



## **SEND and Disability**

### **Local Offer: Secondary Settings**

Mainstream, Short Stay Schools, Special Schools  
and Academies

Name of School: Christ The King Catholic

School Number: 06117

<b>School/Academy Name and Address</b>	<b>Christ the King Catholic High School</b>		<b>Telephone Number</b>	<b>01772 252072</b>
			<b>Website Address</b>	<b>www.ctk.lancs.sch.uk</b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>11 – 16 year olds</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Mrs M Young School SENDCo.</b>			

<b>Name of Person/Job Title</b>	<b>Mrs M Young SENDCO</b>		
<b>Contact telephone number</b>	<b>01772 252072</b>	<b>Email</b>	<b>myoung@ctk.lancs.sch.uk</b>

## 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

At Christ the King Catholic High School we pride ourselves in providing a full educational experience for every student. We are totally committed to meeting the special educational needs of our students and ensuring that they make progress.

It is the policy of the school that all students, regardless of their ability or needs, have full access to the life of the school.

### The following information provides details of how we ensure accessibility & Inclusion:

- Accessibility Plan in place (available on request)
- Mobile ramped access
- The car park is accessible for wheelchair users
- A disabled toilet and shower on the ground floor
- Upstairs classrooms are not wheelchair accessible (3 storey in parts)
- In exceptional circumstances there is the option to relocate and timetable individual students to downstairs classrooms in order to allow them to access the full curriculum
- Support staff will accompany and assist students with physical disabilities around school if it is necessary to comply with health & safety regulations
- The Learning Support Centre and SEN offices are on the ground floor and in a very accessible part of the school
- Furniture in classrooms and the dining room are accessible to all students, however tables and chairs are not height adjustable. Furniture is positioned in order to provide as much access as possible given the space available
- All information including letters sent home, policies, procedures etc can be made available upon request with modifications e.g. language translations, font size and style, background colour, audio format
- Specialist EAL support staff communicate with parents and families with limited English in some languages
- The SENDCO, SEND HLTA, Attendance Officer and Heads of Year communicate on a daily basis with parents who have additional needs via phone calls, email or home visits when necessary,
- All teaching staff are responsible for providing resources which are accessible to all students,

- Specialist equipment can be provided where required. For example, modified equipment in PE, access to laptops for students with specific learning difficulties,
- Personalised timetables can be put in place for individual students in extreme circumstances. For example, reduced GCSE options to allow for 'catch up time',
- Exam Access Arrangements are in place for those students who are entitled to them.

## 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 SEND and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- 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

During the transition process the SENDCO and Head of Year 7 are responsible for the gathering of information via Year 6 teachers, SENDCO's and pastoral staff who have been working with the individual students. Any student who has been on the SEN register during Year 6 will transfer to our SEN register following transition; this will then be regularly reviewed.

Identification and categorisation of students' SEND needs is made following the collaboration of transition information, Key Stage 2 data, Year 7 CAT scores, standardised reading and spelling tests, baseline assessments and any specialist reports/assessments.

Students who require additional SEND support are categorized as Key Stage 1 they will be monitored by the SENDCO, SEND HLTA in liaison with the relevant Head of Year. Those students who may need a higher level of in-house support or are working with external agencies will be categorised as Key Stage 2.

Any new students to school are assessed (standard tests for reading, spelling, numeracy). This information is used as a baseline in order to track and monitor progress and to ensure that ability setting is accurate, the school will access external agencies advice for any further specialist assessments if it is required. All new students with EAL/EEAL are assessed using The Bell Foundation Assessment Framework, and appropriate interventions are put in place early if language is initially a barrier to learning.

The Whole School SEN register is monitored and reviewed by the SENDCO and SEN HLTA as an on-going process, but particularly after each assessment phase. Any students who have made significant progress will be taken off the register, however they will continue to be closely monitored by SENDCO, HLTA and Heads of Year.

Regular updates and sharing of information is provided to all staff by the SENDCO. This can include detailed strategies/resources for individual students, specific learning needs and any relevant legislation regarding SEND.

Weekly meetings and sharing of good practice takes place within the learning support department and includes: literacy training, strategies to support SEND students who may also have English as an additional language, sharing ideas on what works well in the classroom when supporting individual students.

Training for all staff is a high priority within school and is scheduled as part of the whole school INSET programme on an annual basis, the SENDCO works very closely with other members of SLT to ensure SEND is a high priority and is a focus during lesson observations/learning walks and work scrutiny.

