



Applebee Wood School

SEN information Report/Local Offer



School Name and Address	Applebee Wood School Far Croft Lostock Hall Lancs PR5 5SS		Telephone Number	01772 336976
			Website Address	www.applebeewood.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	Applebee Wood is a special school for children with generic learning needs (GLD) severe needs, ASD, ADHD, speech language and communication difficulties, visual and hearing impairments, physical and social and emotional difficulties. This includes: <ul style="list-style-type: none"> • MLD - Moderate learning difficulties • SLD – Severe learning difficulties • ASD – Autistic Spectrum Disorder • SLCN - Speech language & communication needs • PD - Physical difficulties • VI – Visual impairment • HI – Hearing impairment 	
		x		
What age range of pupils does the school cater for?	4-16 years			
Name of person/Job Title	Michelle Padgeon Headteacher			
Contact telephone number	01772 336976	Email	head@applebeewood.co.uk	

Accessibility and Inclusion

Applebee Wood is laid out to ensure all children can be as independent as possible throughout classes, ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual person's level of need is considered when planning for the curriculum and daily routines. A range of curriculums are offered to meet the increasingly complex and highly individual learning needs of our students, ensuring every pupil is supported so they can make progress. These can be found on our school website.

How we evaluate the effectiveness of our provision

We are constantly reviewing our provision to ensure we are fully meeting the individual and ever-changing needs of our whole school community. Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.

Governors hold school leaders accountable for impact of provision on pupils progress.

Evidence for learning is used to monitor pupils' progress across the curriculum for intensive support classes and towards the outcomes of the EHCP for all pupils. This is shared with parents.

How we access and review progress

B Squared, Pre-Key Stage standards, phonics, reading and maths assessments are used to baseline, track and target set pupil progress to ensure the curriculum we provide is enabling all children and young people to achieve challenging aspirations. The assessments indicate next steps in learning. The progress pupils make is reported 3 times a year at termly data drops and annually at the review. Every pupil has an individual Educational Plan (IEP) which identifies learning targets for each half term. The progress made towards their targets are recorded on Evidence for Learning. The percentage of targets achieved is calculated at each Annual Review; we aim for every child to achieve at least 80% of their targets.

How accessible is the school environment?

Applebee Wood is fully accessible. Outside there are identified disabled parking spaces close to the main entrance. The school has an Accessibility and Premises Management plan and is fully committed to an ongoing program of improvement in this area.

The school is a single-story building which is accessible to all students and visitors, including those with mobility difficulties and wheelchair users. There are disabled

toilet facilities in two separate areas of the school.

How accessible is your information – including displays, policies and procedures etc.

Information about the school can be found on our school website, which is updated on a regular basis.

School has the required policies and guidance in place, which are based closely on LCC model policies and guidance; however, they are modified to account for individual school circumstances. These are available on request from the school office with some on the school website.

In the front entrance of school there is information relating to school, community and Friends of Applebee Wood (PTFA). A weekly newsletter provides parents/carers with information and details of forthcoming activities. We are happy to provide information to parents/carers in alternative formats, in order to ensure they are fully informed.

Many of our students travel some distance to school and we regularly speak with parents/carers via the telephone. All primary students have a diary which is used to communicate with home on a daily basis, which enables both teacher and parents/carers to inform each other of any issues, developments or achievements. Class teachers also use 'Seesaw' to record home learning and message parents electronically.

We use a communication method Parent App, which involves email and texting parents/carers.

Parents/Carers are encouraged to engage with Evidence for Learning, the online system we use to record pupil's progress. Videos and photographs of the progress pupils are making are shared via this platform with parents.

The school also has a full-time Family Support Lead who is available to communicate and assist any parents and families with additional needs.

How accessible is the school?

The school provides a total communication environment which includes the use of Makaton; photographs; symbols; objects of reference; communication profiles; pictorial timetables; Picture Exchange Communication System (PECS); and a range of communication aids. Individual student learning needs will determine how lessons are differentiated and supported with resources which ensure inclusion for all.

