



## **SEND and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St. Bede's Catholic High School

School Number: 08103

## 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 SEND. 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.SENDDReforms@lancashire.gov.uk](mailto:IDSS.SENDDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:  
LO-SCHOOLNAME-SCHOOLNUMBER  
E.g. LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>St. Bede's Catholic High School</b>		<b>Telephone Number</b>	<b>01695 570335</b>
	<b>St. Anne's Road, Ormskirk L39 4TA</b>		<b>Website Address</b>	<b><a href="http://www.sbchs.co.uk/">www.sbchs.co.uk/</a></b>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>11-16</b>			
<b>Name and contact details of your school's SENCo</b>	<b>SENCO: Debra Harris</b>			
	<b>Telephone: 01695 570335</b>			
	<b>Email: <a href="mailto:d.harris@sbchs.co.uk">d.harris@sbchs.co.uk</a></b>			

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>	<b>Head teacher: Mr Philip Denton</b> <b>Assistant Head teacher: Debra Harris</b>		
<b>Contact telephone number</b>	<b>01695 570335</b>	<b>Email</b>	<a href="mailto:d.harris@sbchs.co.uk"><b>d.harris@sbchs.co.uk</b></a> <a href="mailto:p.denton@sbchs.co.uk"><b>p.denton@sbchs.co.uk</b></a>

### **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>	<b>www.sbchs.co.uk/</b>		
<b>Name</b>	<b>Mr Philip Denton</b>	<b>Date</b>	<b>19<sup>th</sup> September 2018</b>

**Please return the completed form by email to:**  
[\*\*IDSS.SENDDReforms@lancashire.gov.uk\*\*](mailto:IDSS.SENDDReforms@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 information is made accessible to parents and families with additional needs?
- How accessible is the school?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g.; ancillary aids or assistive technology?)

- **St. Bede's is a smaller than average Voluntary Aided Secondary school based in West Lancashire**

### **What the school provides:**

- **The school comprises of five separate buildings with the addition of a Sports Hall and All Weather Pitch. The buildings are spread throughout the site**
- **Some of the buildings are accessible to disabled users:-The main building is made up of two floors and provides for the majority of the teaching spaces with the addition of the Learning Resource Centre, dining room, main hall, gym, medical room, staff room, pastoral hub and administration and finance offices. The ground floor is accessible for wheelchair users from various locations throughout the site. The music department has several practice rooms and is adjacent to the drama studio. Wheelchair access is available to these areas**
- **We offer an ICT computer suite, Graphics classroom and the Resistant Materials workshop on the ground floor. There is no lift to the first floor and only a single staircase. Corridors and the stairway are narrow. There is potential for congestion at lesson changeover in some areas so movement requires careful handling. There is a disabled toilet on the ground floor near to the Music Department accessed from the main hall**
- **We offer three RE classrooms forming a separate block to the front of the site. One classroom is wheelchair accessible with the use of a small portable ramp. The other two classrooms are on the ground floor with stairwell access**
- **To the rear of the site we offer the ROSLA building. This building is on two floors. It has limited disabled access and no lift. To the ground floor, there are four classrooms delivering a range of curriculum lessons. The first floor provides for Art, Modern Foreign Languages, Inclusion for specialist teaching and learning and Seclusion for behavioural management support**
- **The Humanities block is located to the rear of the site. This building is on two floors. We offer limited disabled access and no lift. Lessons are taught in all four classrooms. There is a disabled toilet in this block on the ground floor.**
- **Our Sports Hall is designed on two floors. The entire building is suitable for disabled users. The Sports Hall and entrance, meets all disabled access needs with disabled toilets, changing rooms and shower rooms to the ground floor.**

**We offer a lift to the first floor, a gallery viewing platform, a disabled toilet and teaching classroom. All areas have wheelchair access**

