



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Central Lancaster High

School Number: 01113

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

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

School/Academy Name and Address	Central Lancaster High School, Crag Road LANCASTER LA1 3LS		Telephone Number	01524 32636
			Website Address	www.lancasterhigh.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:	
				
What age range of pupils does the school cater	11 - 18			

for?	
Name and contact details of your school's SENCO	Julie Green Address and phone number as school. Email: Julie.green@lancasterhigh.lancs.sch.uk

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.

Name of Person/Job Title	Roger Hardman ICT Manager		
Contact telephone number	01524 32636	Email	managerict@lancasterhigh.lancs.sch.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.

Please give the URL for the direct link to your school's Local Offer			
Name		Date	

Please return the completed form by email to:
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

- **The school is located on a hill with both internal and external staircases. Navigation around the site is facilitated by signposts indicating key locations.**
- **The school is largely wheelchair accessible with two disabled lifts. The lift in the main block has exit/entry points on all floors. Some access requires longer or alternative routes.**
- **There are two marked disabled parking spots; one in each of the higher and lower car parks.**
- **The school entrance can be via a ramp and has automatic doors to facilitate entry. There are ramps throughout the school to improve access to different parts of the building.**
- **Information for parents may be available in their first language on request but is not readily available.**
- **Some parts of the school have wide corridors and in other parts the corridors are narrow so there is potential for congestion during lesson changeover. Doorways in the older parts of the school building are not the required width currently for full wheelchair access.**
- **The school has five disabled toilets with hand-washing facilities and one accessible changing room with disabled shower and toilet facilities in the main building.**
- **The library has a ramp and emergency exit and one disabled toilet.**
- **There are six evacuation chairs in the main school building for use in emergencies. The other school buildings are at ground level.**
- **The school does not have height adjustable chairs as a matter of course but has purchased two for one particular pupil.**
- **The school has a perching stool for use in Science and Catering and a kitchen workstation for use in Catering.**
- **The school has a range of assistive technology, including laptops, translators and voice-activated software.**

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

- **Students with SEND are usually identified in the Y6/7 transition window.**
- **All students are assessed using standardised reading and spelling tests on entry and within a month have cognitive ability tests.**
- **Students who are transferred during the year are tested using cognitive ability tests.**
- **Students can be referred to the SEND department for further testing by a request or expression of concern from their teachers or parents. The school will refer to external agencies for assessment/diagnosis as appropriate following consultation with parents.**
- **Classroom-based support and intervention can take place in 1:1; small group or whole class settings. Subject-based intervention is also provided by subject specialist staff. Classroom-based support is available through a team of experienced Teaching Assistants. Intervention takes place during the school day.**
- **Literacy intervention is provided in a number of ways: intensive small group (1:4); work with a specialist Level 3 TA; guided reading and the Wordshark computer program during form time for identified pupils; where necessary, 1:1 phonics; and reading support.**
- **There is a whole school literacy policy and a whole school marking policy with regards to literacy: it is a priority of the school designed to promote independent learning and curriculum access.**
- **Cross-curricular literacy is targeted in Key Stage 3. These focus on basic spelling, punctuation and grammar. Each classroom has a poster detailing the termly target and how it should be marked. There are also subject-specific key words, organised into different levels of difficulty.**