The school aims to give every student access to a balanced, broadly based curriculum, although it may need to be differentiated and adapted according to student's individual needs. All teachers are expected to take responsibility for SEND students learning and ensure they provide for their needs through curriculum adaptations using 'First Quality Teaching' practices, as well as by using any of the strategies or resources suggested and shared by the Learning Support Department and Student Passport information.

Support staff are assigned to individual students and/or groups of students in order to provide additional in class support (guided by the teacher) and to promote independent learning. This is allocated where the need is greatest and allows for flexibility when required.

A teacher referral system provides additional intervention for students who may be having difficulties despite subject specific intervention. If it is felt appropriate, 1:1 LSD support can be provided as a short-term measure.

Students with an EHCP requiring additional specialist support access this through external providers in addition to intervention within school, examples of this include speech and language and autism support. 1:1 or small group support from staff in school who have undertaken additional training is also put in place. For example, social skills, specific work with students on the autistic spectrum, additional 1:1 literacy support.

Where appropriate, and with consultation between staff, students and parents, a personalised curriculum for students can be put in place. For example, GCSE option subjects are reduced. This allows for more focus on the one subject to achieve full potential and better results.

Intervention at registration is delivered by support staff on a daily basis to support students with reading, handwriting, typing and basic numeracy. Key Stage 4 reading buddies provide additional literacy intervention to Year 7 and Year 8 students with low reading ages.

Homework is set in line with whole school home learning policy and expectations for SEND students are to complete homework to the best of and in line with their ability. Homework Club is offered to help SEND students on a daily basis at break, lunch times and after school in the Learning Support Centre to enable students a friendly and quiet environment to complete their homework with support if necessary.

Access arrangements are implemented for SEND students who require them. Teaching staff complete a testing request referral for Key Stage 4 if the student regularly uses additional support including extra time, scribe, reader, access to a dictionary or lap top to ensure they achieve their full potential and are not disadvantaged.

All students receiving specialist intervention are monitored in order to quantify the impact, to track progress and focus on students meeting their academic expectations, considering their individual starting point. Meetings take place on a regular basis between the SENDCO and key staff to evaluate the effect of the different interventions on individual students.

Personal Education Plans (PEP's) are put in place for children looked after (CLA) and take place on a termly basis with all relevant external agencies and key people. If specialist programmes have been established to support SEMH, the impact can be analysed by discussions with Heads of Year, tracking referral records, monitoring cards and traffic light report cards.

Part time vocational opportunities, work experience in Year 10, transition visits to Further Education establishments and any educational school trips need to be as accessible for SEND students as other students. For students who are educated off site (on dual roll), regular liaison and meetings are held to ensure provision is suitable and appropriate support is being put in place. Any review meetings are attended by both establishments and any appropriate external agencies. All SEND students may be given the opportunity to go on work experience placement in Year 10. Where required, support staff attend the placement with the student. Pre-visits can also be arranged if needed and staff will make extra visits to ensure the students are coping.

Regular progress reports are analysed indicating which subjects students are working above, at and below target in, information being shared with families can include:

- Reading and spelling age scores (conducted every 6 months) for Key Stage 3 students
- Annual reports
- EHCP annual review meetings
- Team around the Child (TAC) meetings
- Team around the Family (TAF) meetings
- Educational Psychologist meetings
- Children Looked After (CLA) meetings
- 1:1 meetings with Learning Support department staff if required
- Phone calls from Heads of Year and Learning Support Department
- Invitations to parent's evenings,
- Settling in meetings for Year 7 in the autumn term,
- Home visits are arranged when required if parents are unable to attend progress meetings.

## **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.**

### **Students with Education Health & Care Plans:**

Annual review meetings will take place with parents/carers, the SENDCO, HLTA and when possible the relevant Head of Year and other key adults/professionals. The students are involved in the review process by completing a student advice questionnaire as well as being invited to attend part of the meeting. For all Year 11 review meetings there is also an additional invitation for a college representative to attend from all establishments that the student has applied for. Any students who maybe on dual roll for example attending a short stay school, review meetings are

attended by representatives from both establishments. The Case Manager and specialist teacher will be invited to attend/contribute to the review process when it is appropriate.

### **All other SEND students:**

Additional meetings for all students with SEND will take place on a regular basis, including: Year 7 settling in meetings, Parents/Carers Evenings, Year 6 transition meetings, additional transition visits where appropriate, without prejudice visits and additional careers support within school.

