

Local Offer: Template for Schools/Academies

The SEN Reforms place a statutory requirement on schools from 1 September 2014 to make information available to young people and 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. We are currently working on the LA's Local Offer and we will advise you of our website link in due course.

This template has been designed by a working group of schools in Salford to help you to pull together information so that children and young people with Special Educational Needs (SEN) or disabilities and their parents/carers know what support they can expect if they attend your school/academy. You do not have to use this template but we hope that you find it useful.

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. It would also be good practice to consult your own pupils, parents about what to include in your Local Offer. One Salford school has already trialled the development of their local offer and their completed document is attached as an example. The Senior Leader for Special Educational Needs led on this piece of work and was supported by the SENCO and other staff. A stakeholder group of pupils, parents, staff and governors provided a useful consultation group for the school

When you have completed your Local Offer, please could you complete the following details and return the document by email to Children.families@salford.gov.uk .

School/Academy Name	St. Ambrose Barlow RC High School, a National Teaching School
Name and contact details of your school's SENCO	Mark Hulton mark.hulton@salford.gov.uk 0161 921 1570 0161 921 1259

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	Dawn Johnston, Senior Assistant Headteacher		
Contact telephone number	0161 921 1570	Email	Dawn.johnson@salford.gov.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 webpages. For reasons of confidentiality, please do not include a child/young person's full name in any case studies you promote.

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

Or

I confirm that the Local Offer will be published on _____ (please give date)

Please give the URL for the direct link to your school's Local Offer	355 5400		
Name	Mr B Davis	Date	8th September 2015

Please return the completed form and the Local Offer document by email to: Children.families@salford.gov.uk

Local Offer: Guidance for High Schools/Academies – Example below.

Teaching and Learning	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 2. 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) 3. Staff specialisms/expertise around SEN or disability 4. What ongoing support and development is in place for staff regards supporting children and young people with SEN? 5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams? 6. How do you share educational progress and outcomes with parents? 7. What external teaching and learning do you offer? 8. What arrangements are in place to ensure that support is maintained in "off site provision"? 9. What work experience opportunities do you offer? 	
Teaching and Learning	
<ol style="list-style-type: none"> 1. What additional support can be provided in the classroom? 	<p>The inclusive nature of our school is reflected in our 'Inclusion Quality Mark Flagship' status and 'Dyslexia Friendly Schools' award.</p> <p>St. Ambrose Barlow School has a very strong philosophy of responding to need with specific, purposeful interventions and challenge. We believe in inclusive classroom practice which ensures that every pupil, whatever the need or barrier to learning, has every opportunity to reach his or her potential in all areas.</p>

	<ul style="list-style-type: none"> • Differentiation of lesson content, delivery, resources, intervention and support. • Teaching Assistant directed and targeted support in all subjects including PE and other practical subjects. • Small class sizes, allowing for more differentiated groups • Support staff who are trained to a high level in a range of subjects and support strategies, including ADHD, phonics, behavioural strategies, ASD, Maths, English and other subject specific training. • A range of additional resources to remove barriers to learning and reinforce/support subject based skills and learning. • Staff expertise - 'dyslexia identification & support' training of all staff. • Appropriate Seating, lighting and provision of resources in response to need. • Collaborative learning and peer support. • Use of appropriate ICT to including 'Write Online' as a whole school resource to further develop individual pupil's progress in literacy. • Subject specific vocabulary lists and staff trained in phonic acquisition.
<p>2. 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)</p>	<ul style="list-style-type: none"> • Reasonable adjustments made in the classroom are carried through in extra-curricular activities and extended services. • Learning activities are differentiated where needed and additional resources are available to support the independent learning of SEN pupils. • Morning support clubs are in place to help with spelling, handwriting, numeracy, organisation and social skills for year 7 and year 8 pupils, who are identified as needing additional support and challenges in school to further develop independent learning throughout the curriculum. • Independent learning is promoted through the acquisition of specific resources in addition to selective workshops and courses delivered by teaching staff, therapeutic practitioners, creative and sports practitioners from other industries. We balance targeted support with guidance and encouragement for the promotion of independent learning and life skills. Study skills and work around 'resilience' are embedded in the curriculum.

