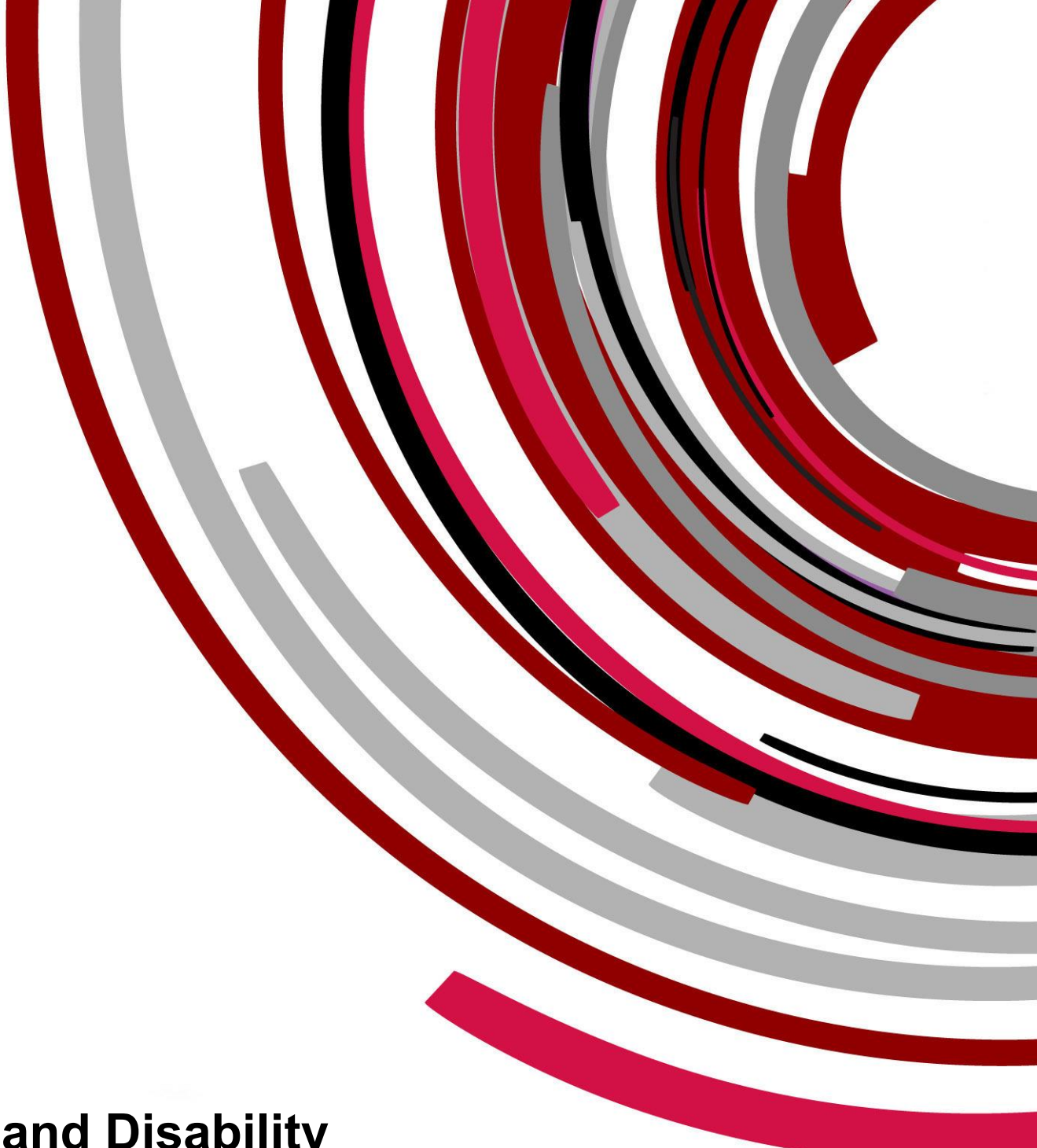




SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Browndedge St Mary's Catholic High School

School Number: 07105

School/Academy Name and Address	Brownedge St Mary's Catholic High School, Station Road, Bamber Bridge, Preston, PR5 6PB		Telephone Number	01772 339813
			Website Address	www.st-maryshigh.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:	
	x			
What age range of pupils does the school cater for?	Mixed gender 11-16			
Name and contact details of your school's SENCO	Miss Joanne Oldham – Assistant Headteacher/SENCO oldhamj@st-maryshigh.lancs.sch.uk Mrs Maxine Tyrer – Deputy SENCO tyrerm@st-maryshigh.lancs.sch.uk 01772 339813			

I confirm that our Local Offer has now been published on the school/academy website.