Transition days take place in July each year to reduce anxieties and allow all pupils to experience new classrooms, teaching staff and peers. This allows for the facilitation of discussions and reduces any potential anxieties.

Timetables become increasingly personalised as the pupil's progress into Key Stage 4.

For parents of pupils who English is an additional language, school will seek to provide an interpreter to attend meetings

Do you have specialised equipment (eg; ancillary aids or assistive technology)

Specialised furniture and equipment is available to support pupils to access their environment and curriculum. All activities within school are presented in a variety of alternative ways to engage the different types of learners. We offer a range of technology, including iPads that have voice recording facilities to communicate support applications. We have a fully equipped light and sound sensory room and a movement soft play sensory room. Our school grounds have specialist areas including a forest school, garden, cycle track, outdoor gym, school field and playgrounds.

Teaching and Learning

All pupils attending school must have an Education, Health and Care Plan (EHCP).

What arrangements do you have to identify and access children with SEN?

The Local Authority Assessment criteria determines the 'banding' of individual pupils based upon identified needs linked to specific criteria. The school will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'banding'. This links directly to the funding mechanism (weighted pupil number) for each individual budget available to school. All pupils have challenging individual learning plans which underpin a part of the teaching focus as does a highly differentiated national curriculum. Appropriate strategies are put in place to enable students to achieve their best and promote independent learning.

What additional support can be provided in the classroom?

The school has an identified Special Educational Needs Co-Ordinator's (SENCO) who acts as a point of contact for parents/carers and outside agencies. All pupils have an Educational Health Care Plan (EHCP) with clear targets that are broken down into Individual Educational Plans. All pupils have access to qualified and highly experienced staff who have expertise in working with students with a wide range of learning difficulties and disabilities. Lessons are taught by qualified teachers and supported by highly experienced Teaching Assistants, who support learning whilst encouraging independence. Interventions are planned to develop each individual student's skills, in whatever area has been identified for targeting through assessment procedures.

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)?

The school has access to a Multi-Disciplinary Team including an NHS Speech and

Language Therapist (SALT), Occupational Therapist and Physiotherapist who deliver programmes on site, working closely with the pupils. The school employs a Speech and Language Therapist (SALT) who is responsible for planning and delivering effective specialist speech and language therapy provision for pupils at Applebee Wood. We have a thorough and detailed SEN provision map that clearly identifies the pupils needs and level of support required in class.

School is organised into primary and secondary teaching groups. We have seven primary classes of mixed ages that are assessed and grouped accordingly. The Creative Curriculum model allows other subject areas to be taught in a topic based approach which is meaningful and engaging for pupils.

Our secondary provision is adapted to maximise consistency, contingency and progress. Students are taught in small groups of between 10 and 12, for most subjects.

We have developed a bespoke personalised curriculum so that all pupils benefit from truly individualised learning with reference to the National Curriculum.

Teachers' planning ensures that pupils take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress.

What SEN and disability and awareness training is available to all staff?

The school is committed to offering regular continued professional development and all staff attend annual appraisal meetings and have on-going training in order to meet the differing needs of all children. Staff training for the whole school includes.

Child protection and safeguarding

- First Aid Training
- Team Teach Training
- Medicines in school training
- Moving and Handling training
- Trauma Training
- ASD
- Total Communication

What staff specialisms/expertise in SEN and disability do you have?

Specialist and experienced staff are skilled in providing quality classroom support and work collaboratively with staff with specialisms eg: sensory profiling, behaviour, physiotherapist, occupational therapist, speech and language therapists, medical professionals, orthoptist, specialist teachers in visual, hearing and multi-sensory impairments.

What arrangements are made for reasonable adjustments in the curriculum and support to the pupils during exams?

Our personalized three pathway curriculum is designed to maximise progress for each pupil according to their own individual aspirations which focus on developing

Key skills of communication, cognition, independence, physical development, self-care and their ability to manage their emotions. The curriculum provides opportunities to revisit concepts helping to embed learning to memory. All secondary aged pupils' access accredited courses including GCSE, and Entry Level where appropriate. Applebee Wood works in partnership with alternative education providers to offer a range of courses to meet individual needs and aspirations.

