



## **SEN and Disability**

### **Local Offer: All age Special Schools**

Name of School: Tor View Special

School Number: 14130

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Tor View School (Sea View Trust)</b>		<b>Telephone Number</b>	01706 214640
	<b>Clod Lane</b>		<b>Website Address</b>	torview.org
<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>  Main school offers 3-19 generic provision for Learners with Learning Difficulties and Disabilities (LLDD).  Intensive Support Centre (ISC) provides for 12, secondary/ FE aged learners (11-19 years) with Autism or other complex communication needs and Challenging Behaviour.	
	<b>X</b>			
<b>What age range of pupils does the school cater for?</b>	3 to 19 years.			
<b>Name and contact details of your school's SENCO</b>	Headteacher: Samantha Dillon			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	Headteacher: Samantha Dillon		
<b>Contact telephone number</b>	01706 214640	<b>Email</b>	s.dillon@torview.svt.org.uk

### Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

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

<b>Please give the URL for the direct link to your school's Local Offer</b>	https://torview.org/tor-view-school/send-information		
<b>Name</b>	Samantha Dillon	<b>Date</b>	Sept 2024

Please return the completed form by email to: [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## 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 (eg; ancillary aids or assistive technology?)

### What the school provides

Tor View is a Specialist Learning Community for pupils with Learning Difficulties and Disabilities (LDD) located in the Rossendale Valley of East Lancashire. Tor View comprises two sites, the School Campus and the Ewood Campus, which are both located on the edge of open countryside.

Both sites are fully wheelchair accessible and have accessible parking spaces adjacent to the main entrances (see Accessibility Plan available on the website). Within classrooms there is a range of specialist furniture including rise and fall tables, individual positioning equipment and technological adaptations

The School Site was fully renovated between 1993 and 1995 and has since been well maintained by the School Governors. Additions made to improve accessibility include:

- a sound field system in some rooms with high ceilings;
- carpeted corridors;
- fully accessible changing facilities with overhead hoists;
- work stations for pupils requiring low distraction environments; a fully equipped multi-sensory room;
- several age-phased, well-equipped, play areas with inclusive play apparatus, including a bike track with a range of adapted bicycles;
- a hydro pool with audio visual capability
- a health suite;
- library areas;
- meeting room;
- a wide range of cutting edge technology;
- several specialist rooms, including Art, Design Technology, Music and Food Technology;
- a pond complete with secure fencing and pond dipping platform;
- one 7 seater Ford CMAX to allow community access and support contextualised learning;
- two minibuses to allow community access and support contextualised learning;

The Ewood Campus opened in September 2013 following a full refurbishment programme. This site has been purpose designed as a fully accessible provision for Post 16 Learners to promote independence:

- large common room and 'chill out' area;
- wide uncluttered corridors;
- fully accessible flat for the development of independent living skills;
- light airy classrooms with low distraction decoration;
- accessible toilets and changing spaces and a wet room to support personal care training;

- vocational skills provision including a Catering kitchen and Horticulture centre complete with outdoor classroom and poly tunnel (currently located on the School Campus);
- Conference room;
- café

The school hosts the Intensive Support Centre (ISC) an additionally resourced specialist provision for pupils with Autism, or other communication impairments, and Challenging Behaviour. The ISC is housed in a discrete building on the main school campus to support the inclusion of students into the main school.