	<ul style="list-style-type: none"> • All staff in school set high expectations and provide opportunities for all to achieve, staff take account of legislation requiring equal opportunities and take specific action to create effective learning environments, secure pupils' motivation, use appropriate assessment and set learning challenges to inspire and inform excellent progress. • Individual subjects offer a variety of bespoke opportunities both in and out of the classroom. EG. Btec sport use Eccles recreational centre, Golf driving range, Duke of Edinburgh, GCSE Plas Menai trip.
<p>3. Staff specialisms/expertise around SEN or disability</p>	<ul style="list-style-type: none"> • The school offers therapeutic support and counselling from an experienced counselling practitioner, this support includes targeted therapeutic activities for groups and individuals where there is appropriate need. Pupils' wellbeing is of paramount importance and underpins the positive experiences and sense of achievement and happiness which we foster in our pupils. • The SEN Department staff are an experienced and highly trained and qualified in supporting pupils with additional needs. We have worked extensively with training partners as well as school's EP and SEN professionals to complete training courses on 'attachment theory', dyslexia, ASD support, pastoral care and many others. • Teachers and practitioners have sufficient knowledge of dyslexia friendly strategies to include all pupils through differentiation of tasks and outcomes – all staff have attended inset training on more than one occasion as well as training from the SENCo and SEN consultants re: Dyslexia and Inclusion. Teachers and TAs have exemplar lessons for reference purposes and up to date and accessible information about strategies to support our identified dyslexic, ASD and SpLD learners. • All members of our school teaching community recognise their role as teachers and practitioners of learners with SEN. Each takes personal responsibility for planning and delivering classroom teaching and support which involves planning for individual needs and learning styles/preferences

<p>4. What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<p>The strategic and operational systems in place for SEND Support are well established and robust. Staff development is ongoing.</p> <p>The support for staff from the SENCo and SEN Dept includes:</p> <ul style="list-style-type: none"> - Pupils' SEND statements (EHC plans) to include a coordinated response outlining strategies and support in class where appropriate - Effective and clear communication between the SEN Department and whole school - Induction meetings for new staff re: the SEN systems and support available - A school ethos which reflects the CoP that all teachers are teachers of SEN pupils and have a shared responsibility to meet pupils' needs through differentiation, challenge, awareness, inspiration and a collaborative approach for success - An approachable, helpful SEN Department which responds to need and supports individual staff with provision and training - Departmental training around the needs of pupils or general areas of SEND - Whole school training and support in place for staff on an ongoing basis, this includes dyslexia training and ASD support, EAL training from EMTAS to support pupils in/out of the classroom and behaviour support strategies - Development groups run by the SENCo which cover all areas of SEND - Help and advice from other professionals within the local authority and from other schools re: aspects of inclusion - Differentiated assessment tools available for teachers, including Dyslexia Screener - Whole school resources to support and develop literacy and numeracy, including Write Online and My Maths.
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<p>School ensures that Exam Access Arrangements are in place for pupils where there is a need to 'remove any disadvantage or barrier' to equality of access. This includes assessments by the Inclusion Team and referrals to examination boards. Initial referrals can be made by any staff if they have a concern about a pupil's ability to access the curriculum and therefore complete examinations with equality of opportunity.</p>

	<p>Access Arrangements replicate the way in which a pupil normally works in class, and fully reflect an established need. Access Arrangements do not offer an advantage to any pupil, and are only put into place when there is a clear and established barrier to learning which can be evidenced through assessment and intervention in usual working practice, for example:</p> <ul style="list-style-type: none"> - additional time - use of a reader - scribe - prompt - test breaks - practical assistance for a physical disability <p>Additional support to pupils during exams includes the availability of support from the school's counsellor/therapeutic worker, revision classes, support and advice for parents, additional pastoral support, guidance with revision techniques and additional help from TAs in small groups where appropriate. All staff are aware of the individual needs of students and their provision.</p>
<p>6. How do you share educational progress and outcomes with parents?</p>	<p>All pupils undergo baseline testing to ensure that all targets and progress measures are accurate from their starting points. The school also conducts CAT testing in Years 7 and 9 and reading tests each year. All information is shared with staff.</p> <p>Educational progress and outcomes is shared with parents through:</p> <ul style="list-style-type: none"> - parents' evenings - additional intervention evenings specifically targeting pupils who are not making expected rates of progress - termly progress reports which encourage parental response and engagement - full annual report - On line reward system – Vivo - Exemplary use of the pupil planner a most effective means of communication between school and home. - review days (each year group – parents & pupil meet with form teacher to review progress and set targets for the next academic year)