All Key Stage 4 students attend a personalised learning programme at a local college facility, which allow them not only to familiarise themselves with the college environment but also to experience possible course options at post 16. All students prepare for and undertake a work experience placement when they are in Year 11. This supports the careers education programme, delivered in in line with the Gatsby Benchmarks, the world's leading careers standards.

Life skills, communication, working towards independence, access to the community and consideration to 'life after school' forms an inherent element of curriculum delivery across the whole school.

Individual Education Plans (IEPs) play a key part in developing a personalised approach for each child. The setting, monitoring and evaluating of individual targets with pupils, parents and carers takes place on a termly basis.

Pupil progress (for formal and semi-formal learners) is assessed against B Squared, progression steps and standardised assessments for reading, maths and social and emotional skills. The assessment procedures are in line with the national curriculum from September 2014. Pupil progress (for pre formal learners) is assessed against the Pre Key Stage Standards. EYFS pupil progress is assessed against the Birth to Five Matters (SEN Journal).

For those pupils who find a full-time school curriculum too demanding we endeavor to develop a bespoke personalised curriculum plan which ensures they are still able to gain accredited qualifications for a Post 16 setting.

How do you share educational progress and outcomes with parents?

The school shares educational progress in twice yearly parents evenings, Evidence for Learning, annual review meetings and exhibition afternoons.

What external teaching and learning do you offer?

We have a commitment to learning outside the classroom and pupils are fully supported at all times to engage safely in offside learning.

We access swimming at local facilities, sensory provision, visits to the Library, local cinema, cafes and shops. We also access enhanced curriculum using partner educational facilities including Preston North End football club, Preston Vocational Centre and fast track go-karting. In addition to the regular trips in the community we offer residential holiday in both Key Stage 3 and Key stage 4.

What work experience opportunities do you offer?

All our Key Stage Four pupils will engage in work related and life skill building experiences. Preparation for adulthood begins in lower primary and is built throughout school with lots of employer encounters. We are committed to careers education with all pupils from Year 7 taking part in the Skills Builder Program.

How well does your SEN provision map illustrate the range and level of support for individuals?

Our provision mapping is split into universal targeted and specialist provision clearly outlining the level of support and targeted interventions available to pupils are mapped across the year. The interventions are mapped against individuals Educational Health Care Plan in their 'All about me' plan. Specialist provision is recorded on provision mapping by the SENCO

Reviewing and Evaluating Outcomes

What arrangements are in place for review meetings for children with Education, Health Care plans?

The school holds annual review meetings for parents that can be arranged at a suitable time for parents to attend either online or in school. The students are invited to attend the meeting and share their views on their work. Progress is also discussed at consultation evenings. All children have Individual Education Plan (IEP) which have targets linked to their EHCP outcomes. These are set and evaluated three times a year. Parents/carers are consulted on the IEP targets.

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

Annual targets are set and broken down into Individual Education Plans which are assessed on an ongoing basis. Pupils who receive additional interventions for example Rebound Flexi Bounce Therapy, Lego therapy, hydrotherapy which is part of their EHCP provision, will have this tracked via pupil provision mapping and outcomes will be measured against individual targets and tracked via Evidence for Learning. Pupils are assessed via a range of assessments tailored to their individual needs.

Curricular provision is reviewed annually to ensure it meets the needs of pupils as they progress through the school. Interventions which support the range of learning difficulties in the school are monitored, analysed and evaluated for their impact on pupil progress. This also informs School Improvement planning.

The SENCO and or Pupil Support Worker are actively involved in supporting children with SEN and are regularly involved in providing information (with parent

consent) to other professional agencies who are involved in reviewing their needs i.e. CAMHS, Speech Therapy and other care providers. Where at all possible, a member of staff will support parents and or pupils at multi-agency meetings to ensure there is a 'holistic' view and effective plan in place to meet an individual's needs.