The ISC has:

- two large classroom bases;
- a wet room for teaching personal care;
- a kitchen for life skills;
- dedicated timeout spaces
- work stations for pupils requiring low distraction environments;
- 1:1 teaching spaces and an observation room;
- a fully equipped sensory integration environment;
- enhanced with materials to support sensory diets;
- access to outside space;

Tor View is fully committed to the principles of the Single Equalities Act and to serving the needs of the local community. Tor View provides accessible information on all aspects of provision:

- all policies and procedures can be made available in varied font size and style;
- information is shared through face to face, regular email and phone contact and home-school contact;
- translators are recruited as required to support families for whom English is an additional language;
- staff are happy to share, demonstrate and explain the resources, any approaches and techniques that are used in school to support learning and behaviour;
- an informative website which is continually updated

Tor View is a total communication environment where all forms of communication are valued and encouraged. Staff use and support the use of Alternative and Augmentative Communication (AAC), including:

- Speech
- Symbols
- Objects of Reference
- Picture Exchange Communication System (PECS),
- Intensive Interaction
- Makaton Sign Language
- Voice Output Communication Aids (VOCA), from simple Big Macs to complex Vanguard devices
- iPad

## 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 SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### What the school provides

All pupils on roll at Tor View have an Education Health Care (EHC) Plan. On admission to the school all pupils are Baseline Assessed across the curriculum to identify their individual starting points. All pupils have a Key Skills Care Plan which details their current skills and identifies their next steps of development.

Tor View staff liaise closely with staff from other agencies including: Physiotherapy, Occupational Therapy, Speech and Language Therapy and the school nursing team who are based at school for a portion of time each week. School also works closely with colleagues from Social Care and the Educational Psychology Service to support children and families.

Class sizes vary between, 7-15 pupils per class, depending on the level of pupil need. All classes have Additional Needs Teaching Assistants (ANTAs) to provide support. ANTAs provide high quality educational and behavioural support and dignified personal and medical care as required. High adult to pupil ratios ensure that pupils' individual needs are met depending on the level of pupil need. All pupils access an individualised broad and balanced curriculum which comprises three strands:

The **formal curriculum** is drawn from the Early Years Foundation Stage (EYFS) Framework, the National Curriculum or post 16 accreditation pathways

The **developmental curriculum**, a skills based curriculum focussed on communication, cognitive and fine and gross motor skills through which pupil progress as individuals

The **additional curriculum** covers therapeutic elements of the curriculum required to ensure that pupils are safe, healthy and available for learning including postural management, sensory diet, language and communication interventions, drawing and talking therapy

Independent learning is encouraged from the Early Years and throughout the school. The curriculum is expertly differentiated to ensure success as the small steps of progress made by

each child are recognised and celebrated. ANTAs providing support are well trained to ensure that support is faded as pupils make progress.

Curriculum delivery style is closely matched to pupils' priority needs. Our most dependent pupils, with complex and profound and multiple learning difficulties, access a sensory curriculum. The curriculum for our pupil population with severe learning difficulties prioritises communication and independence. Our more able pupils access a literacy-based curriculum and our most able pupils are stretched by mainstream inclusion links with a local primary and high schools and a local college. Inclusion links include mainstream social inclusion opportunities for primary aged pupils, links into Tor View from partner mainstream schools and an extensive work experience programme for older pupils. All pupils educated off site are supported by Tor View staff.

Options are introduced from Key Stage 4 and in FE an emphasis is placed on life skills, community and vocational learning. Pupils access a wide range of qualifications including, where appropriate GCSEs. ANTAs provide high quality support to ensure success including supporting the completion of course work and assessments. Wherever possible pupils learning in KS4 and FE is externally accredited.

All staff are well trained to meet the wide range of needs of our pupil population. All classroom staff are trained in: Introduction to Autism; Language Development; Team Teach Positive Conduct Management; Moving and Handling. Non class-based staff are trained in disability awareness. As part of Teaching School status staff deliver specialist training to other schools and organisations across East Lancashire. Tor View values staff training and development. Many teaching staff have postgraduate or Masters Qualifications in SEN including: Multi -Sensory Impairment; Specific learning Difficulties; Autism; Assessment; Communication.