For some SEND students, team around the child/family meetings also take place on a regular basis, along with educational psychologist support (if required). Also any Child Looked After (CLA) will have a termly review meeting between the school's designated teacher, the Local Authority and any other key adults working with the child.

### **Assessment & monitoring of student progress takes place on a regular basis including:**

- Monitoring of reading and spelling ages (every 6 months)
- Tracking rate of progress across all subjects through regular progress reports,
- Social emotional wellbeing (by specialist HLTA)
- Behaviour monitoring (reports cards)
- Attendance monitoring (by attendance officer)
- Verbal feedback from support assistants at weekly meetings
- Feedback to SENDCO from teaching staff on an ongoing basis.

### **Assessment and evaluation of provision:**

Data for all SEND students is evidenced via student progress reports and annual reports. The SENDCO keeps evidence of additional interventions in order to track and monitor progress of individual students. All SEND students have a Student Passport with personalised targets, which is reviewed on a regular basis.

The Learning Support Department share good practice on a weekly basis at team meetings. The SENDCO conducts regular learning walks to monitor the effectiveness of support staff, Performance management meetings for all support staff allow for challenging targets to be established and provide opportunity for staff to develop their own knowledge and skills.

Professional development is available to all teaching and support staff, there are opportunities available to share good practice with other schools through SENDCO networks and local contacts, The Learning Support Department documentation shows student progress and evaluates the effectiveness of provision for SEND. Progress is also measured using nationally agreed standards to compare attainment with like students and look at our value-added scores.

## **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**

Risk Assessments have been completed for all facilities within school (School Manager) and are updated on an annual basis, they are also completed by all staff taking students off site (Lancashire on line 'Evolve' policy followed and are overseen by the school EVC).

Activities within school requiring specialist equipment / facilities that may be a risk (e.g. Trampolining), have a separate Risk Assessments. Fire Drill arrangements are in place with designated staff being responsible for SEND students who have medical or additional needs and when appropriate PEEP's are completed. Additional training for specific staff has been provided to support those students with diabetes.

If students require additional support during unstructured time namely break and lunchtime students have access to the Learning Support Centre as a safe haven.

Any students with transport arrangements that require assistance can also be supported by Learning Support Assistant's at the start and end of the school day, parking arrangements for pick up's and drop offs are in place – the school yard is accessible to external exits (i.e. for students with taxi pick up's).

Any trips, educational visits or sports events off site are staffed accordingly, in line with LCC advised staff/student ratios. School follows LCC guidelines regarding undertaking risk assessments and the designated member of staff within school (EVC) is responsible for ensuring all staff are informed of procedures.

Anti-Bullying Policies can be found on the school website.

## **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**

#### **Administration:**

All parents/carers are requested to provide any medication to the school office, which is clearly labelled and detailed regarding administration and dosage. Only qualified first aiders have access to this and are responsible for ensuring the medication is within expiry date, administered correctly and communication takes place with parents as and when required.

#### **Training:**

First aiders within school are also available at all times if support is required. It is the first aider who will make the decision as to what action should be taken, e.g. call an ambulance. Parents/carers are contacted straight away.

All relevant staff receive training to support students with specific needs. This is either through whole staff training or information disseminated by key staff within school. PEEP's are read and signed by relevant members of staff.

### **Services and support available to students:**

Students have access on a regular basis to the school nurse, in addition to any specific services for additional needs, when required, these can include speech therapy, CAMHS and Educational psychologist.

Within curriculum time and Enrichment Days all students have personal, social, and health education delivered across subject areas and where required additional personal relationships support is provided for individuals from specialist staff within school.

## **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**

Being a small school, we are fortunate to be able to have very close relationships with parents/carers and view this as a major strength of our school. As part of the transition process new parents/carers are invited to New Intake Evening in July before their children start in September. This is followed up by a Year 7 Settling In Meeting with Head of Year 7, SENDCO and other key staff early in the first term along with Open Evening.

Transition is highly important and parents of Year 5/6 students are invited to attend open days in September each year, in addition to 1:1 meetings upon request. The school also holds Parents Evenings for all students/parents/carers. Heads of Year have a close relationship with parents/carers and regularly meet on a 1:1 basis with parents/carers in addition to frequent phone, letter and email communication.