Health (including Emotional Health and Wellbeing)

The school provides a warm and welcoming environment in which children feel safe, valued and happy. Staff build excellent relationships with pupils and the pupils are able to talk to staff about any concerns they might have. We place a high level of importance on all pupils' emotional health and wellbeing and where appropriate, work with other agencies to ensure that pupils are cared for and their needs are met.

How do you manage safe keeping and administration of medication?

At Applebee Wood we are mindful of the need to safeguard the wellbeing of all pupils, staff and visitors to the school and will ensure, as far as is reasonably practicable, that first aid arrangements will be managed in compliance with the management of Health and Safety regulations.

How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

Where a pupil requires medication on a short-term basis, parents may send in the medication with full instructions and staff will administer when required. Where pupils have long term medical conditions requiring ongoing medication, a Health Care Plan is drawn up with parents and health care professionals. All medication is stored securely in a locked medical cupboard in the first aid room. There is a recording system in place, whereby two members of staff administer the medication and record the date, time and medication given. Health Care Plans are reviewed annually and updated regularly during the year as necessary. All staff have access to plans, which are retained in the Health Care file in the first aid room. Staff are informed of changes via email and staff meetings.

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?

Staff are trained to deal with a child's particular medical needs. This training is delivered by the appropriate health care professional e.g. School Nurse, Diabetes Nurse, Epilepsy Nurse, Occupational Therapist and Physiotherapist.

In a medical emergency, we would call an ambulance and contact the parents/carers. If they were not able to get to school quickly, a member of staff would accompany the student in the ambulance and meet the parents/carers at the hospital. If we were unable to contact them, we would inform the police to ask for assistance in contacting parents/carers.

The nearest hospital to school is Preston Hospital where there is an Accident & Emergency Unit. The school will keep records of all accidents and injuries and has a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence.

All staff in school are expected to do all they can to safeguard the welfare of pupils, other staff and visitors, therefore undergo ongoing training in administering first aid and emergency medications e.g. Epi-Pen, rescue medications etc. Pupil care plans are shared with school staff to ensure continuity of care.

The majority of staff are trained in First Aid at School, which is re-accredited on a three-year cycle.

Pupils have access to the specified Immunisation Programme on site.

Which health or therapy services can children access on school premises?

School has access to a Speech and Language Therapists provided by the NHS and a bought in additional Speech and Language Therapist support. They carry out assessments, therapy and provides programmes for staff to use in the classroom.

A Clinical Psychologist attends school as required and provides support and guidance for pupils. The visiting Nurse team provides support for PSHE lessons. Occupational Therapy and Physiotherapy is initially provided by referral, with programmes and appropriate training provided for staff to deliver the support needed. Bought in OT support allows our children to make the very best progress in all areas

Keeping Children Safe

How and when will a risk assessment be done? Who will carry out the risk assessment?

Travel

The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school.

What the school provides

In line with Health and Safety regulations, risk assessments are carried out for the use of all areas of the school premises and for curriculum activities. These are completed by teaching staff and members of the senior leadership team.

Many pupils are transported to school by LCC vehicles and they are met at the start of the day, and then taken to transport at the end of the day, by the passenger assistant and staff. We have a safe area at the front of school, that is inside school grounds, where the vehicles park and a layby at the back of school for additional vehicles.

School liases with the local authority transport to ensure safe travel for pupils to and from school. The local authority transport department liases with school to carry out any pupil transport risk assessments.

Educational Visits

All outdoor learning is risk assessed individually e.g gardening, PE, swimming and other events. All risk assessments follow the local authority guidelines. We follow the Lancashire model policy, using EVOLE, by visit leaders and approved by one of the schools Educational Visit Coordinators.

Teachers are responsible for completing the necessary risk assessments for all their individual class educational visits.

School Premises

Within school pupils are supervised by teachers and support staff. They are accompanied around school for lessons and are supervised by teacher/TA during break times. At lunchtimes they are supervised in the hall or classrooms by a team of staff.