Tor View has a range of accreditations that reflect the specialist nature of the school:

- National Teaching School Hub status
- National Autistic Society (NAS) Autism Advanced
- Healthy School Status
- Leading Parent Partnership Award (LPPA)
- Quality in Study Support- Advanced
- Wellbeing Award for Special School Award (WAS)
- Food for Life Bronze Award

All pupils are assessed each term using National Curriculum Age Related Expectations, Pre Key Stage Standards & Engagement Model, currently school is working with a group of good and outstanding special schools as part of the NW Specialist Curriculum, Assessment & Pedagogy Group to develop a full response to the 'Assessment without Levels agenda'. Pupil results are collated using our in-house recording system Small Steps to Success (SS2S). All aspects of pupil progress, social, emotional, behavioural and academic, is shared with parents through the Annual Review process, Parents Evenings and Annual Report to Parents. The school holds two Parental Consultation events each year, including a post 19 Careers Fair. Parents are also invited to support the school's programme of celebrations reflecting the various faiths represented by the school community.

The education and support provided to each child in school reflects our Provision Map. This document details the provision made for children according to their funding band. LCC allocate a band to each pupil in accordance with their individual needs. The Headteacher is responsible for all aspects of Teaching and Learning.

## 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

The school has a well-established Annual Review process, including Person Centred Reviews at Year 9. All agencies supporting the learner and their family are invited to attend the Review and/ or provide written advice. Pupil voice is very important and wherever possible the pupil attends some or all of their Review. Pupils also complete their own Review Advice, with advocacy if required. The Annual Review addresses the holistic needs of each individual and Reviews the Education Health Care Plan to ensure that the support available remains appropriate and the resources are used effectively with positive outcomes for the individual pupil.

The school is committed to multi-agency working and wherever possible makes information and provides a venue for agencies working with our children and their families.

The effectiveness of the school's SEND provision is assessed and evaluated at a whole school level by monitoring pupil progress and educational outcomes (SS2S data), parental satisfaction with provision (Parent View) and the judgement of external monitoring visits (Ofsted). Tor View was graded Outstanding in the December 2019 Ofsted inspection.

## Keeping Children Safe

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

Tor View implements a Health and Safety Policy that addresses all statutory requirements for Risk Assessment (RA). All RAs are updated annually to reflect any legislative changes. All learning environments and shared resource areas in school and in the grounds have a RA. All activities undertaken on and off site have a RA in place. Complex pupils and pupils with medical needs and Conduct Support Plans (CSPs) have individual RAs in place. RAs are informed by parents, other professionals and agencies as appropriate.

The majority of pupils are transported to and from school by Educational Transport. School provides training and support for Passenger Assistants to ensure they understand their roles and responsibilities. Parents who wish to transport their own children are advised on appropriate Health and Safety practices. Some pupils and students travel to and from school as independent travellers. RAs are completed for these pupils and travel training is made available supported by school staff. A written protocol for the start and end of day procedures is available on request.



Staffing levels at break and lunchtime reflect pupil need. All play areas and common areas are staffed to ensure that pupils are safe and their well-being is supported. Some pupils have additional staffing support. A programme of activities is delivered at lunchtime to ensure that pupils develop lifelong learning and social skills. Older pupils who have 'Trusted Pupil Status' (KS4) or a 'Student Pass' (FE) are able to be independent at break and lunchtimes.

The school has 5 Educational Visits Co-ordinator's (EVC) who has been trained to ensure that all Educational Visits (EVs) are well planned and undertaken in accordance with Local Authority guidance. All residential include a pre-visit and an information meeting for parents and carers.

School has a clear and detailed Health and Safety Policy which clarifies the specific staff responsible for key areas and for undertaking any related RA. The Executive Headteacher retains overall responsibility for Behaviour and Safety. Copies of all policies including Child Protection; Pupil Conduct; Care and Control and Anti Bullying are available on the schools website [www.torview.org](http://www.torview.org)

## **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**

School has clear guidelines and protocols on the storage and administration of all medication. Individual pupil medication sent into school must be accompanied by a completed Administration of Medicine request form signed by a parent. Prescription medication must be supplied in the original packaging with child's name and dosage clearly legible. School staff review medication regularly to ensure that it remains in date. All medication is stored in locked cabinets. All administration of medicine is witnessed by an additional member of staff and a record is maintained using Medical Tracker. The school nurse provides training for all staff witnessing or administering medication in school. School staff giving medication are First Aid trained. 'As required' medication can only be given with written parental consent and is administered by a senior member of staff.