- **Throughout the school site, some adjustments have been made to the building to highlight steps for visually impaired visitors, staff and pupils. This has incorporated painting steps and handrails in an appropriate colour. The school buildings have two levels and are partially accessible to wheelchair users**
- **There are three disabled toilets in school that have an alarm to alert staff if and when needed**
- **The school is able to offer one dining room which extends from the main canteen into the main school hall. We offer a rota system for lunches and a first come first served system for morning snacks. All pupils are encouraged to line up in year groups at lunchtimes**
- **The school is able to offer a yard for breaks and lunch times. In the event of adverse weather conditions we offer internal supervised areas for all pupils to socialise and relax. The Astro turf is accessible for pupils at lunchtime**
- **We are very proud of our open door policy to the Learning Resource Centre at lunchtime and this area is very popular for self study, reading and accessing the school ICT network. Mrs Cain is always on hand to support literacy advice and will help signpost all pupils to specific areas of knowledge to support independent learning**
- **St. Bede's has all the required policies, guidance and risk assessments are in place for educational visits and also for internal provision, such as medical support or in the event of a pupil attending school on crutches. All of our policies and procedures are based on the LCC model policies and guidance but modified to reflect the context of our school. These can be accessed via the website or alternatively from the school office. St. Bede's aims to ensure that all communications in written format are clear and concise, but at the same time will inform parents, carers and family members. All policies are available in a print format from school and from the website. All policies can be downloaded for easy access**
- **The school offers educational software programmes for specific students when required in order to enhance and encourage progress, particularly in literacy and numeracy – IDL, Maths watch and Kerboodle**
- **We offer Access Arrangements and Appropriate Adjustments to those pupils who may need them**

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEND?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEND and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEND and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEND provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### **What the school provides:**

- **There is very close transition process with the primary partner feeder schools. We have a clear admissions policy that is ratified by the Governors and supports the Archdiocese of Liverpool. Transition information is clearly passed from primary schools and parents are involved with this to support the needs of their children. Key Staff make early provision to visit the partner feeder schools to meet with the pupils who have any additional needs. We offer extra visits to St. Bede's if required. All pupils are baseline assessed in Yr 7 through the use of a variety of assessments focusing on reading, spelling and literacy ability. Students are placed in learning sets according to their KS2 assessments in English and Maths. We offer all pupils the opportunity to reach their individual potential and to flourish**
- **As a school we share an incredible amount of information and we pride ourselves in checking for signs and symptoms linked to SEND and vulnerability for all of our pupils. We can offer personalised learning programmes if deemed appropriate to the needs of the child.**
- **All teachers are supported with their professional development with SEND. Teachers are made aware of all pupils that have additional needs through the use of on line provision map which is monitored and overseen by the SENCo. This provides a pen portrait of the children in school who need additional help with their learning. The child's level of learning need will determine whether access to a Teaching Assistant is made available. At St. Bede's we offer internal provision for supporting literacy and numeracy via enrichment programmes. The intervention and support is completed during the school day and we manage withdrawal from KS3 lessons very carefully so as not to impact on expected progress in our broad and balanced curriculum**

- Pupils can access learning resources from the schools website and resources from the “T” drive on the schools network within school
- Literacy and numeracy peer tutoring of years 7 and 8 by year 10 students offers support for many different aspects of emotional well being. The use of the accelerated reader programme for use at KS3 to improve reading standards helps promote progress of all learners. All teaching staff support literacy and TA’s are deployed in the literacy lessons at KS3
- We offer the use of logins for numeracy intervention in KS3 via Mathswatch
- Some pupils due to their designation and SEND have an assertive academic mentor to help with learning to learn issues and help with emotional well being
- The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents and/or carers
- Intervention can take place before, during or after the school day
- School will consult staff from a variety of external agencies – especially Lancashire traded team to advise and support across the range of SEND needs within school.
- All staff are given INSET training at the start of each school year. Specialist nurses and agencies are able to provide advice and strategies for teaching students with SEND and/or medical conditions. Our school nurse is Jane Taylor. External training is made available to enhance and embrace staff development
- Updates are made available to staff, by the SENCo, via staff briefings, the weekly bulletin or face to face meetings
- Internal INSET and CPD training programmes offer staff development and we offer opportunities for pupil voice to aid and intervene on the quality of our teaching and learning
- School works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of individual students – with SEND or No SEND
- Individual teachers are responsible for making lessons accessible to all using Quality First Teaching ( QFT)
- There are a small number of students who access courses which are on offer from local colleges – namely West Lancs. Community College and Our Lady Queen of Peace Technology college – both in Skelmersdale. This cohort is quality assured by communication with the Senior Assistant Head teacher and the member of staff who coordinates CEIAG. We monitor placements by verbal discussion, visits to offsite provision and by evaluating provision with parents and students. The attendance at these placements is monitored by the Attendance Improvement Worker [AIW]
- Parents of SEND children can access the SENCo via their preferred method and due to the ethos of our school we will always offer support for any concerns raised regarding the provision and progress of SEND children
- Provision Map is a priority for St. Bede’s and the SENCo manages and leads on learning plans.
- All pupils within the school receive three data collects at pertinent times of the school year. The SENCo will monitor the progress of the SEND

pupils via Link meetings and Case Conferences with the Year Leaders /literacy and numeracy co coordinators and SLT