Health and Safety checks are completed regularly. Playground inspections are carried out termly with an additional annual inspection, including any outside play equipment, seating and fences.

Dynamic risk assessments are completed by staff on a daily basis. Individual area specific risk assessments are available.

Individual pupil risk assessments

Pupil risk assessments are written at the start of the year by the class teacher and updated, as requested throughout the year. These include behaviour support information and positive handling plan (PHP).

A risk assessment will be done for any pupils requiring a PHP. These are completed with parent collaboration and support from a Teach Teach tutor. School premises undergo rigorous health and safety checks. Annual safeguarding training is delivered for all staff.

What support is offered during breaks and lunchtimes?

Pupils risk assessments are in place alongside environmental risk assessments to ensure staffing ratios at lunchtime ensure pupils are supported for both lunch and playtimes. Pupils remain with their own peer group and with staff from their own class who will be fully aware of their needs.

Where can parents find details of policies on anti-bullying?

We have an Anti-Bullying policy that can be found on our school website.

Communication with Parents

How do you ensure that parents know 'who is who' and who they can contact if they have concerns about their child/young person?

A full staffing structure is available within the school prospectus or through liaison with the school office administration staff.

Parents first point of contact is the class teacher for their child and this information is sent out in July each year in preparation for the start of the academic year in September.

In the primary department all pupils have a home-school diary and if the class teacher is not available, they can contact the Head of the Primary Department (Mrs Hall)

We encourage independence in the secondary department and therefore not all pupils have home-school diaries. The Pastoral team will ensure the pupils are supported and communication between home and school remains effective.

Passenger Assistants also provide a daily link with home.

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)

School does have an open-door policy; however it is sometimes not possible for the class staff to leave a classroom unattended or short staffed during the day.

Parents/carers are welcome to telephone school and request to speak with a teacher. If the teacher is unavailable, then they will make a return call as soon as possible. Parents/carers are also welcome to speak with one of the senior leadership team. If they would like a face-to-face meeting, then a mutually convenient appointment can be arranged. Sometimes parents/carers have immediate issues they wish to discuss and if at all possible, this will be accommodated.

Parents are able to text into school which the administration staff will then refer on as appropriate and email to specific members of teaching staff in school.

How do you keep parents updated with their child/young persons progress?

- We hold parents/carers meetings three times a year, two parents evenings and the annual review meeting.
- Parent app enables parents to receive information by email and text.
- We also provide weekly newsletter, which gives information about events in school. We have an annual Careers Event.

- We keep parents/carers updated about their child's progress through Parents Evenings, the Annual Review, IEPs.
- Parents are kept updated via Evidence for Learning, class blogs and Seesaw app.

Do you offer Open Days?

When a move to a specialist provision has been agreed by the LA, parents/carers can request a without-prejudicial visit to see Applebee Wood.

Exhibition afternoons take place which allows parents/carers to visit the school and spend time in their child's class. Parents are also invited to various events across the school year including performances, special assemblies and sports day.

How can parents give feedback to the school?

We hold interim review meetings if staff or parents wish to raise any issues they might have. Parents/carers formally provide feedback to the school at the Annual Review and through the Parental Questionnaire.

They are encouraged to access the Ofsted Parent View website.

There are parents/carers representative on the Governing Body and they may also be a co-opted Governor. We also have a successful PTFA called Friends of Applebee Wood and always welcome new parents/carers. Parents/carers are encouraged to inform and discuss any concerns they may have with school. However, in the event that parents/carers are unhappy with the response they can obtain guidance from the Complaints Policy, available from school or on the school website.

Working Together

What opportunities do you offer for children to have their say? E.g., school council

Pupil voice is important and pupils have the opportunity to have their say via the school council.

The Student Council is represented by students from a range of classes, voted for by the students in that class. The council meets regularly. The council's ideas and requests are responded to in writing by the Headteacher. Pupils have been instrumental in the research and implementation of a House Team names, reward trips, educational visits and school policies which reflect their own ideas.