School is keen to support pupil attendance, however, as we have a vulnerable pupil population we are not equipped to manage children who are actually unwell. If a child is unwell in school, we will inform parents/carers using our emergency contact numbers. Following illness parents/ carers are asked to observe an appropriate period of absence for their child to ensure that we can control infections in school. On a case by case basis the Leadership Team will agree an absence period with parents in consultation with the school nurse and other health professionals informed by current government guidance.

School staff with support from the school nursing team draw up a care plan for all pupils who have medical or care needs. The Care Plan is shared with parents and any staff working with the pupil. All Care Plans are reviewed at least annually or as required as a result of changes to medication or therapeutic input. In a medical emergency, or where a Care Plan indicates a need, an ambulance may be called to allow qualified paramedics to assess a child. In these circumstances' parents will be immediately informed. In the absence of a parent, school staff will accompany a child to hospital and wait until a parent or carer arrives.

Healthcare staff provide competency-based training for school staff to meet individual pupil needs eg epilepsy, asthma, colostomy, tracheostomy, ventilation, specialist equipment, gastrostomy. On completion of the training the school nurse assesses the competency of the member of staff to perform healthcare procedures. Where close monitoring and observations are required school staff and the school nurse agree roles and responsibilities.

Healthcare professionals in school accept referrals from school staff to assess needs. Some pupils will have individual support, some will access group support and others' needs are met by school staff following a programme provided by a healthcare professional. School staff are additionally trained to support these needs.

The school has a dedicated school nursing team, although the presence of a nurse on the premises at all times cannot be guaranteed. Children with a healthcare needs can access, Physiotherapy, Speech and Language Therapy and Occupational Therapy on the school site.

## **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 (eg 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**

At the end of each year parents / carers are informed of the name of the new class teacher and the TA support available in the group. Parents/ carers are encouraged to liaise with the class teacher or relevant Head of Department. Parents/ carers are invited to share email addresses and all pupils in school have a Class Dojo account to exchange information and celebrate progress. Parents/ carers may phone the form tutor at any time and the call will be returned as soon as possible, although we are naturally reluctant to disturb teachers in curriculum time. We welcome parents/ carers in school but would encourage them to make appointments to ensure they can gain access to the most appropriate staff member. However, we will try to accommodate visits wherever possible. Please see the 'Teaching and Learning' section for information on reporting pupil progress.

Tor View is keen to engage with parents/ carers and the local community. Parental views are collected from Class Dojo, Annual Review advice, meeting feedback and parental questionnaires, including Parent View. Parents and carers are invited into school to join in with special events.

Prior to starting at the school Parents and carers are strongly advised to make a non- prejudicial visit to the school to view facilities and gather information about the school. Transition meetings are held for pupils moving between departments. Primary aged pupils making a September start have a series of Transition Visits in the Summer Term. Transition visits support pupil transfer and the quantity and frequency of these is determined by pupil need.

There are a number of social events and fun days throughout the year and these are supported by Friends of Tor View, our charity and fund-raising group. All parents and carers are invited to support these events.

## 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

Pupil voice is very important at Tor View. The School has an active School Council and members of this group support the School Improvement Planning process, act as ambassadors for the school within the local community, lobby the leadership team for pupil led improvements and support the recruitment of new staff. Assemblies follow Social Emotional Aspects of Learning (SEAL) themes and generally follow an interactive format encouraging pupils to participate. At year 9 a full Person-Centred Review is held to support young people in planning for their own future. School staff advocate for pupils where required to support them through this process.