URL link to Brownedge St Mary's Local Offer	https://st-maryshigh.lancs.sch.uk/our-school/policies		
Name	Joanne Oldham	Date	September 2026

URL link to Lancashire's Local Offer	www.lancashire.gov.uk/SEND
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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 (e.g.; ancillary aids or assistive technology?)

What the school provides

- Brownedge St Mary's Catholic High School operates across a single site consisting of two buildings. The main building is predominantly a 1950s build arranged over three floors and is equipped with a lift. The majority of the building is wheelchair accessible; however, one Geography classroom and one Science classroom are not fully accessible due to physical constraints within the corridor. The second building is fully wheelchair accessible and includes lift access and accessible toilet facilities.
- Accessible parking spaces are available, including a designated space close to the main entrance. Ramps are provided where required, and the school has access to a wheelchair-accessible minibus to support participation in educational visits and wider school activities.
- We regularly review the accessibility of our learning environment. Many classrooms benefit from improved acoustic conditions through carpets and soft furnishings, and most classrooms have blinds to reduce glare. Assembly facilities are equipped with microphones, speakers and lighting systems to support communication and accessibility.
- Accessible toilet facilities are available within both buildings, including facilities with handwashing amenities and access to a shower.
- School policies and information can be provided in alternative formats on request. Information published on the school website can be adapted to meet individual needs wherever possible. Key information, policies and SEND documentation are available via the school website, enabling families to access information remotely and at a convenient time. Further details can be found in the school's Accessibility Plan.
- Information can be provided in alternative formats on request, including enlarged print and electronic versions. Where specialist formats such as Braille

are required, the school will work with relevant services and families to ensure information is accessible.

- We are committed to making information accessible to all families. Translation tools, bilingual dictionaries, visual resources and assistive technology can be used to support pupils and families where English is an additional language. Specialist support for EAL pupils can also be accessed where required.
- Staff use a range of visual supports, including symbols, pictures, visual prompts, coloured overlays, visual timetables and differentiated resources where appropriate to meet individual needs. Pupil Passports provide staff with information about effective strategies and reasonable adjustments for individual pupils.
- Reasonable adjustments are made to ensure pupils can access learning and participate fully in school life. These may include flexible grouping, adapted resources, additional processing time, scaffolding, pre-teaching vocabulary, enlarged resources and personalised support arrangements.
- The school will consider and provide reasonable physical adaptations and specialist equipment, such as adapted keyboards, specialist seating or other recommended resources, where identified through assessment and advice from external professionals.
- The school has access to a range of specialist equipment and assistive technologies, including laptops, iPads, adapted keyboards, reading pens, coloured overlays and other resources recommended by specialist professionals. Equipment needs are reviewed regularly through annual reviews, EHCP reviews, provision mapping and ongoing assessment.
- For pupils who require additional sensory or emotional regulation support, personalised arrangements can be made, including access to a quiet space and the sensory area within The Hub (Library).
- Our aim is to provide an inclusive, welcoming and supportive environment in which every pupil can access learning, participate fully in school life and achieve their potential.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off-site provision"?

- What work experience opportunities do you offer?
- How well does your SEND 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

