blocks, which enables pupils to have a wider, less prescriptive choice of subjects. Targeted support is provided for identified students through 'Links' SEN provision. Pupils within our Designated Provision access mainstream curriculum through a personalised bespoke timetable which builds on each young person's strengths. A range of qualifications are again personalised from Entry level certificates (level 1, 2, 3), Btec's, ASDANs to full GCSE's and others.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Whole school assessment reports are produced and sent home 4 times per year. Parent evenings are also held once a year. In addition to this, students with EHC plans will have an annual review of their plan. Parents and carers are fully involved in this review process. If school has concerns regarding a student at any point then contact is made with the parent/carer in the first instance and a plan is discussed and implemented. Homework is given via Show My Homework which is a site that records and monitors homework. Parents have access to the site through a password and can check to see what homework has been set. There is a homework club, based in 'Links', where students can receive support to complete homework.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

Students have daily contact with a form tutor who monitors closely behaviour and achievement points. If a student has behavioural difficulties, a key worker may be assigned to the student to provide additional support and motivation to improve behaviour.

The school has a strong pastoral system operating under three year progress leaders and assistant heads of year who monitor attendance, overall learning behaviour and achievement.

The school has an emotional health and wellbeing worker. Students are referred to this service if there are concerns over time following previous, unsuccessful interventions.

7. What specialist services and expertise are available at or accessed by the education setting?

The school accesses support from outside agencies when appropriate. This includes:

- Speech and language
- Occupational therapy
- Physiotherapy
- Educational psychology
- Child Adolescent and Mental Health
- Hearing and visual impairment service (Local Authority)
- community pediatricians,
- St Joseph Centre
- Youth services
- CAMHs

- LA safeguarding advice team
- Visual Processing Clinic (VPC clinic – Warrington Hospital)
- Relationship Centre
- Child Development Centre
- Social Services
- Warrington Peace Centre

8. What training are the staff supporting children and young people with SEND had or are having?

Staff are encouraged to access training which enhances the way in which they work with learners with additional support needs. This may be through the local authority, in-house training, or sharing of knowledge and experience within school and with colleagues from other schools. With the SENCO our specialist SEN teacher and Lecturer from Edge Hill University Inclusion, supports the ongoing training of TA's, regularly supporting informal and formal training.

Training for TA's and our specialist teaches is ongoing through fortnightly training sessions and sharing of good practice.

Examples of training include completed and ongoing:

- Speech and language programs (specific to the pupil /s)
- Social skills groups
- Visual and hearing impairment
- Specific learning difficulties (Spld programs)
- Reading programs
- Maths intervention (Progress 8 – Edge Hill University)
- Level 3 Teaching assistants
- Inference training
- ASD /ADHD training
- Questioning techniques
- SENCo National award
- Dyslexia Specialist Teacher (Edge Hill University – masters level)

An intensive whole school training programme is offered to all teaching staff, which promotes high quality first teaching. This approach supports a fully inclusive school which trains all staff to teach all of our students individual needs.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

Students are included in planned educational activities including school trips. A full risk assessment is always carried out and is available to parents and careers to view. In some instances, where a student with an EHC plan is attending the trip, the school will make an informed decision to place additional support on the trip if appropriate.

There is full access to lunch time and after school clubs for all students.

10. How accessible is the education setting environment?

The school building itself is accessible by wheelchair. There is a lift to access the first floor. The Art block is not accessible by wheelchair and in this instance, the student's class is taught in an alternative, accessible classroom.

There are 6 disabled toilets in the school. Three of the disabled toilets have an accessible shower.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?
Intensive Transition program.

Contacts: Assistant Headteacher in charge of transition- Mrs. A. Mawby supported by the SENCo, Mrs A. Harrison

Our highly comprehensive transition program is offered formally from year 5. However, many children from younger age groups visit our school on trips and events and informal transition events.

- Primary link teachers from Sir Thomas Boteler Church of England High school offers various sessions to our primary schools.
- We endeavor to meetings with all our students, parent/careers and the year 6 teacher /SENCo.
- We invite our young people, parents and careers in for transition events from year 5 with a more intensive program leading to and over the summer period.
- Two full transition days in year 6 allow the students to meet their form tutors, class teachers and friends prior to the summer.
- A bespoke package of extended transition for some of our young vulnerable / SEND students is available and usually discussed within parent/careers, primary school teachers and ourselves. For some students this begins in year five.
- Many of our SEND students benefit from a key worker who will help support this transition, again working closely with parents/ careers and the primary school teachers.
- Transition continues through the first term with Parent support groups in English, Maths and Science.
- Personalised visits are available to support students should this be of benefit to the individual.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

Funding is used to support the specific needs of the individual learner. For example it may be appropriate to offer individual bespoke support, tailored teaching intervention, mentoring and the provision of specialist equipment and materials.

13. How is the decision made about what type and how much support my child/young person will receive?

When a student has an Education Health Care plan, the type and quantity of provision is detailed in the document itself and will have been decided by the Local Authority.