- Pupils can access an online programme that sets spelling, punctuation and grammar tasks (with different levels of difficulty) and marks them.
- Accelerated Reader is a computer programme, based in the library and used in Key Stage 3 to improve reading and encourage pupils of all abilities to read for pleasure. Pupils are awarded certificates for reaching different levels.
- Students with dyslexia or who display dyslexic tendencies are registered on an online programme (Indirect Dyslexia Learning - IDL) which involves working for 25 minutes twice a week during form time. This programme is tailored to each individual; it can also be accessed at home and encourages independent learning.
- Numeracy intervention is available through intensive small group (1:4) work with a specialist Level 3 TA twice a week during lessons. There is also numeracy intervention during form time for identified pupils.
- Pupils with ASC are provided with a supervised quiet space during breaks and lunchtimes. They also attend a weekly social group – a small group that follows a programme of study designed to develop social skills, flexibility of thinking and empathy. The group is run by a specialist Level 3 TA and overseen by a Specialist Teacher.
- There are a range of small group interventions during form time to target a range of difficulties. There are handwriting and motor skills groups as well as groups designed to develop social and emotional skills.
- The Pupil Inclusion Centre offers supported learning for students with extended absences or social and emotional difficulties where required.
- The school offers a range of provision to encourage independent learning, including a daily homework club during lunchtime, daily access to the library after school and an after school homework club available for an hour 4 days a week.
- Independent learning is developed in discrete 'Learning to Learn' lessons. Pupils are taught skills that are transferable across the curriculum.
- Pupils in Key Stage 3 are given opportunities to take part in team challenges which foster team-building and leadership skills and build confidence.
- Training is provided regularly to teaching staff and Teaching Assistants through the INSET programme. Recently this has included whole staff INSET on understanding pupils with ASC, delivered by an Educational Psychologist.
- Within the SEND team over the last 3 years, we have received INSET on many areas of SEND including ASC and Adolescence; Teaching students with EAL; Attachment Disorder; the Boxall Profile; Meeting the needs of HI pupils; Dyslexia training; Developing Speech and Language skills; and much more. A lot of training and staff development is given in-house.
- Updates about SEND are made available to staff by the SENCo during staff briefings, emails and face to face meetings.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASC; HI; SpLD; and Speech and Language.
- The school commissions Specialist Teachers from IDSS to provide training and develop expertise in a range of learning difficulties, such as HI, SpLD, PD and ASC. They also oversee our SEND provision within school and work with individual students where appropriate.
- The school works within the examination board guidelines to put in place access arrangements that are appropriate and meet the needs of the individual

student.

- **Educational progress and outcomes are shared with parents via three reports each year (one a term), a Parents' Evening each year and in Y7 and Y12 an early meeting with form tutors to discuss progress.**
- **Individual teachers are responsible for making lessons accessible to all.**
- **There are a small number of students who access courses which are on offer from external providers. These lead to KS4 vocational qualifications. Where support is required for individual students, it will be provided by the school.**
- **Every child in Y10 and Y12 has the opportunity to undertake work experience with special consideration given to the placement and support for students with SEND.**
- **SEND provision is outlined on costed provision maps.**

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

- **All statements and EHCP's are reviewed on an annual basis. The reviews are carried out in line with statutory guidance for reviews.**
- **Advice is provided by the school, external agencies, the student and the parent/carer. Meetings are held at mutually agreed times. Summary advice is sent to the Local Authority, the parent/carer and school. Students are always encouraged to participate in their meeting.**
- **Support for students with SEND support needs who do not have EHC Plans is detailed and diverse (see Teaching and Learning section page 6-8).**
- **Progress of students is monitored continuously with school assessment procedures. Internal tracking systems are used to highlight progress of individuals. Reporting is termly.**
- **Students with specific SEND are monitored through: specific programme evaluations (e.g. IDL); literacy/numeracy scores termly; observations; testing and formal assessment.**
- **Where there may be concerns over the progress of individual students (from parents or from staff) a 'round robin' will be used to get a comment from all teachers on the progress of the student.**
- **Progress data is shared with parents three times each year in written format and once a year face to face at parents' evenings.**
- **The SENCo is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. The SENCo is also accessible by telephone and email where a response is guaranteed quickly.**
- **Students are monitored closely, both by the procedures in place for assessment throughout the school and the SEND team. The effectiveness of the provision we offer to students is evaluated through measuring progress that students make (academic and social) and attendance figures.**