Parents are encouraged to provide feedback both formally and informally. From our initial contact with new parents, through the Non-Prejudicial Visit (NPV) system we are keen to develop a positive relationship and understand the needs of children and their families. Parents are invited to complete the annual Stakeholder Audit and Parent View questionnaire, comment via Class Dojo and contact school by phone or in person. The Annual Review and Parental Consultation events offer an opportunity to discuss each individual child's progress in detail three times each year.

Tor View has an active Governing Committee graded as 'Outstanding' by Ofsted. The Governing Committee includes current parents with children in classes across the school. The school follows strict procedures for the recruitment of new Governors in accordance with Guidance from Governor Services. The number of Governors on the Committee is directed from The Sea View Trust in accordance with the DfE's Academy Handbook.

All parents are encouraged to join the Friends of Tor View Charity which raises valuable funds to support projects like; new minibuses; grounds development; Educational Visits; fun activities and social events.

The school employs an Extended School Manager who liaises with parents about Holiday activities. Parents run an active Parents Support group, open to any parent in Rossendale with a child with a disability, please see the website for further information. The support group invites external speakers from a range of other agencies to provide information and support to our families.

Staff at Tor View are committed to the provision of a holistic education for all pupils and students on roll. We are keen to support parents and provide 1:1 training and advice as required in addition to more formal training courses for example Cygnet (Autism Course) and Makaton (Sign Language). We are keen to work with parents and carers to secure positive behaviour at home, at school and on transport, where applicable. To achieve positive outcomes for everyone we may set up a home-school reward chart to monitor a child's conduct. School has a home school agreement which we ask all new parents or carers to complete when their child starts at the

school. This contract clarifies roles and responsibilities for pupils and parents/ carers.

## **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**

Tor View employ a Family Liaison officer who works 5 days a week. This role can provide support with: with your child's behaviour, sleep, eating etc; child's health and wellbeing; Positive parenting courses; Money advice – benefits claims, debt management; Adult learning courses and qualifications; Training courses including Makaton and Cygnet; Parent support groups; Filling out forms and applying for Free school meals/ Pupil Premium.

We are always keen to support our children and their families in any way possible. If you require information advice or guidance please do not hesitate to contact the school. Form tutors and class teachers will be able to identify the most appropriate member of staff to provide the information and guidance required. The school can support families wishing to make a referral to other agencies. In addition:

An Annual Careers Fair is held at the Ewood Campus to coincide with the Autumn Term Parental Consultation Evening.

Parent Coffee Mornings

The school nurse can be contacted with regard to any healthcare issues.

Many of our pupils are eligible for home-school transport provided by the local authority. Whilst we do not manage this service we are happy to support parents if issues arise. Some parents/ carers prefer to provide their own home-school transport and this is easily accommodated.

Some of our older, more able pupils are ready to travel to and from schools independently, for these students we provide an independent travel training programme designed to enable them to travel safely to from school. All independent travel training includes a risk assessment of the travel route which is shared with the young person and their family.

## Transition to School and School Leavers

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

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

Transition can be a challenging time for children and families at Tor View we are keen to support smooth transitions at all ages:

- Pre-school – Pupils joining the school in the Early Years Foundation Stage have a staggered start to allow them to settle into the new routines;
- In the term before starting school staff make a visit to the child's Nursery or pre-school and parents are invited to a transition meeting;
- Primary department – For pupils joining the school in the Primary Department it is usual for the child to attend Tor View on some transition link visits with a member of staff from their current school, parents have a detailed NPV and can ask for a transition meeting with the Head of Department. All September starters are invited to the Summer Term Coffee morning.
- Secondary department – For pupils joining the school in the Secondary Department it is usual for the young person to attend Tor View on some transition link visits with a member of staff from their current school, parents have a detailed NPV and can ask for a transition meeting with the Head of Department. All September starters are invited to the Secondary Transition Meeting in the Summer term.
- FE department – For students joining the school at post 16 it is usual for the young person to attend Tor View on some transition link visits with a member of staff from their current school, parents have a detailed NPV and can ask for a transition meeting with the Head of Department. All September starters are invited to the FE Transition Meeting in the Summer term.

