



SEN and Disability

Local Offer:

Secondary Settings Template

Name of School: *Our Lady Queen of Peace
Catholic Engineering College, Skelmersdale*

School Number: *08/11*

Name & Contact details of school's SENCO:

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Guidance for Completion

This template is designed to help you write or update your Local Offer. The template aims to give you suggested headings to collate and organise your information. The final published Local Offer needs to include this information but can be presented and published in your desired format.

Please read the accompanying Guidance notes.

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:

- Our Lady Queen of Peace Catholic Engineering College has expanded over the last five years and there are now currently 900 children on roll (increased from 808 in 2014). As a result, we built new classroom blocks and have built a new Year 11 Common Room/Dining Room. In 2015 we built a new RE block which has enabled us to remodel some very small classrooms into an extended Pastoral Support Centre. We also benefit from a full Inclusion Suite, recently expanding provision of the BASE in September 2019 (Behaviour and Social Education) and a Counselling Room.
- Most areas of the building are accessible by wheelchair, except the Library and Pastoral Learning Centre. All new areas are fully wheelchair accessible and we have 2 lifts to access the second floors. Currently, buildings are spread over single storey or two storey blocks. The majority of the site is currently single storey.
- The school has two designated disabled parking bays at the front of the building.
- We have a disabled toilet and have recently renovated toilet blocks so that there are now more accessible toilet spaces around the school.
- Our Single Equality Plan is reviewed annually by governors and the progress made towards meeting the targets set is reviewed. This document can be found on our website at www.olqp.org.uk It also contains our Accessibility Plan. Most improvements outlined in the plan have been completed, except for moving light switches, power outlets and emergency alarm buttons to wheelchair height in some parts of the building. In all new buildings, and where renovations have occurred, this has been completed.
- An audit of the environment has shown good acoustics in the majority of classrooms and work areas. All classrooms have blinds or solar film on the windows and wall displays. All new buildings have good acoustics and the Sports Hall, used for whole-school assemblies

and awards evenings, benefits from audio and visual systems; however, we are looking to improve the auditory system even further. We have spent money on improving acoustics further in this area, as identified in both our ICT Development Plan and our Buildings and Property Development Plans which can be found on our website.

- Policies, documentation, letters, improvement plans and bulletins are available on our website and therefore can be adapted or enlarged as required.
- We have native French and Spanish speaking staff and also teachers who can speak both German and Russian. All students from overseas are encouraged to take qualifications in their own language as and when appropriate. Outcomes for EAL students are high.
- Our native speakers are available to interpret for new parents and students at the point of entry, during parents' evenings and other meetings with the pastoral team. We produce letters and information in the appropriate language wherever possible and use Lancashire's Pupil and Parent Attitude Questionnaires in all required and available languages.
- We have a Medical Room with a defibrillator and Evac Chairs on stairwells.
- We do not make use of adjustable tables and chairs, however, where required, specialist equipment is always provided, for example, to assist with eating.
- Teaching assistant support is provided to children, often in excess of minimum requirements.

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:

From the Inclusion Quality Mark, Flagship Status, in 2019:

Summary

- Inclusion is at the very heart of Our Lady Queen of Peace Catholic Engineering College and is led by the inspiration and aspirations of a highly cohesive group of senior leaders with shared values led by the Headteacher, and the 'can-do' attitude they inspire in their carefully chosen staff.
- The superb inclusive ethos of this school is very much a living, breathing and continuously developing entity.
- The school is effectively led and managed by the inspirational Headteacher, her Senior Leaders and the Governors who work effectively together to develop and drive forward the strategic vision of the school.
- OLQP demonstrates superb care, nurture and support that is the foundation upon which the school builds its educational practice developing students for success in the 21st century through the evolution of their inspirational and creative curriculum, where inclusion is at the heart of everything that happens on a daily basis and is seen in all interactions, naturally as a matter of course.
- Empathetic staff clearly understand the needs of their students and the needs of their colleagues. There are no barriers to learning or inclusion at OLQP, everyone is included and looked after to the best of their ability demonstrating the school's superb level of inclusivity.
- OLQP is a school where staff have the highest standards, where everyone is challenged and supported to flourish and is encouraged to work hard to fulfil their aspirations, with an expectation that every member of the school be the best they can be. A truly inclusive and extremely caring school, where all staff are justifiably proud of the high-quality experiences they provide to all students and that is a testament to the hard work of the staff and the students and that clearly demonstrates superb inclusive practice at its best.
- The staff across the school, but particularly in the BASE, Inclusion and Nurture areas, have a very real and positive impact on students' ability to access appropriate learning or timely interventions, allied with an unwavering and uncompromising ambition for all they serve, including the disadvantaged and vulnerable students.