- The school has a SENCO, Deputy SENCO and a team of teaching assistants who work closely with teaching and pastoral staff to support pupils with SEND. Pupils transferring from primary school with identified SEND are carefully considered as part of the transition process. Information is gathered from primary schools, parents/carers, external agencies and previous assessments to ensure appropriate support is in place from the outset.
- Upon entry to Year 7, all pupils complete a range of baseline assessments, including cognitive ability tests, reading assessments and subject-specific assessments. Additional screening and assessment may be undertaken where concerns are identified. All Year 7 pupils complete a dyslexia screening assessment during the first term. Referrals may be made to external agencies where further investigation, assessment or specialist advice is required.
- Teachers are responsible and accountable for the progress and development of all pupils in their classes. Regular assessment and monitoring help identify pupils who may require additional support. Decisions regarding SEND support are made in consultation with pupils, parents/carers and relevant staff through the graduated approach of Assess, Plan, Do, Review.
- High-quality teaching is the foundation of our SEND provision. Teachers adapt learning through differentiation, scaffolding, reasonable adjustments and personalised teaching strategies to ensure all pupils can access learning and achieve success. Effective classroom strategies are shared with staff through Pupil Passports.
- Teaching Assistants may provide support within lessons, in small groups or on an individual basis where appropriate. Some pupils receive additional support in line with the provision specified within their Education, Health and Care Plan (EHCP). Subject-specific interventions are delivered by specialist teaching staff to address identified gaps in learning.
- We offer a range of evidence-based interventions to support academic, social and emotional development. These may include programmes such as IDL, Lexonic, mentoring and other targeted interventions. Intervention programmes are reviewed regularly to ensure they are effective and meet pupils' needs.
- Access to the curriculum may be supported through the use of laptops, iPads, adapted keyboards, reading pens, coloured overlays, visual resources and other assistive technologies where appropriate. Additional support and advice may be sought from external agencies, including the Lancashire Inclusion Service, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, CAMHS and other specialist services.
- Staff receive regular SEND training through INSET days, professional development activities, staff briefings and specialist workshops. Training is tailored to the needs of our pupils and may include autism, dyslexia, speech and language needs, ADHD, SEMH, medical needs, sensory impairments, inclusive classroom practice and trauma-informed approaches.
- Staff across the SEND Team have developed expertise in areas including autism, dyslexia, literacy intervention, emotional wellbeing, medical needs and

inclusive classroom practice. Specialist training is provided as required to meet the needs of individual pupils.

- The SENCO, senior leaders and specialist staff maintain an up-to-date understanding of local and national SEND developments through professional networks, local authority training, specialist forums and partnership working with external agencies.
- Teaching Assistants receive ongoing professional development to enable them to support pupils with a wide range of needs effectively. Specialist training is provided where required to support individual pupils and emerging needs.
- School works within current Joint Council for Qualifications (JCQ) regulations to ensure that appropriate examination access arrangements are in place for eligible pupils. Assessment for access arrangements is completed by a qualified specialist assessor and arrangements reflect a pupil's normal way of working. Depending on individual need, arrangements may include extra time, a reader, a scribe, rest breaks, a separate room or the use of assistive technology.
- Parents/carers receive information about their child's progress through progress reports, annual reports, parents' evenings, SEND review meetings, EHCP annual reviews, telephone calls, emails and face-to-face discussions. The school operates an open-door approach and encourages regular communication with families.
- A small number of pupils may access alternative or vocational provision through external providers. Attendance, engagement, progress, behaviour and safeguarding are monitored closely to ensure the quality of provision and continuity of support.
- The school offers a broad and balanced curriculum, including vocational pathways and careers education. Pupils receive impartial careers advice and guidance, work-related learning opportunities, college visits, employer encounters and work experience placements where appropriate. Additional support is provided to vulnerable pupils and those with SEND to help prepare them for adulthood and future employment.
- Provision mapping is used to identify, monitor and evaluate the support, interventions, staffing and resources allocated to pupils with SEND. The effectiveness of provision is reviewed regularly through assessment data, intervention outcomes, pupil voice, parental feedback and annual review processes to ensure that support remains responsive to individual needs and achieves positive outcomes.

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 SEND 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 pupils with an Education, Health and Care Plan (EHCP) have their plan reviewed annually in accordance with statutory guidance. Annual Reviews involve the pupil, parents/carers, school staff and any external professionals involved in supporting the young person. Review documentation is shared in advance wherever possible, and meetings are arranged at mutually convenient times. Following the review, recommendations and reports are submitted to the Local Authority and shared with parents/carers. Pupils are encouraged and supported to participate fully in the review process, ensuring that their views, aspirations and achievements remain central to future planning.
- Pupils receiving SEND Support are monitored and reviewed through the graduated approach of Assess, Plan, Do, Review. Support arrangements, interventions and desired outcomes are reviewed regularly in partnership with pupils, parents/carers and relevant staff to ensure provision remains appropriate and effective.
- Pupil Passports are reviewed with pupils and parents/carers at least twice each year and updated as necessary. This ensures that staff have an accurate understanding of each pupil's strengths, needs, preferred learning approaches and effective support strategies.
- Progress is monitored through teacher assessment, progress data, observations, pupil voice, parental feedback and information provided by support staff and external agencies. Assessments are reviewed regularly to ensure that provision remains appropriate and continues to meet individual needs.
- Parents/carers receive information about their child's progress throughout the academic year through progress reports, annual reports, parents' evenings, SEND review meetings, telephone calls, emails and face-to-face discussions. The school operates an open-door approach and encourages regular communication with families.
- The impact of interventions and support strategies is reviewed regularly through ongoing assessment, teacher feedback, pupil voice and parental feedback. Provision is adapted where necessary to ensure pupils continue to make progress towards their individual outcomes.
- For pupils with social, emotional and mental health needs, progress and wellbeing may also be monitored through pastoral support systems, mentoring programmes, counselling, restorative practice, nurture-based interventions and multi-agency discussions where appropriate.
- The effectiveness of SEND provision is evaluated through reviewing individual pupil progress and attainment, monitoring outcomes identified in SEND Support Plans, Pupil Passports and EHCPs, evaluating intervention impact, gathering pupil and parent feedback, monitoring attendance, behaviour and wellbeing,