Transition visits are held in the Summer term across the school. These offer pupils, parents and carers an opportunity to understand any new routines and systems that operate in the new Department. Transition visits include a tour and an opportunity to meet key members of the staff team.

At the Year 9 Person Centred Review Young People are encouraged to consider their future beyond school and Preparation for Adulthood Pathway is agreed. Many pupils remain at Tor View for a further five years and each year the Transition Plan is revisited to ensure that it remains appropriate. From Year 12 FE students can access a Foundations course at Nelson and Colne College, Accrington campus in readiness for college. Our strong mainstream inclusion programme also supports young people who plan to access college after school. Year 11 Leavers have a bespoke Leavers package in their final term to prepare them for College life.

Developing independence is essential for all our young people. Throughout the school pupils are encouraged to take responsibility for themselves and keep themselves safe, to manage and self-regulate their behaviour, and develop a range of key skills to support their success in adulthood.

In the Secondary Department pupils have a work-related learning programme that includes Enterprise week. Personal, Social, Health Education (PSHE), including Relationships and Sex Education starting in the Primary Department with an age appropriate introduction and supports personal safety and good decision making. Conference days are held in FE to allow students to explore issues in a way that is meaningful to them.

Work Experience is a core element of the Post 16 curriculum with most students accessing a minimum of three placements often linked to the vocational specialisms we offer: Expressive Arts; Horticulture, Maintenance and Catering. As part of the FE curriculum students join Face Me Theatre Company, a touring theatre company challenging perceptions of disability in the local community, this experience supports our students' resilience. The Annual Careers fair is well attended by providers across the locality and parents can make enquiries about training and education beyond school. Where students leave school to start work school staff support this transition.

## **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**

Tor View offers After School Clubs 2 nights per week which run from the end of the school day until 4:45pm. Some clubs are subsidised for pupils who are eligible for Pupil Premium (Please see our Pupil Premium Policy on the website).

The school employs an Extended School Manager to run the Playscheme, and part of their role is to ensure accessibility for all and retain high levels of engagement. Tor View Playscheme, a charity supported by the school, runs a Holiday Club for four weeks each summer and in all of the school holidays with the exception of Christmas. Provision is daily from 10am to 3pm. This is subsidised by grants from a number of organisations including Lancashire Breaktime.

Lunchtime activities are incorporated in the school's Lifelong Learning programme. These activities are free of charge and all pupils are required to join a minimum of one club per week.

The school has a wide range of residential selected to suit the needs of the wide pupil population. Most experiences are fully inclusive, and accommodation and activities are selected to accommodate all pupils' needs. However, each trip must be risk assessed for each pupil taking part and where risk cannot be avoided an alternative experience will be offered. All pupils will be offered a residential Key Stages 2-5. Primary residential tend to be shorter and take place more locally, secondary residential include Citizenship and Outdoor Activity themed opportunities and a City trip, ISC pupils have an outward-bound experience and the FE residential encourages independence and self-care. Pupils eligible for Pupil Premium or who can demonstrate financial hardship are offered residential at a subsidised rate (Please see our Pupil Premium Policy on the website for more details).

The development of social skills is targeted throughout the curriculum with opportunities for the development of co-operative and group skills. Tor View is a founder member of the Cotton Shed Inclusive Theatre Company, a theatre company for people of all abilities. Parents are signposted to the Cotton Shed website to find details of age groups, prices and times. Through the Annual Review process school encourages parents to engage with inclusive clubs and activities in the local community, please see our website for links to Youth Clubs and other services.