Where an EHC plan is not in place and where the student does not meet the criteria for an EHC plan but requires provision additional to and different from the mainstream provision, this will be decided on by school staff including pastoral support and the SENCo. Where there are outside agencies involved then school staff will take into consideration any recommendations by these professionals. For example; if a student requires a programme for speech and language, the school staff will ensure that this is delivered as recommended by the speech and language therapist.

If school staff have an initial concern regarding a student, this is immediately brought to the attention of the SENCo and pastoral staff for discussion around provision and support. Parents are always consulted and in most circumstances asked to attend a meeting where planned provision is discussed further. Planned intervention is always reviewed and progress reported to parents.

14. How are parents involved in the setting / school / college? How can I be involved?

At Sir Thomas Boteler we believe in parents/carers and school working closely together and this includes agreement and involvement in the making of any plans.

15. Who can I contact for further information?

For further information on the SEN provision at the school, or if you would like to discuss your child's needs and how Sir Thomas Boteler could meet those needs please contact the SENCo.

Warrington Local Authority also offer a parent partnership service providing free, impartial advice for parents of children and young people with SEN.

Children and Young people would like you to answer the following questions :
1. How does the education setting know if I need extra help?

Before you transfer to Sir Thomas Boteler, staff at your school will share information about you if they consider that you will need some additional support. Staff at Sir Thomas Boteler may come to your school before you transfer to meet you and discuss with you the type of support that you think helps.

2. What should I do if I think I need extra help?

If you have any concerns or worries about anything and you think you may need some extra support or help then you should tell your assistant head of house, form tutor or SENCo. If you don't feel you can approach anyone in school then tell your parents/carers and ask them to ring the school to discuss with one of the staff members mentioned above.

Alternatively, you could go to LINKs to speak to one of the SEND team which is also where the SENCo is based. Alison Lee Our Wellbeing officer offers private drop in sessions every Wednesday lunch time. Our external Youth worker also provides a drop in session on Tuesdays.

3. How will my course work be organised to meet my individual needs?

The specialist LINKS team consist of highly trained teaching assistants and teaching staff who offer support to students identified with SEN who request or need additional support with their course work. The additional support is built into the whole school provision map and may include individual bespoke support, tailored teaching intervention, group support, study skills, subject based differentiation, precision teaching programme and student mentoring.

Pupils are actively supported within subject areas. This is planned and reviewed half termly. The focus of provision reflects the pupils learning strengths and builds upon their course work needs. Staff work together to ensure progress is evident. Pupils are encouraged to work independently and to develop responsibility for their course work.

4. How will I be involved in planning for my needs and who will explain it and help me?

If you have an Education Health Care Plan (EHCP) you will have an opportunity every year to tell us how you think you are getting on in school. You will be asked to write down your views (your key worker can help you with this) and talk about the things you are good at/ need to develop at the meeting. This will help the school in setting targets for you.

If you are receiving some support but don't have an EHC plan then you will most likely have a key worker who will discuss your progress with you frequently and work with you to set targets that you can achieve.

5. Who will tell me what I can do to help myself and be more independent?

You will have a key worker who will hold regular meetings with you to discuss how you are getting on and suggest things that you need to do to help yourself and be more independent. Your key worker will help you use your planner effectively and help you organize your homework so it is handed in on time.

6. What should I do if I am worried about something?

If you have any concerns or worries about anything and you think you may need some extra support or help then you should tell your assistant head of year, form tutor or SENCo. If you don't feel you can approach anyone in school then tell your parents/carers and ask them to ring the school to discuss with one of the staff members mentioned above.

7. How will I know if I am doing as well as I should?

After each assessment, you will receive a report showing the grades you are working at, the end of year target and a grade to show effort in behavior and homework. These are colour coded blue- above target, green- on target, orange- below target, red- significantly below target. Your parents and carers will receive a copy of these assessments. Your key worker will also go over these with you after each assessment and discuss with you what you need to do to improve.

At Sir Thomas Boteler we have a house system and individual achievement and behavior points. Your form tutor will keep track on your achievement and behavior points and will discuss these with you frequently during form time.

8. How can I get help if I am worried about things other than my course?

Every pupil in the school is assigned a house. We have 4 houses; Warburton, Ireland, Priestley and Tyldesley. Each house has a head of house and an assistant head of house. If you have any friendship issues or are concerned about anything you could in the first instance speak to your assistant head of year about this. Our school also has an emotional health and wellbeing worker. Your assistant head of year can discuss whether a referral for support from the emotional health and well being worker would be appropriate.

9. Are there staff in college who have had special training to help young people who need extra help?

N/A

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

N/A

11. If I have difficulty in taking part in college activities what different arrangements can be made?

N/A

12. What help is there to help me get ready to start college?

Throughout the students schooling there are a number of opportunities to discuss, review and post 16 opportunities.

You will have taster days arranged for you whilst you are in Year 9,10 and 11. If you need support with these a teaching assistant from the school can attend with you. College staff will liaise with school staff and if you have special educational needs this will be shared with the college before you transfer to enable them to make appropriate provision before you attend.

College transition teachers are requested to attend Annual reviews for students with EHCPs (Education and Health Care plans).

13. I am coming to college to prepare for employment – how will I be supported?

N/A