- Our Lady's is a distinctive school that has personalisation at its core and pursues excellence in learning and teaching with rigour and determination, embedding a culture where change is continually embraced, and creativity and adaptability are central to all aspects of its work.
- Mutual regard and respect shines through, with warm, positive relationships evident both in the classrooms and around the school. Students have a high regard for their teachers and want to achieve, they are keen to learn and have high expectations of themselves. The school, the staff and the students should be commended for such an inclusive approach.
- Rightly, there is a tight focus on improving attainment and wider outcomes for all, and not just promoting learning of the lowest or highest achievers. Everyone connected to the school should be proud that they provide such a superbly inclusive environment.
- Aspiration is key to what is offered, with every educational opportunity embraced and everyone engaged and feeling valued as part of the students' journey.
- Students always come first, and their needs are the priority. Extremely positive relationships are at the heart of everything that happens in OLQP and is at the heart of their superb inclusive policy and practice.
- The school is a vibrant, yet calm learning community, where its values and vision demonstrate its outward facing nature, delivering quality teaching and learning experiences for students and demonstrating their superb inclusive culture that is a natural part of the everyday experience shared by staff and students alike.
- I am of the opinion that Our Lady Queen of Peace Catholic Engineering College remains a school with the Inclusion agenda at the forefront of everything it provides for its students. The environment is superb providing an outstanding teaching and learning environment for teachers, support staff, students and the local community. They have proved their expertise over the years of IQM accreditation and I believe they have the drive and capacity to continue to be a Flagship School. I therefore recommend, without reservation, that the school maintains Flagship status. This will be reviewed in 12 months time.

SEND Audit

We have conducted an internal SEND Review in 2019, in preparation for an externally organised SEND Review through the LA. This is available on our website.

Additional Information – School Mission:

- Our mission is for all to be proud to belong to Our Lady's, to be highly aspirational for all and fully inclusive. We teach our children the importance of the Gospel values and we aim to model them in all our daily actions and interactions with children. We believe that it is important how we educate not just what we educate. Our children learn best when we foster deep relationships based on love, justice and hope. It is our mission to ensure equality of opportunity and provision and combat discrimination in any form. Catholic education is a journey without a final destination and is a treasure of the heart and soul. We aim to ensure our community makes the connection between faith, learning and life. Our Mission Statement is In Christ We Grow, through caring, sharing and achieving.

Additional Information – General:

- All students are assessed on entry using CAT Tests, reading and spelling age tests as well as departmental assessment procedures. SEND children are identified through liaison with the primary school at the transition point. Any mid-year transfers are tested on arrival as they enter our Inclusion Centre. Students are also tested for Dyslexia using the RAPID screening test, when appropriate. Updates of the SEND register are made as required, throughout the academic year. The school refers to multi-agencies as required, following consultation with parents/carers. During the year, staff will evaluate the impact of Individual Education Plans to support SEND children and children with emerging needs will also be identified and tested.
- Classroom-based support can take place in small groups, whole classes or one-to-one support sessions. Subject-based intervention and support is usually provided by qualified staff. Intervention can take place at any point in the day – see the extra-curricular section.
- Our Library is organised in reading ages and therefore it helps children to locate appropriate books. We use a range of software to encourage reading for pleasure and literacy development.
- We have a team of experienced Teaching Assistants, ranging from Level 2 Teaching Assistants to Higher Level Teaching Assistants (HLTA). They are deployed to support in

classrooms, small groups or as one-to-one support staff. We have also appointed a KS2 trained teacher to support children with below expected standards of literacy and numeracy. Teaching Assistants are also deployed between 3-5pm to support students in Academic Study Support. They have been recruited as they have specialisms, for example, one HLTA has received specialist training to support speech and language development. All staff, regardless of their role in school, have a tailored professional development programme.