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 are carried out based on individual situations and needs and are reviewed dependent on informed changes .**
- **Where more detailed or specialised risk assessments are required the Local Authority, Occupational Therapy and Specialist Teachers may assist.**
- **Students accessing the school bus are supervised by teachers in their queue and then walked out to the buses. There is a facility for vulnerable students to meet in reception before going to the buses.**
- **Students with a severe disability or vulnerability are handed over by staff to parents as agreed.**
- **There is space for taxis to pick up and drop off students in the car park. There are also two disabled bays in the car park which can be used for picking up and dropping off disabled students.**
- **There is no policy for parental pick up/drop off on the school site.**
- **During break and lunchtime identified vulnerable students are provided with a supervised quiet room. Additional support at lunchtime is available in the Pupil Inclusion Centre, which is also staffed. In addition, there is a Homework Club every lunchtime, staffed by Teaching Assistants where students can study and do their homework.**
- **The fully staffed school library is open every break and lunchtime where pupils can access computers and read. This facility, together with an ICT suite is open after school every day. It is fully supervised.**
- **All school trips are processed through the 'Evolve' system (in line with LCC policy), and risk assessments are attached to forms, checked by the EVC and delivered by group leaders/responsible staff.**
- **School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students.**
- **The school's Anti-Bullying policy is available by a direct link on the school website and hard copies are available on request.**

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

- **A Level 3 TA is designated as in charge of medication. He has attended all required training and is considerably experienced in the storage and administration of medication.**
- **Medication is kept under lock and key in the SEND office. Only designated staff have access to this. There is also emergency medication kept near the school office.**
- **Some medication is kept in a clearly marked area of the refrigerator (as required).**
- **Medication that comes into school must be accompanied by a form detailing what the medicine is, the dose and frequency and any further instructions. The form must be signed by the parent/carer.**
- **All medication is clearly labelled to identify the student it belongs to. Names are checked carefully and instructions are read before any medication is administered.**
- **Students are not allowed to carry medicine in school.**
- **A Care Plan is drawn up in conjunction between the parents, child, medical professional (if needed) and the TA designated in charge of medication.**
- **Care Plans are held centrally in the school office and on the school ICT system. All teachers have access to the care plans. All care plans are reviewed annually.**
- **The staff is briefed by the designated TA in charge of medication about any students with medical needs. He meets with healthcare professionals and parents where necessary and disseminates the information to all staff. Updates are provided through the regular staff briefings.**
- **In the event of a medical emergency, the member of staff is instructed to make an initial assessment and then contact a first aider. The first aider will make the decision regarding treatment on the spot or whether to call for an ambulance. If an ambulance is called, a member of SLT is informed immediately. In the case of a serious incident or where an ambulance is called, the emergency contact adult is also called. If a parent/carer is not available students are accompanied by school staff to the hospital.**
- **Emergency EpiPens and inhalers are available in the school office.**
- **There are a large number of first aiders in school (approximately 15% of the school staff).**
- **At the start of any term, the SEND team alert the staff to particular individual needs or potential risks (asthma, epilepsy, diabetes, allergies etc.) and subsequently report any changes.**
- **Students with severe allergies or life-threatening conditions have their picture**

displayed in the staffroom with instructions for emergency care.

- **The school handbook issued to all staff includes instructions for emergency procedures in cases of anaphylaxis, asthma, epilepsy and diabetes.**
- **There are regular visits from the School Nurse, Physiotherapy, Occupational Therapy, Speech Therapy, CAMHS workers, Educational Psychology Service, Barnados workers and the Phoenix and Butterfly project.**

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

- **Parents are always encouraged to contact school or any matter of concern and are welcome in school to discuss matters, which are addressed quickly and in a supportive vein.**
- **The school website provides contact details, including the address, school email and telephone number.**
- **The school magazine is issued termly (link on website) and contains news about upcoming events, reviews of productions, interviews with staff and students and much more.**
- **The school sends regular letters and updates to parents to keep them informed about what is going on at school.**
- **During transition meetings and new intake day, key staff are identified to both students and parents/carers.**
- **All students with a statement/EHCP have an Annual Review every year. During the meeting the pupils’ progress is reviewed using information from teachers, parents and any outside agencies involved with the student. The meeting itself involves the student, the parents/carers, the SENCo, and other professionals as necessary.**
- **Progress, including assessment data is reported to parents every term through a written report. There is also a Parents’ Evening once a year where parents/carers can discuss the progress of their child with teachers. Additional contact is made if there is cause for concern or celebration.**
- **There are two Open Evenings during the school year; one in Summer and one in Autumn. Parents are encouraged to attend.**
- **Feedback is actively pursued by the use of report slips, the requirement for parents to sign school planners weekly and annual parental questionnaires in partnership with LCC.**
- **Ofsted’s Parental View is accessible for anyone who wishes to provide feedback on the school.**
- **There is strong parental representation within the School’s Governing Body (currently 7 out of 20).**
- **An annual parental questionnaire is sent to parents which they are encouraged to complete.**
- **Parents have the opportunity to give feedback to the school at any time and in particular through the Annual Review process. All are encouraged to keep an open dialogue with the school.**