Pupils also have the opportunity to have their say during assemblies, PSHE & Citizenship lessons, special events e.g. anti-bullying week and through the pupil questionnaire.

What opportunities are there for parents to have their say about their child's education?

Parents/carers are consulted at Annual Reviews, Parents Evenings, through the parent questionnaire and also parents/carers are asked to complete evaluations after an event in school. They also have the opportunity to join the Governing Body, PTFA and are welcome to help with special events. Parents/carers who wish to share any specific skills, join us for special cultural and art events. We also hold workshops and training events for parents.

What opportunities are there for parents to get involved in the life of school or become a School Governor?

Family participation is encouraged, and parents have the opportunity to get involved in school life through our 'Friends of Applebee Wood' group that assists us with our fundraising events held at school. We encourage all our parents to be involved in school life and apply to be a School Governor if and when a vacancy arises.

How does the Governor Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g., health, social care, voluntary groups)

The Governing body involves professionals of the Local Authority teams from Finance, Catering and Buildings to produce reports to support its strategic development. The school works very closely with other agencies in support of all the pupils in school. These include SEND Service, Health Services, Social Care, Community Police, School Nurse and voluntary organisations, family support and wellbeing service and Children's Learning Disability Team. The school acts as a central point to hold a range of meetings and the school holds its own parent engagement meetings facilitated by the Pastoral team.

How do home/school contracts/agreements support children with SEN and their families?

The Home School Agreement focuses on supporting all the pupils with SEND and their families. We aim to engage all our parents in the education of their children and in their personal and social development.

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?

We have a specific Pastoral team employed to liaise between home and school. They do not have an allocated classroom timetable and therefore is able to provide

support and advice over the phone or face-to-face either in school or at the family home with prior arrangement. If requested, staff will support families in completing paperwork. If specialist support is required e.g. legal, then we would direct them to the appropriate professional or organisation that could assist them.

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?

Our school has so much to offer in terms of support both within school and outside in terms of signposting you to support and services. We work in close partnership with parents, carers and other professionals. This ensures that we can effectively meet the needs of all our pupils and their families in a caring and supportive friendly environment. We offer pastoral support, consisting of a full-time Family support lead, Pastoral support Lead and Pupil support, all of which provide exceptional individualised support for our pupils and their families.

Teaching Staff, provide information, advice and guidance to parents at formal meetings and informally if requested during telephone calls or in person. If appropriate, staff would direct the parent to a member of the senior leadership team.

We are proud of our leading Parent Partnership Award which recognizes and celebrates the excellent and supportive relationships with our families. Our approachable and committed staff ensures the continual provision of support and guidance is given to each parent and carer.

How does the school help parents with travel plans to get their son/daughter to and from school?

Lancashire County Council (LCC) will determine via their Transport Policy whether a pupil is entitled to home school transport. School has a member of staff responsible for transport liaison and they can offer or signpost support and advice to parents/carers. School offer to support the completion of the required forms to ensure the best possible outcomes.

LCC Transitions Team give further support to more complex students and the school employs an independent careers advisor to support the school careers programme.

Lancashire Independent Travel Service work with pupils in KS4 to assess and develop their skills to travel to school independently if they are ready.

Transition to School and School Leavers

What support does the school offer for pupils coming to the school?

Pupils who join Applebee Wood will have a transition package. Staff may visit the pupil in their current setting prior to the transition days. For pupils joining in September, transition days are held through the summer term, social stories and visuals are provided to help pupils recognize who will be their teacher and teaching assistants.

What support is offered for young people leaving the school? (e.g., careers guidance, visits to colleges, apprenticeships, supported employment etc)

Career lessons in school begin in Year 7 at Applebee Wood.

Students can be admitted to the school at any time of the year. They are provided with a personalised plan for transition and this is agreed with parents/carers and staff of the current school.

At Year 11, their transition is discussed at the Annual Review with their chosen college or other provider named. Year 11 are supported in completion of their college application forms as relevant and where necessary they are interviewed by colleges within the school setting before further follow-up assessments as required.

