



Eden Boys' School, Preston

Local Offer

School/Academy Name and Address	Eden Boys' Preston, Universal House, Adelaide Street, Preston, PR1 4BD		Telephone Number	01772 926000
			Website Address	www.edenboyspreston.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	X			
What age range of pupils does the school cater for?	The school is a Muslim faith based school for boys aged 11-16			
Name and contact details of your school's SENCO	Miss Heather Hale heather.hale@ebpreston.staracademies.org 01772 926000			

Name of Person/Job Title	Miss Heather Hale, SENCo		
Contact telephone number	01772 926000	Email	heather.hale@ebpreston.staracademies.org

Please give the URL for the direct link to your school's Local Offer	http://www.edenboyspreston.com/inclusion/students-with-particular-needs/		
URL link to LCC Local Offer	Special educational needs and disabilities - local offer - Lancashire County Council		
Name	Miss Heather Hale	Date	1 st September 2023



Keeping Children Safe

- 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:

- Initial assessment made by the SENCo at a school visit before student starts at school. Representatives from the LA and other external agencies and the school may attend the meeting and assist with the assessment
- Full risk assessment made when the place at this school is confirmed. This is subject to regular review and/or when need changes
- Teaching Assistants accompany identified children in need of particular, supervised transport provision to be dropped off or picked up by the appropriate person. Parking in school is very limited and so the only designated parking/waiting space is for emergency vehicles
- The Inclusion area provides a safe-haven and supervised support for children at break and lunchtimes
- All school trips are processed through the "EVOLVE" system by the group leader for that trip and risk assessments are attached to forms, checked by the EVC
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEN/D pupils
- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request

Accessibility and Inclusion

- 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:

- All parts of the building are accessible and there are disabled toilets at key points around the school
- All classrooms have window blinds with selected classrooms having air conditioning. There is a school hall and a dining area
- Corridors are generous in terms of space in most areas so there are very few "pinch points" creating congestion and crowding
- Classroom acoustics are generally good aside from the sports hall where the acoustics are poor
- Accessible changing/toilet facilities in Sports Hall
- Designated disabled parking bays
- EAL parents can request bi-lingual support for the main South Asian languages
- Copies of policies can be requested from the school
- Currently there are no audio info/Braille versions of policies
- Information made accessible via meetings, verbal information, website, letters and social media
- The school does not use height adjustable tables, chairs, or any furniture
- Pupils are provided with learning aids such as visual aids and magnifier

Teaching and Learning

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**What the school provides:**

- Children with SEN/D are identified as part of the Year 6/Year 7 transition process. All children are assessed doing a variety of standardised tests on entry. We refer to external agencies for assessment or diagnosis as appropriate, following consultation with parents
- In-class support and intervention may take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. CI
- Classroom based support is provided by a small team of experienced Teaching Assistants.
- Intervention may take place before, during or after the school day
- Literacy intervention is available through timetabled sessions and is a priority of the school, designed to promote independent learning and curriculum access. School commissions staff from a variety of external agencies to advise and support across the range of SEN/D
- Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEN/D and medical conditions
- Updates are made available to staff, by the SENCo, emails and staff briefings or face to face meetings. External training is available to support the staff

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 Aid 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 have 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
- 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, the child and a healthcare professional
- Care Plans are held centrally in the school office. They are reviewed by the School at least annually or if circumstances change
- Additional training for staff or first aiders is arranged via the school nurse or specialist nurse practitioners
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact a first aider. The first aider will make the decision about the most



appropriate course of action. In the event of a serious incident an ambulance is called immediately, along with the emergency contact parent/carer

- The school does not have any health or therapist on site. 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 Speech and Language services, CAMHS workers, Educational Psychology Service and SEN/D Support Services

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:

- All statements and EHCPs 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 Local Authority, the parent/carer and school. Students are always encouraged to participate in their meeting
- Progress of other students with SEN/D support needs is routinely monitored in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups
- Progress data is shared with parents half-termly, in written format as well as face to face at parents' evenings
- The SENCo is available to discuss individual students, usually by appointment, to ensure privacy and confidentiality
- The effectiveness of our provision is measured in 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 progress in individual social, emotional or behavioural targets

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 school provides:**

- School website provides contact details which include the telephone number and email for general enquiries. Specific enquiries will be directed to the relevant staff.
- At the transition meeting for newcomers to the school, key staff members are introduced to parents/carers and pupils
- Staff visit feeder schools during transition
- Additional contact days are made available for year 6 pupils to come and experience working in our school
- Interim assessments are reported to parents at regular intervals throughout the school year
- Feedback is actively pursued by report slips, review meetings, school planners and questionnaires
- There is parent representation within the School Governing Body

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 which meet regularly
- School Council reps meet each term
- 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 'support' 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 visits to school, parent's evenings as well as website feedback
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents
- The constitution of the Governing Body requires parents to be represented on the body. 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 positions
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all
- There is a member of the Senior Leadership Team linked with SEN/D who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has



produced, by key agencies. This ensures there is a regular, comprehensive review of provision

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:

- The school website clearly signposts where support can be found.
- The school 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.

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 does not offer child care before or after school
- There is a range of extra-curricular available to all students. The activities include, sports, debates, STEM and Art.
- All clubs, activities and trips are available to all students subject to a 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
- The school makes Inclusion available to socially or emotionally vulnerable students, and actively promotes social integration and friendship support under the supervision of adults
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the school for support



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 feeder primary schools
- The school holds an Open Evening each year and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCO, following Open Evening
- Transition visits start in the spring term for some students, following early liaison with feeder schools
- Individuals and small groups of students are given increasing access to the school, via pre-arranged visits
- All students including those with SEN/D are offered Careers Education Advice Information and Guidance
- A Careers Fair is organised which includes, local employers, colleges and training providers
- 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