	<ul style="list-style-type: none"> - Annual Reviews of SEN /EHCP - Interim reviews - open evenings - one to one discussions with the SENCo and PPC
7. What external teaching and learning do you offer?	School trips and visits related to the curriculum and additional learning experiences are an integral part of school provision.
8. What arrangements are in place to ensure that support is maintained in "off site provision"?	Curriculum based off site teaching and learning provision includes additional support to meet the needs of pupils with SEN. This includes differentiation with intervention from TA's or other additional adults where appropriate.
9. What work experience opportunities do you offer?	<ul style="list-style-type: none"> - World of Wok Day - Financial literacy days - Mock interviews - Support from career advisor including attendance at SEN Annual Reviews in years 9 to 11. - KS5 Btec sport work placement
Annual Reviews	
<ol style="list-style-type: none"> 1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans? 2. What arrangements are in place for children with other SEN support needs? 	
Annual Reviews	
1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?	<p>School holds annual and interim reviews of SEN for pupils with a statement (EHC) Plan and school support (additional provision/advice). Review meetings are planned in collaboration with teaching staff and TAs as detailed information re: pupils' progress is provided, this includes current levels and target grades. Information also specifically refers to needs outlined in pupils statements/EHC Plans.</p> <p>Annual Reviews of SEN are attended by Pupil Progress Coordinators, health professionals and social services where appropriate as well as teaching assistants and our Connexions Adviser. They is a forum for parents, support staff and the</p>

	<p>young person to openly discuss progress and provision with a particular reference to the statement/EHC Plan. Staff attending the review work closely with the young person involved, and are able to contribute and share information. Reviews are positive and informative, reflecting the changing needs and subsequent provision for our pupils.</p>
<p>2. What arrangements are in place for children with other SEN support needs</p>	<p>Pupils with other SEN support needs have IEPs and/or information forms which are distributed to their teachers and support staff. These include information about the young person's additional needs as well as his or her provision requirements. Any concerns from staff are passed on to the SENCo who oversees and coordinates support.</p>
<p>Keeping Children Safe</p>	
<p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs? 2. What support is offered during breaks and lunchtimes? 3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips) 4. What are the school arrangements for undertaking risk assessments? 5. Where can parents find details of policies on bullying?</p>	
<p>Keeping Children Safe</p>	
<p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?</p>	<p>At the start of the school day the SEN Department runs a number of support groups for pupils with additional needs. Handover time is available if parents of a pupil with severe needs wish to speak to a member of the SEN Department staff re: new information pertaining to his/her child's needs. In addition to this, Student Services staff are available to support with any handover arrangements.</p> <p>The school has disabled parking spaces as well as areas for pupils with mobility needs to be dropped off and picked up outside of the reception entrance.</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>The SEN Department can support some pupils during break times. There is support for pupils who need supervision where a statement/EHCP outlines this provision. Some lunchtime support groups take place, including an intervention</p>

	<p>'booster classes' for core subjects, 'games clubs' for years 7 and 8 and a variety of sports activities within the PE department.</p> <p>If a pupil has mobility difficulties which prevent them from going outside then they are able to stay with their peers within a supervised area of the school.</p> <p>The PE department provide lunch time opportunities for pupils to use facilities.</p> <p>The school is DDA compliant.</p>
3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)	All health and safety procedures are followed for PE lessons and school trips, this includes staff : pupil ratios and additional adult supervision and support where needed and/or outlined in EHCP. For school trips, including residentials TAs support pupils where needed. Risk assessments are always carried out and appropriate provision implemented.
4. What are the school arrangements for undertaking risk assessments?	Risk assessments are completed by in accordance with Salford LA guidelines and by completing evidence based information on the LA's EVOLVE form. Pre visits assessments are carried out wherever appropriate, and Arrangements for SEN pupils are carefully planned and monitored. The school ensures that pupils with a statement of SEN have their needs met on all school visits and residential trips.
5. Where can parents find details of policies on bullying?	Policies can be found on the school website.
Health (including Emotional Health and Wellbeing)	
<ol style="list-style-type: none"> 1. What is the school's policy on administering medication? 2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan? 3. What would the school do in the case of a medical emergency 4. How do you ensure that staff are trained/qualified to deal with a child's particular needs? <p>Which health or therapy services can children access on school premises?</p>	

Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	School has a policy on medication administration, ratified and agreed by governors. All policies can be found on the schools' website.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	A meeting is held with the parent/carer, SLT, SENco, school nurse and any other professional who is involved with the pupil. The Care plan is then shared with all staff in briefing and monitored by the SENco every half term or sooner if needed, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENco if they feel the plan needs to be amended.
3. What would the school do in the case of a medical emergency	Call 999 Contact a qualified first aider Contact parent/carer, collect them or pay for a taxi if required In absence of parent/carer an experienced member of staff would accompany the pupil to the hospital If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.
4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?	All staff are trained every 3 years on Safeguarding/Child protection. All new staff are trained within the first 2 terms of joining the school. Relevant staff undertake external courses provided by the LA and private companies Relevant staff trained on how to use an epi pen Relevant staff all trained on CAF completion and other relevant documents. Training by outside professionals for ASD, ADHD, EAL, etc.
5. Which health or therapy services can children access on school premises?	School nurse 'drop in' during lunchtime, every Thursday. Pupils and their families have access to the schools' counsellor by appointment. The school employs a chaplain.

Communication with Parents	
<ol style="list-style-type: none"> 1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person? 2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy? 3. How do you keep parents updated with their child/young person’s progress? 4. Do you offer Open Days? 5. How can parents give feedback to the school? 	
Communication with Parents	
<ol style="list-style-type: none"> 1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person? 	<p>Information is shared at the Year 7 New Intake Transition Evening. In addition information is sent to all parents informing them who is their son/daughter’s form tutor, PPC and SENco in September.</p> <p>Information is also distributed at parents’ evenings and review days.</p> <p>Information is also available on the school website</p> <p>SENCo gives his contact number to all parents who express a need to speak to him regularly and parents are told that they are welcome to ring regarding any concerns they may have.</p>
<ol style="list-style-type: none"> 2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy? 	<p>Open door policy to speak to a member of staff but an appointment will be made if they request to speak to a specific teacher, due to their teaching commitment. All parents are dealt with as swiftly as possible.</p>
<ol style="list-style-type: none"> 3. How do you keep parents updated with their child/young person’s progress? 4. Do you offer Open Days? 	<p>Data explanation evening in Autumn term for new Y7 parents.</p> <p>Intervention evenings</p> <p>Parents evenings</p> <p>Review days</p> <p>Annual full School reports and termly progress reports sent home</p> <p>On line reward system – VIVO</p> <p>School diary</p> <p>Postcards are sent home</p> <p>Telephone calls</p> <p>Open evening takes place in September/October for potential Y7 and 6th form pupils</p>
<ol style="list-style-type: none"> 5. How can parents give feedback to the school 	<p>Via the Website – direct link to Ofsted</p> <p>Via questionnaires – available after events like parents’ evening and review day</p>

	<p>School diary Parental meetings Telephone calls, after parental meetings (SEN) Arrange to see staff at a mutually convenient time</p>
Working Together	
<ol style="list-style-type: none"> 1. Do you have home/school contracts? 2. What opportunities do you offer for pupils to have their say? e.g. school council 3. What opportunities are there for parents to have their say about their son/daughter's education? 4. What opportunities are there for parents to get involved in the school or become school governors? 5. 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) 	
Working Together	
1. Do you have home/school contracts?	Yes, it can be found in the pupils' school diary and is signed by parents during the first week of term.
2. What opportunities do you offer for pupils to have their say? e.g. school council	<p>Student Council Departmental questionnaires PASS survey conducted annually Chaplaincy team Pupil voice forms part of departmental learning walks and reviews Staff interviews Review days Pupils' written responses to staff feedback</p>
3. What opportunities are there for parents to have their say about their son/daughter's education?	<p>Parents Evenings Review meetings Questionnaires – cocentra questionnaire conducted every 2 years Parent view Arranging a meeting with teachers</p>
4. What opportunities are there for parents to get involved in the school	Invitation via letter when a vacancy becomes available.