and reviewing the effectiveness of support through provision mapping and quality assurance activities.

- The SENCO regularly reports to senior leaders and governors regarding the effectiveness of SEND provision and areas for further development. This ongoing cycle of review enables provision to remain responsive, evidence informed and focused on achieving positive outcomes for pupils with SEND.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

- The safety and wellbeing of all pupils is a priority. Where a pupil's SEND, medical needs, sensory needs or social, emotional and mental health needs require additional consideration, individual risk assessments may be completed in consultation with parents/carers, relevant staff and external professionals where appropriate. Risk assessments are reviewed regularly and updated whenever a pupil's needs or circumstances change.
- Prior to admission, the SENCO and relevant staff may meet with parents/carers, primary schools and external agencies to identify any support arrangements required to ensure a safe and successful transition into school. Enhanced transition arrangements can be provided where appropriate.
- Accessible parking is available on site, including a designated accessible parking space near the main entrance. Due to limited parking on the school site, access is carefully managed to maintain the safety of pupils, staff and visitors.
- Pupils who require additional support at the start or end of the school day may have personalised arrangements agreed with parents/carers and relevant staff. These arrangements are reviewed regularly to ensure they continue to meet the pupil's needs.
- During breaktimes and lunchtimes, pupils have access to a range of supervised areas. The Hub (Library) provides a supportive environment for pupils who may benefit from additional structure, nurture or social support. Additional pastoral support is available through the SEND Team, Heads of House, safeguarding team, Intervention Mentor, School Counsellor and other key staff as required.
- All pupils are encouraged and supported to participate fully in school life. Reasonable adjustments and additional supervision can be put in place where required to support pupils' safety, wellbeing and inclusion during unstructured times and extracurricular activities.

- Educational visits, residential experiences, enrichment activities and off-site provision are carefully planned to ensure all pupils can participate safely. Individual needs are considered as part of the planning process, and risk assessments are completed where required. Additional support and reasonable adjustments may be provided to enable pupils with SEND to access these opportunities.
- All school trips and off-site activities are subject to appropriate risk assessment procedures and are reviewed by relevant members of staff to ensure health, safety and safeguarding requirements are met.
- The school has comprehensive safeguarding, child protection, behaviour and anti-bullying policies which promote a safe and inclusive environment for all pupils, including those with SEND. Incidents of bullying, including bullying related to disability or special educational needs, are recorded, monitored and addressed promptly.
- Parents/carers can access the school's Anti-Bullying Policy, Behaviour Policy, Safeguarding and Child Protection Policy and other key policies via the school website. Paper copies are available on request from the school office.

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

- The school works closely with parents/carers and healthcare professionals to ensure that pupils with medical needs are fully supported in school. Where required, an Individual Healthcare Plan (IHP) is developed in partnership with parents/carers, the pupil and relevant healthcare professionals. These plans are reviewed regularly and shared with appropriate staff to ensure that pupils can access learning safely and successfully.
- Medication is administered by trained members of staff in accordance with the school's Supporting Pupils with Medical Conditions Policy. Medication is stored securely and administered only in line with parental consent and medical guidance. The school also follows its Allergy and Anaphylaxis Policy to ensure that pupils with allergies are identified, supported and kept safe.
- All medication is clearly labelled and stored appropriately. Where medication requires refrigeration, it is stored safely in accordance with medical guidance. Records are maintained when medication is administered.
- Staff are informed of pupils' medical needs through Individual Healthcare Plans, staff briefings and communication from the SEND Team and pastoral staff. Information is shared on a need-to-know basis to ensure pupils receive appropriate support whilst maintaining confidentiality.
- Staff receive appropriate training to support pupils with specific medical conditions and additional needs. Training may include asthma, diabetes,

epilepsy, severe allergies, anaphylaxis and other medical needs as required. Training is provided and updated through healthcare professionals, specialist nurses and relevant services.