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

- **Student Voice is an inherent part of the school ethos.**
- **There is a School Council where every form in the school is represented. Reps meet regularly and have meetings with School Governors each year. The School Council has a small annual budget.**
- **Students are invited to wider meetings to discuss school policy (in the past deciding uniform, homework etc.)**
- **There is an annual assembly programme that promotes Student Voice and an annual attitudinal questionnaire from LCC that gives students an opportunity to make their views known.**
- **Students with specific SEND are encouraged to engage with Student Voice and given a range of opportunities to do so through social groups and work with their TA.**
- **SEND students make their views known through the Annual Review process, as do parents.**
- **There is an annual parental questionnaire where parents give their views about school. Parents on the governing body give their views and are involved in writing the School Progress Plan.**
- **Parents are well represented on the governing body (currently 7/20). When vacancies arise, all parents are given the opportunity to put their names forward and are selected by ballot.**
- **There is a named Governor for SEND who meets with the SENCo annually.**

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 is supplied via the main school office by request.**
- **In advance of the Annual Review, parents/carers are sent accessible forms to complete to contribute to the Educational Advice. The Assistant SENCo will provide help with this if it is requested. The students are also given a form to fill in prior to the review and a TA will talk them through it and scribe if necessary.**
- **Information, advice and guidance is available in every key stage and during every transition, such as Options Evening; New Intake Evening; Careers Fair and much more.**
- **The school places the emphasis on the personal touch and a variety of staff (such as Senior Leaders; Pupil Progress Leaders; SEND team; School Nurse etc.) meet parents to offer updates and advice and address any concerns.**
- **The school commissions Specialist Teachers/external agencies to offer personalised support as deemed appropriate.**
- **All year 11 students have a careers lesson each week to educate them on the options available to them at 16. During careers lessons, students look at the variety of college and sixth form courses available, complete a CV and attend a practice interview with outside employers that are invited into school.**
- **All year 11 students have access to impartial careers advice and guidance from a designated teacher. Students can access this support outside lessons through meetings with the designated teacher. A wide range of external agencies and colleges are invited into school to assist in this delivery.**
- **Vulnerable and SEND pupils receive 1:1 advice and guidance and the involvement of external agencies which will attend the Annual Review to meet with parents/carers too.**
- **The school has an up-to-date travel plan and works with the Pupil Access to provide help/support to parents about personalised travel plans.**

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

- There is a member of staff responsible for Primary Liaison who visits most of the feeder schools to meet with Y6 teachers. This member of staff then becomes Head of Year for Y7 for the first two terms of school to ensure continuity and the reassurance of a familiar person.
- The general policy is that parents/carers can contact school at any time to talk to a member of staff. Parents are welcome to visit at any time and take an escorted tour around the school.
- During the transition process, students are invited into school, accompanied by a parent/carer to have a meeting with a member of staff that will be associated with that year group. During the meeting the child and parents are free to ask any questions. PE kit and uniform can be ordered and a pack of information is given to the child and parent/carer to take away.
- During the summer term before transfer in the autumn term, all Y6 students who have been allocated a place at Central Lancaster High School are brought up to the school for the day. During the day they meet their Form Teacher, their Pupil Progress Leader (Head of Year), the rest of their form and the Senior Leadership Team and Headteacher. There are various activities organised to help students break the ice and learn a little bit about the school such as a 'Getting to know you' quiz within the form group and a 'Treasure Hunt' around the school. Students are taken back to their Primary Schools at the end of the day. That evening pupils are invited back into school, together with their parents and the Headteacher meets with the parents. Parents can pick up any uniform that has been ordered and talk to any key staff they wish: Form Tutors, Pupil Progress Leader, SENCo and SLT are all available.
- Any SEND/vulnerable students who require extra visits will be escorted to school for whole or part days during the summer term of Y6 to help allay any anxiety and to learn to adapt to the change.
- Year 10 students are appointed as Peer Mentors to Y7 forms and will spend the first term form periods with the year 7s. These same pupils will be involved in the New Intake Day, and therefore should be a familiar face for the year 7s when they arrive in September. Each year 6/7 is 'paired' with a Peer Mentor.
- The school holds two Open Evenings a year and parents are encouraged to attend. They can meet the SENCo there and have a private discussion if they wish.
- Groups of pupils in Y7 visit the primary school they attended for a question

and answer session related to transition.