or become school governors?	
5. 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)	Governor link to SEN SENco attend Governor meetings Governor link to Pupil Welfare Governor attends behaviour panels Governors updated termly by Head Teachers report and sub committee meetings
What Help and Support is available for the Family?	
<ol style="list-style-type: none"> 1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this? 2. 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? 3. How does the school help parents with travel plans to get their son/daughter to and from school? 	
What Help and Support is available for the Family?	
1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?	SENco or PPC would arrange a meeting and offer help to complete all the necessary paperwork Parents are offered this service at a parental meeting or by phone. SENco or PPC will also support parents to complete CAFs, etc.
2. 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?	A careers advisor will meet with pupil in Years 9, 10 and 11. (parents invited to attend) Careers advisor available on particular days in school. IAG notice board outside IAG coordinators classroom. IAG coordinator provides the information and arranges meetings with school's career advisor IAG is a timetabled lesson in Year 9, pupils are shown how to access web based IAG in and out of lessons. Focus day ran by external provider with volunteers from the world of work for each year group. Careers advisor attends all statement reviews from Year 9 and works closely with the SEN department and PPC. Careers advisor attends parents' evenings and options evening/events.

<p>3. How does the school help parents with travel plans to get their son/daughter to and from school ?</p>	<p>School Travel Plan in place and approved by Urban Vision, Salford City Council. The school has a dedicated bus service from Salford and the route and pricing of this service is published widely to parents.</p> <p>Every other bus service to the school is published on the school website, in newsletters, parental booklets, open evening booklets, transition evening correspondence. Presentations are given to parents and pupils during transition evenings for new pupils. These presentations include ticketing price options.</p> <p>Parents are encouraged to car share, however, the school does not widely encourage cycling to school because of lack of cycle paths on the main A6 road outside the school. Those pupils who do travel by bicycle are told to wear helmets.</p>
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p> <p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p> <p>3. What advice/support do you offer young people and their parents about preparing for adulthood?</p>	
<p>Transition from Primary School and School Leavers</p>	
<p>1. What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<p>There is a full and extensive transition programme with all 6 of our feeder Primary schools which reaches far beyond Y6 and encompasses all aspects of the curriculum. This is planned on a yearly cycle by SLT, SLE's and the Primary Headteachers and operates throughout the academic year. It also includes staff training. For the full primary transition programme see appendix</p> <p>In addition we also run a programme bespoke to KS2 to assist transition to High School, which includes:</p> <ul style="list-style-type: none"> - Transition visits – full day - Additional SEN pre transition visits – half day - TAs working with pupils at primary schools – two half days - Information sharing meetings – SENCos, Y6 teachers and Assistant Head

	<ul style="list-style-type: none"> - Peer mentoring support - Family visits where appropriate - New Intake Evening - The school has extensive systems in place for KS2 transition for SEN pupils. We have SEN reviews for Statemented pupils in year 5 which are always attended by the SENCo and the transition Teaching Assistant. Transition support starts early in the primaries and is evident at key points throughout all key stages. <p>Year 6 pupils have a full transition day at our school where they meet teachers, other pupils from different schools and have a tour of the school. In addition to this we have specific transition resources to support the pupils' introduction to the school. Pupils with a statement (EHC Plan) or any SEN category including 'vulnerable' pupils, are invited to attend an additional transition morning. The transition TA offers an informative, supportive and welcoming experience for the pupils. This is particularly important for our new pupils who may have communication & language or physical needs.</p> <p>In addition to the transition visits, two nominated teaching assistants spend some time in our primary schools so that they can work with pupils for a day. This helps us to devise a well planned and detailed support package for our pupils before they join us in September. The school has a peer mentoring system where our year 7 newcomers are supported and mentored by year 9 pupils, all of whom are themselves trained and supported in this role.</p>
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)</p>	<ul style="list-style-type: none"> - Careers guidance from work related coordinator, given in PSHE lessons and form time - One to one interviews with career advisor (usually twice) - Mentoring over the summer for school leavers, particularly vulnerable pupils/ potential NEAT - Careers and training support and advice from career advisor - World of Work day