- At major transition points i.e. KS3 to KS4 and KS4 to KS5 we offer a variety of information and guidance to support all pupils. However, we offer to pupils with an EHCP the support of an individual transition review which is completed with the SENCo and the CEIAG coordinator Mrs Lisa Turpin
- The SENCo is an Assistant Headteacher and is well placed to support SEND alongside behaviour and pastoral support and safeguarding. For this reason we have identified that our offer for SEND children is an all inclusive and positive package to help support strategic decisions for SEND children
- The school subscribes to the Acorns Centre (PRU) in Ormskirk. This support can be used for respite placements and on a very few occasions alternative provision for a range of students. One of our Assistant Headteachers (Behaviour and Pastoral) attends the West Lancs. Behaviour Panel once each half term and through the West Lancashire Partnership attendance, progress, behaviour and engagement is monitored and reported back to school regularly, ensuring the quality of the provision and safeguarding of students effectively.



## Reviewing and Evaluating Outcomes

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

### What the school provides:

- **All statements are reviewed on an annual basis and the Annual Reviews will be completed as follows:**
  - Year 11            January to February 2019
  - Year 10            May to June 2019
  - Year 9             February to March 2019
  - Years 8 and 7    February to June 2019
- **We offer the support to our current year 11's to complete transitional reviews in line with moving on after St.Bede's. These are completed with in school and will be completed by February 2016**
- **The SENCo has overall responsibility for maintaining EHCP's and reviewing provision and needs**
- **Annual reviews are carried out in line with statutory guidance and LA support and advice will be available at these reviews**
- **Internal tracking systems are used to highlight the progress of all individual students as well as those identified with Additional Needs**
- **All parents are welcome to contact the Pastoral Manager or SENCo at any time either by telephone or by email to address any queries or worries that they may have. Appointments to meet are usually arranged for a mutually convenient time to ensure privacy and confidentiality. The Pastoral Manager acts as a focal point to coordinate any queries about concerns that parents may have if their child is experiencing difficulties.**
- **Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting**
- **Progress data is shared with parents three times each year via data reports and parental evenings**
- **The SENCo is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality**
- **The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and**

**criteria, as well as progress in individual social, emotional or behavioural targets**

- **The SENCo is the Designated Teacher for Looked after Children and Ever Looked after Children and will offer all the provision in line with their individual needs and statutory requirements.**
- **All aspects of SEND will be monitored, reviewed and evaluated alongside the Schools Self Evaluation [SEF] and School Improvement Plan [SIP] and the SENCo is line managed by the Headteacher and for this reason the Quality Assurance and Quality Controls are highly effective in monitoring SEND and SENCo provision at St.Bede's**

## 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:**

- **Preliminary assessment is made by the school safety officer/SENCo at a school visit the before student starts school. Environmental Audits are completed for pupils with a particular SEND provision e.g. visually impaired.**
- **Full risk assessments are made and stored in the school office when places at school are confirmed. This is subject to regular review and/or when changes are needed**
- **St. Bede's can offer two entrance and exit points for students and there are clearly marked areas where parents should not park i.e. Highways Agency yellow lines outside of both school gates. We discourage parents from dropping off or parking in school as the facilities are very limited and so the only designated visitors parking/waiting space is also used by emergency vehicles.**
- **All school trips are processed through the "Evolve" system and risk assessments are attached to forms, checked by the EVC and delivered by the group leader/responsible staff**
- **School policy on safeguarding is clear. It is inclusive and comprehensive and clarifies the additional requirements for SEND students**
- **The school's anti-bullying policy is available by direct link on the schools website and hard copies are available on request. We offer confidentiality to all of our pupils and the Designated Senior Lead [DSL] is also the SENCo so as a school we offer a complete package of supporting additional needs with a leadership on safeguarding**
- **Risk Assessments are carried out by staff responsible for any activity within lessons following departmental policy. In relation to educational visits, once a visit has been approved in principle by the Headteacher and Governing body, visit leaders will complete full risk assessments in line with school and LCC policy which are checked by the EVC administrator (J.Johnson) and school EVC (J.Shepherd). These are then submitted to Lancashire Educational Visits Team for approval. The online Evolve system is used for all educational visits (both type-A & type-B). Pupils with special educational needs have equal opportunities to experience learning outside the classroom and where necessary, additional provision and/or supervision are made available to ensure their safety**
- **PSHE cross curricular programme explores the nature of prejudice, discrimination, bullying and anti-bullying and this offers the chance for**