Prior to making these important decisions, pupils in Key Stage 4 have an individualised timetable and curriculum which allows access to a weekly Personalised Learning Programme (PLP) which is identified at their Year 9 annual review from existing programmes in place or specific areas of interest. For those pupils who would like to develop mainstream links in a specific area of strength i.e. Art or PE this will be built into their timetable too.

They also complete a Work Experience placement in the Spring Term. These experiences are often influential in making their choices at Post 16. At the Year 10 annual reviews, the summary report will indicate whether a pupil is likely to attend a mainstream setting Post 16 or may require further specialist support. This will also indicate to the authority whether it is likely that the young person will be able to travel independently Post 16 depending upon the most appropriate provision. This is obviously subject to change but is an early indicator to the LA and gives parents time to explore relevant settings prior to the Year 11 review.

What advice and support do you offer young people and their parents about preparing for adulthood?

To assist young people and their parents prepare for higher education, employment, and independent living we offer support via post 16 transition information events, college taster sessions and by attending college open days and application forms. The key stage 4 curriculum is geared towards independence and life skills. Preparing our young people and their families for life beyond school and adulthood is important to us. We have high expectations of what our young people can achieve and work hard to instill this aspiration in our

young people and their families. Our students are highly involved where possible in planning for their pathways and making decisions about their transition.

Extra-Curricular Activities

Do you offer school holiday and/or before and after school provision? If yes, please give details.

We offer an 'Early Arrivals' club which is staffed by teaching assistants from 8:00-8:40am for parents who transport their own children to and from school and who may need to be at work for a certain time or just want to miss the heavy traffic along Leyland Road this club runs daily.

School has a breakfast club every morning between 8:40 - 8:55am with food prepared by the school cook and supervised by a teaching assistant in the school hall. There is no charge for children entitled to 'Free School Meals' as the costs are covered by school and a subsidised cost for all other pupils and or staff.

We currently run after school clubs on a weekly basis, cooking club, for which there is a £1.00 charge to cover the cost of the ingredients. We offer a multi-skills sports club, a DVD club, social skills and board games club, Science club and Gardening club these clubs are free of charge. The only requirement for attending these clubs is that parents/carers are able to collect them from school at 4:00-4:15pm.

We also run a Twilight club after school Tuesday to Friday till 5:00pm

Due to the fact that the majority of students travel long distances to school, it is difficult for many of them to access after school activities, therefore parents/carers are signposted to activities in the community.

School provides a range of extra-curricular experiences, being fully inclusive; our students have opportunities to join in sports competitions, music and dance events.

What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?

Every day there is a range of lunchtime club options during the lunchtime period and pupils are encouraged and supported to make appropriate choices. The clubs are run by staff familiar to the pupils. Current options running through the week are: Board games, make and build it, art club, football, gardening, Wii, cheerleading and homework club.

With our primary PE funding, we provide sports activities during school time and these are delivered by specially trained coaches. Most clubs are free of charge.

How do you make sure clubs, activities and residential trips are inclusive?

All clubs and activities are fully inclusive; staffing is matched to the needs of the pupils who are attending. Annual residential holidays are offered to KS3 and KS4 pupils.

Outdoor education residential trips or a cultural experience in a British City are undertaken annually and adjustments are made to enable all students who wish to attend, have the opportunity to do so.

Our extra- curricular provision is heavily supported financially by the school, PTFA and through additional fundraising. Parents/carers are asked to provide additional contributions for some activities, and educational visits. This is in line with our Charging and Remissions Policy.

A number of 'one off' visits take place out of school hours across the school year e.g., to theatres, cinemas, Cheerleading or our own school productions.

Throughout the year our PTFA also organise a number of successful fund-raising events, including BINGO evenings, quizzes, a sponsored walk and summer BBQs.

How do you help children and young people to make friends?

Our pupils are encouraged to lead a fulfilled life, enjoy friendships, behave appropriately, conducting him/herself as a good citizen and interact positively. Many of our pupils require support to help them learn the skills to make friends and this is delivered through our curriculum.