	<ul style="list-style-type: none"> - Financial Literacy days - Career’s fayres - College/FE taster days - All pupils given support with CV’s and application forms - Formal interview - Mock interviews - IAG coordinator writes references for pupils on request from colleges or employers - 6th form taster visit to Edge Hill University
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<p>Our catholic ethos underpins all our work in school and our mission is not just to support children in their educational progress but to support them holistically in their journey of faith into adulthood. We provide regular opportunities for parents to be involved in school masses and liturgies</p> <p>St. Ambrose School offers a wide range of support for career choices and guidance in preparation for adulthood, this begins during transition from KS2 and is referred to at the taster day and new intake evening. Preparation for adulthood intensified throughout KS4 and KS5 when pupils focus upon their own possible career and training paths.</p> <p>Constant reminders about the importance of good attendance and punctuality, good literacy and numeracy, good behaviour and positive attitudes for the world of work and to be happy in personal life, are part of the school ethos.</p>
<p>Extra Curricular Activities</p>	
<ol style="list-style-type: none"> 1. Do you offer school holiday and/or before and after school provision? If yes, please give details. 2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much? 3. How do you make sure clubs, activities and residential trips are inclusive? 4. How do you help children and young people to make friends? 	

Extra Curricular Activities

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

The school offers morning support clubs from 8:15am to 8:45 am, and after school homework clubs. These focus upon basic skills and personal development for pupils with additional needs including specific learning difficulties. Our morning support includes:

- literacy & numeracy groups work
- one to one spelling/handwriting support
- one to one maths support
- project based support across the curriculum
- help with organisation and post tutoring
- reinforcement of subject based concepts
- 'Write Online'
- 'Word Wasp' and 'My Maths'
- Social and emotional support for vulnerable pupils

There is an extensive extended timetable operating both in KS3 and in KS4, and focused intervention classes in Y11. Pupils are very used to attending after school classes on a daily basis, weekly Saturday classes and holiday classes. Attendance is exceptionally high at all and pupils and parents are very appreciative of all the extra time and support that teachers offer. There is a full list available on the school's website.

There are a wide range of sporting activities and teams on offer after school. There is a full list available on the school's website.

Extracurricular clubs & practices: see updated sheet from C Hyland.

- Throughout the year activities delivered by PE staff include: **Football, Girls football, Rugby, Netball, Hockey, Cricket, Rounders, Badminton**, Volleyball, Table Tennis, Fitness club, **Dance**, Trampoline club, **Girls Cricket club, Athletics**.
- These activities are delivered to all years KS3 –KS4 and open to all pupils.

(The school regularly is involved in competitive fixtures in all the sports in bold)

- 6th form football, 6th form table tennis

Enrichment activities in PE

- Duke of Edinburgh Award – Year 10 & 6th form students take part in expeditions, voluntary work in the community and learning new skills.
- Plas Menai – Year 10 GCSE PE residential, (Welsh national watersports centre)
- Annual Ski Trip – 40 plus pupils in year 8-10
- 6th form HEI visits to university's and sports science labs.
- 6th form sport based work experience placement in the summer of year 12

Celebrating pupil's success

- Annual PE presentation evening - held each June at Swinton Golf Club we hold an informal celebration and pupil reward evening with a sports star guest speaker, meal and disco.
- Reward trips to **MUFC & Northern Thunder Netball**
- Termly Newsletter emailed home to parents/carers
- PE Website updates
- **PE twitter account** – celebrating daily & weekly results, fixtures events and PE news & revision tips for KS4 pupils.

Work with outside agencies & partners:

- Sky Sports living for sports (5th year running) KS3 pupils have opportunities
- to work with 'sports stars' to enthuse and get them into PE.
- Team Super Schools charity fund raising event – pupils in years 7-9 take part in the sponsored fitness event each year.

	<ul style="list-style-type: none"> External coaches work with pupils in : KS3 Lacrosse, Rounders, KS3 Rugby, Netball, Zumba & Dance
2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?	<p>Lunchtime activities to support SEN or vulnerable pupils include:</p> <ul style="list-style-type: none"> games club Y7 and Y8 spelling one to one peer mentoring pupil premium reading groups <p>All lunchtime and after school activities are free.</p>
3. How do you make sure clubs, activities and residential trips are inclusive?	<p>School ensures that all pupils have full access to all activities, clubs and residential trips by ensuring open access, planning detailed support where appropriate, ensuring that resources and strategies are in place for all pupils, pre visits are made to guarantee accessibility for all pupils.</p>
4. How do you help children and young people to make friends?	<p>School has a range of support groups which are planned and delivered by the SENCo and the school's EP and/or therapeutic practitioner. These include friendship and peer support groups in response to need. We also offer one to one support from our school counsellor re friendships and relationships in school. As part of our pastoral and peer support we have games clubs as well as morning clubs to support social relationships and friendships in school.</p>