### **SEND pupils to raise questions**

- A daily staff duty rota ensures the supervision of pupils before school, at break, during lunch and at the end of the school day
- Year 11 prefects have duty rota that ensures the supervision of students at lunchtime, this is an additional role and provides support for staff and pupils. Year 11 prefects receive training in their supervisory role and safeguarding

## **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:**

- **Medication is only routinely administered by trained First Aiders if we either have a health care plan or a clear written note signed and dated by named parents/carers of the students but in extreme emergencies this may be authorised by members of SLT who are a qualified first aider**
- **All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key.**
- **Medication in the drawer is all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.**
- **Instructions for administration are kept with the medication/ Health Care Plan.**
- **All medication is checked regularly for expiry dates, and parents are contacted to replace it if necessary.**
- **Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator in the admin office.**
- **A Health Care Plan is drawn up in conjunction with the parents, the child and a medical professional.**
- **Care Plans are held centrally in the school office. They are reviewed by the school Nurse at least annually or if circumstances change.**
- **The Staff are briefed via pastoral briefings and bulletins about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse or specialist nurse practitioners.**
- **In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact a first aider. The first aider will decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a major incident /accident an ambulance is called immediately, along with the emergency contact adult.**
- **There are regular visits from the school nurse (who has weekly drop in sessions)**

- The SENCO coordinates the visits of Speech and Language services, CAMHS workers, Educational Psychology Service and other services required in school.
- We offer in-house First Aid Training and a group of staff are qualified first aiders. We have a First Aid Procedure Document to support all staff in the event of first aid being needed. We offer a medical area near to the main reception for pupils who are unwell or receiving minor first aid treatment. This area is on view to the reception staff and is next to the staff room.
- Our Pastoral Team ( 6 staff) have received First Aid mental health training

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides:

- Our school website provides school telephone numbers for general enquiries and also the main admin email. As a school we have work emails which can direct parents and carers directly the named member of staff for particular enquires. We are updating our website and continue to improve the content
- At the various transition meeting for year 6 pupils and parents, we introduce as many members of staff as possible and establish a positive relationship from initial meetings right through their journey at St.Bede’s
- We offer all our pupils their own student planner and we encourage these to be used for organising homework tasks, notes to parents and for form tutors to monitor their use by pupils and parents alike
- Parents can contact Curriculum Leaders, Year leaders/SLT or SENCo if they would like to discuss their child. If a telephone conversation does not suffice we encourage parental meetings with staff in our school
- Key Staff visit all feeder schools during transition. Interim assessment is formally reported to parents at regular intervals throughout the school year. This year we are holding a Year 7 parents’ evening in late October with the rationale being that any concerns or achievements can be discussed in a positive manner to support pupils. Additional contact after this meeting is expected and routinely made if there is an area of concern or celebration.
- There is a strong parent representation on the School Governing Body. This representation covers the entire, broad demographic of our school community. Parents are invited to part of any consultation processes e.g. Uniform Changes. We offer parental questionnaires and evaluations at our parents’ evenings. We welcome parental feedback and this can be in writing, verbal or by using the online Parent View questionnaire.

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEND and their families?

### **What the school provides:**

- **The school has an active Pupil Voice and we offer a variety of events to allow for freedom of speech and community based enterprise and team building**
- **We have Form representatives from the five year groups which meet regularly**
- **We offer a Headteacher's breakfast which is used to select a group of five or six pupils who then meet with the head teacher once a month. This is a very effective exercise to support the needs of the pupils**
- **Senior staff appointments involve a pupil team which meets with candidates, asks prepared questions and feeds back information to the appointments panel**
- **The students who organise the charity events in school operate a pupil listening service called the Guardian Angels.**
- **Parents are encouraged to complete feedback information sheets and questionnaires after visits to school at parents' evenings.**
- **Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.**
- **The Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions.**
- **Home/school agreement is signed at the start of each academic year in the student planners and explicitly supports the standards and ethos of our school, safety and safeguarding for all.**
- **There is a link governor for SEND who at the moment is the Chair of Governors [CoG]. There has been a recently established Pupil Welfare and Admissions Committee and this committee will support Behaviour and Safety, Educational trips, Safeguarding, Behaviour Management and SEND.**