- In the event of a medical emergency, appropriately trained staff and first aiders will respond immediately. Emergency services will be contacted where necessary and parents/carers informed as soon as possible. The school maintains appropriate emergency equipment and procedures to support a prompt and effective response to medical emergencies.
- Pupils can access support from the School Nursing Service. Advice and guidance may be available through school-based appointments, referrals or drop-in services where available. Parents/carers can also request support through the school.
- The wellbeing of pupils is at the heart of everything we do. Pupils can access support from their Head of House, the SEND Team, Designated Safeguarding Lead, Intervention Mentor, School Counsellor, School Chaplain and other pastoral staff as required.
- The school has a designated Mental Health Lead and a team of trained Pupil Mental Health Ambassadors who help to promote positive mental health, wellbeing and peer support throughout the school community
- Pupils who require additional nurture, structure or social support can access The Hub (Library) during break and lunchtime. Additional pastoral, mentoring and emotional wellbeing support is available where required.
- Where additional expertise is required, the school works closely with a range of health and therapy services, including the School Nursing Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service and other specialist health professionals.
- Other agencies that may support pupils and families include the Lancashire Inclusion Service, Lancashire SENDIASS, Lancashire Family Hubs, Compass Bloom, Barnardo's, We Are With You, Child Action North West (CANW), YoungMinds, Young People's Service (YPS) and the Safer Neighbourhood Policing Team. Support is accessed according to individual need and with parental involvement where appropriate.
- Pupils may also access confidential health and wellbeing advice through school-based services, subject to safeguarding procedures and, where appropriate, parental consent.
- We believe that effective support is achieved through strong partnerships between pupils, families, school staff and external professionals to ensure that every pupil is supported to achieve positive outcomes, develop independence and thrive both within school and beyond.

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

- The school website provides contact details for key members of staff, including the SENCO, Deputy SENCO and wider pastoral team. Information about SEND provision, policies and support services is available on the website, helping parents/carers identify the most appropriate person to contact regarding any concerns.
- During transition, Open Evenings and induction events, parents/carers are introduced to key staff and provided with information about the support available within school. The SEND Team works closely with families to ensure that communication is effective from the outset.
- We operate an open-door approach and welcome ongoing communication with parents/carers. Parents are encouraged to contact the SENCO, Deputy SENCO, Head of House or other relevant staff if they have concerns or require further information. To ensure sufficient time is available for discussion, appointments can be arranged at a mutually convenient time.
- Parents/carers can communicate with school through a variety of methods including telephone calls, emails, face-to-face meetings, parents' evenings and SEND review meetings. Where appropriate, home visits may also be considered.
- Parents/carers receive regular information about their child's progress through progress reports, annual reports, parents' evenings, SEND review meetings, EHCP annual reviews, telephone calls, emails and face-to-face discussions. Additional contact may be made when there is a concern or to celebrate success and achievement.
- For pupils receiving SEND Support, Pupil Passports are reviewed with pupils and parents/carers at least twice each year. Parents/carers are actively involved in discussions regarding outcomes, support strategies and future planning.
- Pupil voice is central to our approach and pupils are encouraged to contribute to discussions about their support, progress and future aspirations alongside their parents/carers. We value the views, aspirations and experiences of our pupils and encourage them to participate fully in decisions about their education and support.
- The school offers Open Evenings, transition events and information evenings throughout the year. These provide opportunities for parents/carers and pupils to meet staff, visit the school and learn more about the curriculum, pastoral support and SEND provision available.
- We actively seek feedback from parents/carers through questionnaires, surveys, review meetings, parents' evenings and direct communication with

school staff. Feedback is used to help evaluate and improve the quality of provision and support offered to pupils and families.