- There is a transition period in Y7 to give new students a chance to acclimatize to secondary school including an early lunch for the first couple of weeks, the gradual introduction of homework during the first half term and an area outside designated for the use of Y7 students only.
- In the first half term there is an overnight trip to the Lake District for each form to be accompanied by their Form Teacher. This is heavily subsidised by the school and we encourage all Y7 to attend. The activities on offer are aimed at developing personal skills and providing a 'bonding' experience for the form.
- Local colleges and sixth forms attend Parents' Evenings from Y9 onwards.
- A Careers Fair is held each year for students in Y9 and upwards. This includes local employers, colleges and training providers.
- YPS engage with SEND students prior to Transition Reviews in Y9 and Y11.
- All students in Y10 and Y12 are given the opportunity to undertake a period of work experience.
- The school give all students in Y10 and above the opportunity to take part in The Duke of Edinburgh Scheme.
- All students in Y11 take part in a 'Practice Interview' day in school. The students apply for a job and complete a CV in preparation for this interview. Employers come into school on the day, interview the students and give feedback. This helps prepare students for interviews for work or FE/HE.
- The designated Careers teacher is available to meet with students to discuss their particular career options.
- In the Sixth Form, there is a programme of preparation for University. This includes; applying for university, assessing course options and universities, trips to university fairs, understanding student finance and university residential opportunities. HEs are heavily involved in the delivery of this programme.
- Students in the Sixth Form can apply for jobs in school. This experience helps them to develop an understanding of working life in a familiar environment. Students also take part in a variety of volunteering opportunities in school and in the local community.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

What the school provides

- The school offers a **Breakfast Club** available from 8am in the morning and providing a cheap nutritious breakfast. This ends when school starts at 8.45am.
- The school library and a large ICT suite (both fully staffed) have extended opening hours, every day until at least 4.30pm.
- The school offers a **Homework Club** every night after school for an hour which has support on offer.
- There are a range of clubs and extra-curricular activities on offer both at lunchtimes and after school. These are in a variety of subjects including Sport and Performing Arts.
- Peri music lessons are accessible to all students. These lessons are subsidised by the school and under the school pay policy, some Pupil Premium students are eligible for free lessons. These free lessons are limited and are applied for on an individual basis.
- There are a range of visits and trips on offer during curriculum time as part of subject weeks, including Science Week and Arts Week. All curriculum based trips are free of charge to students.
- Some extra-curricular trips are based on developing life skills, including Duke of Edinburgh expeditions (Y10-13) and the Y7 trip to Tower Wood in the first term.
- Extra-curricular trips to watch and perform in theatres throughout the UK are offered by Performing Arts and there are some trips abroad including to France and Germany and recently South Africa. Extra-curricular trips are chargeable but the school pay policy acknowledges and supports some Pupil Premium students.
- When pupils with particular SEND needs are involved in a trip, the SENCo will meet with the trip leader to discuss the needs of the pupil. Sometimes the parent/carer is invited in to discuss the trip arrangements with the SENCo and trip leader. Often a TA will accompany trips that include pupils with SEND to provide extra support where necessary.
- For students with social difficulties, there may be an informal 'buddying up' with another student. We might also encourage attendance at a particular club which may make it easier to make friends. In year 7 there is a friendship group run by the Pupil Inclusion Centre.
- There is a craft group on offer once a week during lunchtime for pupils in Key Stage 3. The group is open to all but is aimed at those pupils who have friendship difficulties.
- For students with particular vulnerabilities, a supervised space is offered

during breaks and lunchtimes. Often this can encourage friendships to develop.

- Pupils with ASC attend a weekly social group and part of the programme we deliver focuses on understanding friendship and making friends.