Appointments can be made at parental request, for any parents/carers who find it difficult to attend school for meetings, home visits can be arranged. The Learning Support Department also has close communication with parents/carers via annual review meetings, additional transition visits, without prejudice visits, regular phone and email communication with parents/carers. The Learning Support department have outstanding relationships with our SEND students and their families.

Parents/carers are given an opportunity to give feedback to the school via completion of the Ofsted Parent View questionnaire which can be completed by all parents/carers. In addition to this, parents/carers are welcome to give verbal feedback to key staff which is actioned accordingly.

Annual reports are sent to parents as well as progress reports which indicate student's progress and effort levels across all subject areas. Any concerns are followed up by Heads of Year and for SEND students the SENDCO and HLTA are actively involved in providing appropriate intervention in order to support students where necessary.

Support staff can be requested to translate at meetings, via letter or by phone call for parents who have English as a second language. Help is also offered to parents who may have learning difficulties or language barriers with completing forms, content of letters can be interpreted, letters can also be sent out on coloured paper if required (for parents with specific learning difficulties (i.e. dyslexia).

The school website and prospectus provide details of key contacts within school and encourages parents to communicate with us on a regular basis, there is also parent representation on 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**

### **Children have their say:**

The school has a very active student council which is led by a team of representatives from each form across Years 7 -10. Representatives from all groups including SEND are included. The student council meet on a regular basis and involve themselves in the following: discuss issues within school and share ideas, lead changes, and undertake large amounts of charity work. The student council feedback to the school via form groups and assemblies.

Year 11 also has a prefect team which is led by nominated Head Prefects. Prefects will undertake daily duties, they will represent the student body at whole school events –such as Prize Night. All Year 11 students have equal opportunity to apply to be a prefect and decisions are made by Head of Year 11 and SLT.

New staff appointments involve student participation with opportunities to meet candidates and feedback their thoughts to SLT as part of the selection process.

All students who are identified as SEND contribute to the formulation of their own Student Passport. They meet with the SEND Learning Staff to describe how school support them, what they can do to support themselves and what their personal targets are for the term. These are reviewed with the students termly and shared with all of the teaching staff. Any meetings that take place with parents/carers across the year are also used to discuss and share their child's student

passport, parents/carers comments are used to add and develop their child's passport. A copy is provided for parents/carers to retain.

### **Parents have their say:**

Parents are invited to school on a regular basis (Review meetings, TAC meetings CLA meetings, Parents Evenings), in addition to meetings with external agencies where applicable including education psychologists, CAMH's, School Nurse, speech and language therapists. We actively engage parents/carers and students in their education and the strategies and support that is put in place.

Primary transition meetings are put in place from an early stage and parents/carers are invited to meet with the SENDCO and HLTA to discuss the needs of their child. This continues post 16 with transition meetings with colleges being scheduled throughout Key Stage 4 in order for a smooth transition from Key Stage 4 to Further Education. Parents can be invited to attend these meetings. Parents are actively encouraged to involve themselves within our school community by attending whole school events, meeting staff and Governors and taking an active role. All parents/carers are invited to complete feedback questionnaires at Parents/Carers Evenings.

### **The Governing Body:**

School Governors are invited to attend Learning Walks on a regular basis to the Learning Support Department in order to observe good practice and develop an understanding and knowledge of how the department runs. The Headteacher and SENDCO ensure that the Governing body are kept up to date with new reforms, SEND students' progress and interventions that have been put in place to support our students with regular reports to Governors. The Headteacher and SENDCO ensures that all Governors are aware of statutory responsibilities, which are outlined in the school SEND policy, the Governing Body are kept fully abreast of all work with external agencies including SEND, School Nurse, Educational Psychologist, SENDCO, CAMH's. Regular training and updates regarding any changes in SEND are shared at Governors meetings.

### **Home School Agreements:**

Home School Agreements are in place from Year 7 for all students. This is discussed at the New Intake Evening in July. Being an inclusive school, the agreements incorporate every child within the school regardless of ability or disability. Any new students are provided with the agreement upon visiting the school and translations of these can be requested for parents/carers with limited English.

## **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**

Administrative support can be provided in a number of different ways including:

- Support from the office staff in completing forms
- EAL support from specialist teaching assistants for parents who have little or no English – translating letters, completing forms, translating at meetings
- ICT support
- Access to letters in different languages, font size, coloured background, (upon request)
- Support for parents/carers with specific learning difficulties.