- Parents/carers of pupils with SEND are encouraged to contribute to annual reviews, SEND review meetings and discussions regarding support arrangements. We value parental views and recognise the important role families play in supporting positive outcomes for young people.
- Parents/carers are welcome to be supported by an advocate or independent adviser when attending meetings with school should they wish to do so.
- Parents/carers are also signposted to Lancashire SEND Information, Advice and Support Service (SENDIASS), which provides free, confidential and impartial information, advice and support relating to SEND matters.
- Parents/carers are represented on the Governing Body in accordance with the school's governance arrangements and may also contribute feedback through governor consultations and school surveys.
- We believe that effective communication and strong partnerships between pupils, parents/carers, school staff and external agencies are key to ensuring that every young person receives the support they need to achieve their potential and thrive within school and beyond.

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 SEND and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEND and their families?

What the school provides

- At Browndge St Mary's Catholic High School, we believe that effective SEND provision is achieved through strong partnerships between pupils, parents/carers, school staff and external agencies. We value the views, aspirations and experiences of pupils and their families and involve them in decision-making at every stage of the SEND process.
- We are committed to co-production and work collaboratively with pupils, parents/carers and professionals to ensure that decisions about support are informed by the views, strengths, aspirations and needs of the young person.
- Pupil voice is central to our approach. Pupils are encouraged to contribute to discussions about their support, progress and future aspirations. Pupils with SEND are supported to participate fully in school life and can share their views through Pupil Passports, SEND review meetings, EHCP Annual Reviews, questionnaires, pastoral discussions and pupil voice activities.
- Pupils have opportunities to contribute to the wider life of the school through the School Council, House Councils and other leadership opportunities.

Feedback from pupils is valued and used to help shape school improvement and SEND provision.

- Parents/carers are encouraged to play an active role in their child's education and are involved in discussions regarding outcomes, support strategies and future planning. They are invited to participate in SEND review meetings, EHCP Annual Reviews, parents' evenings and other meetings as required.
- Parents/carers are encouraged to share their views through review meetings, questionnaires, surveys, consultation events and direct communication with school staff. Feedback is used to help evaluate and improve SEND provision and wider school support.
- Parents/carers are welcome to be supported by an advocate or independent adviser when attending meetings with school. Families are also signposted to Lancashire SEND Information, Advice and Support Service (SENDIASS) for independent information, advice and support.
- Parents have opportunities to become involved in the life of the school through school events, information evenings, consultation activities, parent forums and voluntary opportunities where appropriate.
- The Governing Body includes parent governors and values feedback from parents/carers. When vacancies arise, information regarding governor positions is shared with the school community and parents are encouraged to apply.
- The Governing Body monitors the effectiveness of SEND provision through a nominated SEND Governor who receives updates regarding provision, progress and outcomes for pupils with SEND. The SEND Governor reports to the full Governing Body to ensure appropriate oversight and accountability.
- Governors receive information about SEND provision, outcomes and school development priorities to support strategic planning, challenge, accountability and continuous improvement.
- The school works closely with a range of external agencies and services to support pupils with SEND and their families. These may include the Educational Psychology Service, Lancashire Inclusion Service, School Nursing Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, Children and Family Wellbeing Service (CFWS), Lancashire Family Hubs, Barnardo's, We Are With You, Child Action North West (CANW), YoungMinds, Young People's Service (YPS) and other specialist health, social care and voluntary sector organisations where appropriate.
- Home-school partnership is extremely important to us. We work closely with families to ensure that information is shared effectively, concerns are addressed promptly and support strategies are consistent between home and school. This collaborative approach helps pupils feel supported and enables them to achieve the best possible outcomes.
- Home-school agreements and school policies promote positive behaviour, attendance, safeguarding, wellbeing and inclusion. These shared expectations help to support pupils with SEND and ensure that families and school staff work together effectively to meet individual needs.
- We are committed to working in partnership with pupils, parents/carers, governors, external agencies and the wider community to ensure that every young person feels valued, included and supported to achieve their full potential.