- Support for the very weakest children is in small classes. The Inclusion Centre also provides additional support, respite and intervention as needed for targeted groups of children, including those who may be entering the school through in-year fair access arrangements. The BASE, (Behaviour and Social Education) is an area developed in September 2017, which has been further expanded in September 2019, to provide enhanced support to accommodate the increased needs of children. This is a personalised area within the Inclusion Suite that offers a safe-haven for vulnerable children. From here they can access curriculum provision and receive emotional and social advice, guidance and support. The provision now includes an Intervention Hub and a Mental Health Suite, where the member of staff recently trained as a Mental Health First Aider is able to provide even more personalised support for the increasing number of students who require it.
- The school works within the parameters of the examination board to put into place access arrangements that meet the needs of individual students.
- Teachers and Subject Leaders are responsible for making sure that all key groups of learners make appropriate progress in their learning and that lessons are differentiated suitably to maximise students' achievement and enjoyment in their learning. Teachers' planning specifically asks them to cater for groups of students and they are required to show how this has been achieved through lesson observations and work sampling. Student voice is also used to assess the effectiveness of differentiation in lessons.
- All teachers are given advice at the start of the year and on a rolling programme of professional development to ensure that they know how to cater for children with specific needs and/or disabilities. Updates to staff are made available by the Inclusion Manager.
- The school has a partnership with: ACORNS in Ormskirk, West Lancashire College, St John Rigby College, Myerscough College, Southport College, Wigan and Leigh College, as well as West Lancashire Secondary Schools and the Wigan Catholic secondary schools. We offer Engineering to our local schools and we also use local colleges and vocational education providers, for example, BDS and TLC to offer bespoke courses. We also work with West Lancashire Community High School. Off-site provision is carefully monitored through the West Lancashire Partnership, through our Attendance Officer and our Assistant Headteacher with responsibility for Curriculum. He visits providers and receives reports and updates on students' progress. Where teaching assistant support is required, the school buys additional hours. We also use staff to provide one-to-one teaching, especially in Key Stage 4, where children experience safeguarding issues or have complex needs.
- Provision mapping for SEND and Looked after Children highlights the range of support offered to these groups of children.
- We offer tailored work experience programmes on request, and dependent on chosen pathways/programmes of study. All Year 11 on leaving are encouraged to use their extra time to visit HE providers, do voluntary work and seek employment or work experience opportunities. We assist students to achieve this by planning with them how they might best use their time.
- Literacy and numeracy intervention are available through timetabled lessons with a trained member of staff. Our Inclusion and Exclusion Centres are also timetabled with predominantly teaching staff or HLTAs
- We use a range of technologies to support students, including: PCs, iPads, Mini-iPads, laptops and software packages.
- Our website, Facebook page and Twitter account are some of the ways in which we share information with parents. We also produce a monthly bulletin. Academic performance is shared through our online ClassCharts system which gives parents immediate access to current academic data and reports on progress, behaviour, effort, attendance and personal organisation, including the completion of homework.
- Our school marking policy, incorporating DIRT (Directed Improvement and Reflection Time) focuses on improving literacy and ensuring children take responsibility for improving their own work.

- Our curriculum is underpinned by our Engineering status with the key principles of: planning, creativity, innovation, efficiency, leadership, problem-solving, precision, organisation and risk-taking. We operate a 4 period day to ensure children are submerged in deep and meaningful learning opportunities. Our focus is on developing relationships with all children to help them to achieve their best.
- The West Lancashire Partnership, now incorporating the ELTSA (Endeavour Learning Trust) provides area-wide training and support for inclusion through network meetings and professional development opportunities. There is collaboration and a willingness to support one another in sharing good practice across the district.