Careers advice and guidance including:

- Year 9 options advice
- College visits
- Assistance in completing college forms, apprenticeship applications
- Possible work experience opportunities in Year 10,

Parents requiring help with travel plans are supported by HLTA and SENDCO by liaising with Local Authority Safer Travel Unit to aid parents applying for transport to and from school. Information can also be provided to ensure relevant training for transport providers is in place to meet needs of individual students with medical needs (in case of emergency during the commute).

## **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**

#### **Primary Transition**

Every effort is made to liaise fully with all schools in the transfer of students from Primary school to Christ the King Catholic High School. To ensure that full information is obtained so that the most effective learning programmes can be established for students with SEND, the SENDCO visits feeder primary schools and attends annual reviews for Year 6 students where appropriate.

Visits to schools take place in the summer term. The SENDCO meets with the Primary SENDCO, class teacher and the students themselves. If it is felt that additional visits to school are required to aid transition, this is put in place during the summer term (or earlier if required). In addition to this all students are invited to the New Intake Day in July, and parents/carers are invited to the New Intake Evening.

Christ the King prides itself in the relationship we have with our feeder schools and parents/carers. Many additional opportunities take place throughout the academic year in order to support students with all needs and smooth the transition process.

The following list outlines many of the programmes/events that take place throughout the academic year. The Assistant Headteacher (Pastoral), SENDCO and Head of Year 7 support with primary liaison and have built good relationships with all our feeder primaries and both are strong advocates for encouraging students and parents with SEND to attend:

- Open Evening for Year 5,6 & 7 parents and students (September) – The SENDCO & HLTA are available to speak to parents of children with SEND on a 1:1 basis
- Year 6 Induction Day (July)
- Year 4 – 6 'high school curriculum experiences/taster sessions'
- Various after school activities
- Without prejudice visits for prospective parents of children with SEND (throughout the year),

### **Key Stage 4 Transition**

All students including students with SEND and disabilities are offered careers education advice, information and guidance (CEAIG) from a specialist member of staff within school.

A comprehensive programme of support from Year 9 onwards includes:

- FE providers attendance at Year 9 Options Evening & Key Stage 4 Parents meetings
- Year 9 1:1 careers guidance meeting with school careers specialist
- Visits to Preston College and Newman College Open Days
- SEND students are included in visits to Universities in Year 10
- Year 10 SEND 1:1 meetings in summer term with careers specialist within school
- SEND students have access to the school Guidance Centre drop-in sessions during registration and at lunch times. Help is offered to complete applications
- All SEND students in Year 10 are involved in 'employability skills workshops', produce a CV and undertake a mock interview with real employers
- Support continues in Year 11 with 1:1 meetings, help with completing college / apprenticeship applications and personal statements
- College representatives attendance at Year 11 annual review meetings
- Careful planning of possible Year 10 work experience placements which are accessible and appropriate to all students with SEND including pre-visits where necessary
- Additional visits to Colleges to smooth transition
- Close liaison with Further Education learning support staff in order to ensure specialist equipment and resources are put in place.

### **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**

A comprehensive extra-curricular programme is in place at Christ the King which is accessible to all students regardless of ability or disability. Our aim is to provide a wide range of opportunities to

cater for the diverse intake at our school and utilise the many specialisms and interests of our staff to all students to ensure they receive full entitlement.

- Various sporting activities available every day at break, lunchtime and after school, which are all free of charge
- Art club
- Minecraft Club
- Breakfast is available each day from the dining room, which provides a sociable, relaxing start to the day for many and prepares them for the day ahead
- We do not provide before or after school child care provision
- The Learning Support Centre is staffed by support assistants on a daily basis, is open to all SEND students at break, lunchtime and after school. It provides a welcoming and safe environment for socially or emotionally vulnerable students and actively promotes social integration. It offers a variety of activities including:
  - Social games
  - Homework support
  - Colouring books
  - Access to computers.
- The library opens daily at lunchtimes where many SEND students like to participate in the numerous activities offered, which include: board games, jigsaw puzzles, reading clubs, knitting, and access to computers to complete homework.
- Lunchtime inter house sports competitions run every half term and are open to all students. Events include: indoor football, dodge ball, badminton, tug of war and the annual sports day,
- Further opportunities including theatre trips, reward trips for behaviour, attendance and attainment, which are run throughout the year and no student is excluded from attending (subject to risk assessment). Some may incur a charge, but where this may result in a child not being able to attend, parents are supported by the school.