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 is committed to working in partnership with families and recognises the important role that parents/carers play in supporting their child's education and wellbeing. Parents/carers are encouraged to contact the SENCO, Deputy SENCO, Head of House or other relevant members of staff if they require advice, guidance or support.
- The SEND Team can offer support and guidance to parents/carers when completing SEND-related forms and paperwork, including documentation associated with SEND Support, Education, Health and Care Plan (EHCP) reviews and referrals to external agencies. Support can be accessed by contacting the SENCO or Deputy SENCO and arranging an appointment.
- Parents/carers are welcome to be supported by an advocate or independent adviser when attending meetings with school. Families are also signposted to Lancashire SEND Information, Advice and Support Service (SENDIASS), which provides free, confidential and impartial information, advice and support relating to SEND matters.
- Information, advice and guidance are available to both parents/carers and young people through the SEND Team, pastoral staff, safeguarding team, careers staff and senior leaders. Support may relate to SEND provision, wellbeing, attendance, behaviour, transition, post-16 education, training, employment and accessing external services.
- The school website provides access to key policies, SEND information, the SEND Information Report, the Local Offer and links to a range of local and national support services. Families can also access information about services available through the Lancashire SEND Local Offer.
- Pupils receive impartial careers education, information, advice and guidance throughout their time at school. Additional careers support is available for vulnerable pupils and those with SEND to help them prepare for further education, training, employment and adulthood.
- Families may be signposted to a range of external services, including Lancashire Family Hubs, Children and Family Wellbeing Service (CFWS), SENDIASS, Lancashire Inclusion Service, health services and voluntary organisations where additional support is required.
- Parents/carers can access information about local services, support groups, activities and resources through the Lancashire SEND Directory:
<https://senddirectory.lancashire.gov.uk>

The directory provides information about local organisations, support services, activities and opportunities available to children and young people with SEND and their families across Lancashire.

- Where appropriate, school staff will work closely with external agencies and professionals to help families access additional support, advice and services that may benefit their child or family.
- The school works closely with the Lancashire County Council School Transport Team and other relevant services where transport arrangements form part of a pupil's identified needs. Families are signposted to appropriate Local Authority transport information and support when required.
- For pupils with an EHCP or additional needs affecting travel, transition and travel arrangements are discussed with families and relevant professionals to ensure appropriate support is in place.
- We believe that strong partnerships between home, school and external agencies help to ensure that pupils and families receive the information, advice and support they need to achieve positive outcomes and successfully prepare for adulthood.

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

- We recognise that periods of transition can be both exciting and challenging for pupils with SEND. The SEND Team works closely with pupils, families, primary schools, post-16 providers and external agencies to support successful transitions into Brownedge St Mary's Catholic High School, during in-year transfers and when pupils move on from school.
- During Year 6, the Transition Lead and members of the SEND Team liaise closely with feeder primary schools to gather information about pupils' strengths, needs and support arrangements. Additional meetings with parents/carers, primary school staff and external professionals may be arranged where appropriate to ensure a successful transition.
- Enhanced transition arrangements can be provided for pupils who require additional support. These may include extra visits, personalised transition programmes, meetings with key staff, visual resources, supported tours of the school and opportunities to become familiar with new routines and environments before starting in Year 7.
- The SENCO and/or Deputy SENCO attend Year 6 Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) wherever possible to support effective planning and continuity of provision.
- The school offers Open Evenings, transition events and induction days, enabling pupils and parents/carers to meet staff, experience school life and begin to build confidence about the move to secondary school.
- The school offers opportunities for pupils to attend taster days and transition activities prior to admission. These activities help pupils become familiar with staff, routines, expectations and the school environment before they start in Year 7.
- We recognise that some pupils may require additional support during transition periods. Where appropriate, members of the SEND Team may provide enhanced support and work closely with families and receiving settings to ensure a positive and successful transition experience.
- Careers education, information, advice and guidance forms an important part of our preparation for adulthood programme. Pupils receive support to explore future pathways, including further education, sixth form colleges, apprenticeships, T Levels, training opportunities and employment. Careers Education modules are embedded within the Learning for Life curriculum and include exploring A Levels, T Levels and apprenticeships, writing personal statements and CVs, and completing application forms.