## 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:

- **We offer administrative support via the main school office on request. The support is identified and parents and children are signposted for help**
- **If additional needs are identified for SEND or vulnerable pupils we offer support through the Common Assessment Framework to agree to information sharing, so the most appropriate support can be accessed for the additional needs of the family. The SENCo is CAF trained and is experienced in being a Lead Professional. The SENCo is also the Designated Senior Lead [DSL] for Child protection and Safeguarding and completed her refresher training in May 2014. The Headteacher is the Deputy Designated Senior Lead.**
- **Vulnerable pupils receive one-to-one advice and guidance as required by statute. SEND pupils are aware of who the SENCo is and know they can access help from her.**
- **Students are given support in completing application forms either from YPS, CEIAG coordinator, admin team, teachers and TA's**
- **We offer advice regarding travel plans via our school procedures but will also coordinate extra provision in the event of high level of SEND**

## 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:**

- **The school works with partner primary schools and the strength of effective transition is evident in the leadership and management from the Year 7 Leader.**
- **We offer Primary Visits to our main Primary partner schools and SLT complete a presentation to parents prior to the Annual Open Evening. This allows for some individual support for parents**
- **The school holds an Open Evening each year in October and parents are encouraged to attend. If required, meetings are offered on the night on a one to one basis with the SENCo.**
- **Transition visits start in the summer term for some students, following early liaison with their feeder school.**
- **Individuals and small groups of students are given increasing access to the school, via pre-arranged visits. In addition to the Annual Taster Day held in June we offer reciprocal visits from St.Bede's to the pupils' primary school. Extra transition days are offered in the summer term for the more vulnerable students to help with anxieties or general familiarisation of the school grounds**
- **We offer support and guidance for young people preparing for adulthood using PSHE events, assemblies, learning programmes and more recently we are completing a Year 9 project that enhances and raised awareness linked to citizenship and developing good relationships with ourselves and each other**
- **The SENCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.**
- **Taster Days are offered at local colleges and are usually taken up by students in the summer term of Year 10.**
- **We offer 'drop in' sessions throughout Yr 11 and some assemblies are delivered and linked to certain careers e.g. Armed Forces**



## 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 does not offer child care before or after school but we do offer a breakfast facility from 8.15am until 8.50am.**
- **Mid morning snacks are available each day from the dining room at break time, except during exam seasons.**
- **There is a range of extra-curricular activities available to all students, some charges may be applicable e.g. transport costs. The activities include, sport, music, drama, DT, Formula One, Duke of Edinburgh, Art and Design Clubs and a variety of seasonal extra-curricular. Our extracurricular activities are 100% inclusive and we would never prevent any child from attending. The main reasons why a child would be prevented from attending might be due to risk assessment or a very poor behaviour record**
- **Parents are required to pay for individual music tuition as we invite music teachers in to school.**
- **All clubs, activities and trips are available to all students, but may be subject to risk assessment and parents will be notified in advance if the risk assessment may present a barrier to involvement. The Headteacher's decision about any involvement in an activity or trip is the ultimate decision.**
- **Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of need. Where places are oversubscribed parents will be informed**
- **The school operates a mentor system where older pupils offer guidance, help and friendship to younger students through peer support.**

**Here is the list of the Extra Curricular Activities we currently offer to all pupils**

- **Educational Visits**
- **District Sporting Competitions**
- **Sports Clubs**
- **Community Service**
- **Public Speaking**
- **Foreign Holidays**
- **Musical Activities**
- **Orchestra**
- **Choir**
- **Ensembles**
- **Theatre Visits**

- **Performing Arts Festival**
- **Drama Productions/Musicals**
- **Musical Instrumental Tuition**
- **Links with Industry**
- **World of Work**
- **Career Visits/Interviews**
- **Visiting Speakers/Mentoring**
- **Field Studies**
- **Christmas Events**
- **Library Activities**
- **Art Club**
- **History Club**
- **Science Club**
- **Technology Club**
- **Foreign Language Conversation Club**
- **Outdoor/Adventurous Pursuits**