- Pupils have access to impartial careers advice and guidance throughout their time at school. Additional careers support is provided for vulnerable pupils and those with SEND to help them make informed decisions about their future education, training and employment opportunities.
- The school provides a dedicated Year 9 Information Evening for pupils and parents/carers. This event provides information about Key Stage 4 courses, GCSE options, key dates and deadlines, helping families make informed decisions about future pathways and curriculum choices.
- During Year 10, pupils have opportunities to participate in college sampler days, enterprise activities, mock interviews and work experience placements to support career exploration and develop employability skills.
- During Year 11, pupils are offered drop-in careers advice sessions, interviews for college and work placements and individual guidance interviews with personalised feedback and follow-up support. Pupils can also access advice and guidance on GCSE Results Day to support successful transition into further education, training or employment.
- Brownedge operates a Key Stage 4 Intervention Programme driven by pupil progress, punctuality, preparedness and politeness. This includes a Year 11 Mentoring Programme where pupils are matched with a personal mentor. Mentors meet regularly with pupils to discuss attendance, behaviour, confidence, wellbeing and academic progress, helping to motivate and support pupils to achieve their full potential.
- The school also operates a programme of Pre-Public Examinations (PPEs) and targeted intervention sessions, including after-school Period 6 provision, to help pupils develop effective revision skills, confidence and examination readiness.
- Vulnerable pupils and pupils with SEND may receive additional support with college applications, post-16 transition planning and visits to further education providers where appropriate.
- Opportunities may include careers interviews, college visits, employer encounters, apprenticeship information, work-related learning activities, mock interviews, work experience placements and careers events.
- The school supports pupils in developing employability skills through work experience opportunities, enterprise activities, employability events and preparation for interviews.
- Preparation for adulthood focuses on supporting pupils to develop skills and aspirations relating to employment, independent living, community participation and maintaining good health and wellbeing.
- For pupils with EHCPs, preparing for adulthood is a key focus of the Annual Review process, particularly from Year 9 onwards. Reviews consider aspirations, future goals and the support required to prepare for the next stage of education, training, employment and adult life.
- Representatives from post-16 providers and other relevant services may be invited to Annual Reviews where appropriate to support transition planning and ensure continuity of support beyond secondary school.
- We work closely with pupils and their families to support informed decision-making regarding post-16 pathways. Advice and guidance are available in relation to further education, employment, apprenticeships, training opportunities, independent living and participation in the local community.

- Our aim is to ensure that all young people leave school with the confidence, independence, resilience, skills and aspirations needed to lead successful, fulfilling lives and achieve their future goals.

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

- At Brownedge St Mary's Catholic High School, we are committed to ensuring that all pupils have equal opportunities to participate in the full life of the school. We believe that extra-curricular activities, educational visits and enrichment opportunities play an important role in developing confidence, independence, social skills and a sense of belonging.
- The school offers a Homework Club after school. There is no charge for this provision, although availability may occasionally be affected by unavoidable school closures or events.
- A wide range of extra-curricular opportunities are available through our CASEO programme. Activities vary throughout the year and may include sports clubs, music, drama, faith activities, leadership opportunities and other enrichment experiences designed to meet a variety of interests and talents.
- Lunchtime and after-school activities change throughout the year and pupils are encouraged to participate in activities that reflect their interests, strengths and talents. Information about clubs and activities is shared regularly with pupils and families.
- Pupils also have opportunities to participate in the Duke of Edinburgh Award, helping them to develop independence, resilience, teamwork and life skills.
- Some activities are provided free of charge, while others, such as individual music tuition, may incur a cost. Information regarding any charges is shared with parents/carers in advance.
- All pupils, including those with SEND, are encouraged and supported to participate in extra-curricular activities, clubs, educational visits and residential experiences. Wherever possible, reasonable adjustments and additional support are put in place to ensure activities are inclusive and accessible.
- Educational visits and off-site activities are carefully planned and risk assessed. Individual needs are considered as part of the planning process, and additional support may be provided to enable pupils with SEND to participate safely and successfully.
- We work closely with parents/carers to identify and remove potential barriers to participation. Adjustments may include additional staffing, individual risk assessments, adapted activities, specialist equipment or personalised support arrangements.

- Where activities, visits or residential experiences require a financial contribution, support may be available in cases of hardship to ensure that pupils are not disadvantaged and can access important learning experiences.
- Where places on activities, visits or residential experiences are limited, allocation is undertaken fairly and adjustments are considered to ensure pupils with SEND have equitable access to opportunities.
- We recognise the importance of helping young people develop positive friendships and social connections. Pupils are supported through form groups, House activities, extra-curricular clubs, enrichment activities, mentoring programmes and wider pastoral support.
- Older pupils may have opportunities to support younger pupils through mentoring, leadership and peer-support activities, helping to promote positive relationships and a strong sense of belonging within the school community.
- Additional opportunities for social interaction and friendship building are available through nurture-based support, mentoring, chaplaincy activities, counselling, peer support opportunities and intervention programmes where appropriate.
- Pupils who may benefit from additional support during social times can access The Hub (Library) and other supervised areas during break and lunchtime, providing a safe and supportive environment in which to socialise and develop relationships with others.
- Our aim is to ensure that every pupil feels valued, included and able to participate fully in all aspects of school life, benefiting from the opportunities and experiences that support their personal growth, wellbeing and preparation for adulthood.