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 EHCPs are reviewed on an annual basis. All About Me documents were written for any child who had a Statement of SEND or was in the School Action + category. County prepared the EHCPs for any child who had a Statement of SEN or was School Action + and qualified for the EHCP. These children were either awarded an EHCP or transferred to an SEN Support Plan.
- Reviews are carried out in line with statutory guidance for reviews
- Advice is provided by the school, external agencies, the student and the family. Documentation is shared in advance and meetings are held at mutually agreed times. Summary advice is sent to the Local Authority, the family and the school. Students are always encouraged to participate in the meetings.
- The progress of SEND students, and all other students, is monitored after each of our 3 assessment cycles during the year by: teachers, Subject Leaders, Form Teachers, parents, students and our Inclusion Manager. Parents have immediate access to their child's assessment data through our online system (ClassCharts). Progress data is also shared through: meetings with key staff, as requested, Parents' Evenings, reviews, Inclusion Manager Meetings and 3 assessment reports, including one written report. The Inclusion Manager, Learning Managers, Form teachers and Senior Staff are always available to discuss individuals' needs.
- Senior Leaders and Subject Leaders monitor the provision of key groups of students, including SEND students, through lesson observations, learning walks, work sampling and student voice. We monitor the appropriateness of the work set against students' targets, both numerical and written. The school also tracks the progress of all groups of learners through interviews and conversations with students and parents. We make regular use of surveys and parents email staff directly with questions or observations. The effectiveness of our provision is monitored by external accreditation, such as the Inclusion Quality Mark Flagship Status, the School Adviser, the West Lancashire/ELTSA School to School Support Programme, internal and external data sets, the quality of provision over time and the progress that individual and groups of students make over time. The school is measured against national standards and benchmarks. The school is also required to measure progress against pre-agreed individual support plans which may include behaviour, social and emotional targets.

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:

- A daily 'meet and greet' system where students and their families know that Senior Staff and Learning Managers are available from 8.00am. The school is open from 7.30am until 5pm for meetings with parents, at parents'/carers' convenience.
- Preliminary assessment made by the School Property Manager/Inclusion Manager at school visit before student starts at school. LA and present school attend this meeting and assist with the assessment.
- Full risk assessment made and stored with the Property Manager and Inclusion Manager when place at school is confirmed. This is subject to regular review and/or when need changes.
- A secure Reception area at front of school is a safe place for students to be dropped off or picked up by responsible adult. Children are released to adults subject to necessary safeguarding procedures having been carried out. Where necessary, in the case of specific disabilities or need, special arrangements are made with parents to drop-off and collect children. We make use of DBS cleared taxi drivers to support transport arrangements to help parents as necessary. Our Home School Liaison Officer is also on hand to support as required. Our disabled parking bays are at the front of school in our protected bus lane. This adds additional security for parents with SEND children.
- Our before school, lunchtime and afterschool provision is extensive and can be found in the last section of this Local Offer.
- Teaching Assistant Support is provided for all children with SEND, who require additional intervention, in practical subjects, for example, PE and Technology. Where SEND children are on school trips, additional staff are deployed as needed to ensure that they can participate.
- Our Inclusion Centre provides safe-haven and supervised support for children at break and lunchtimes. The Chilli Pepper Club is also very active, with children who support each other's social and emotional development. It is a nurture group for potentially vulnerable children and is highly regarded.
- All school trips are processed through "Evolve" system and risk assessments are attached to forms, checked by 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 Behaviour and Anti-Bullying Policy is available by a direct link on the school website and hard copies are available on request. A full suite of all policies are available on the website, including our Inclusion Policy. Visit our website at www.olgp.org.uk

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 routinely administered by trained First Aiders and the Inclusion Manager but in emergencies may be authorised by members of teaching staff.
- All medication is kept under lock and key in a central place in the school Staffroom. 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. See our Medicine Policy.
- Medications in the cupboard are all clearly labelled to identify the student to whom it belongs. Names are checked carefully and instructions read before a record of any administration is noted. All documentation is completed as per policy.
- Instructions for administration are kept with the medication/ Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator. The school also has a defibrillator.
- A Care Plan is drawn up in conjunction between the parents, child and medical professional. The School Nurse is invited to a meeting and a meeting is called in school when the plan is agreed and signed by responsible staff. The Headteacher agrees all care plans.
- Care Plans are held centrally by the Inclusion Manager. They are reviewed by the School Nurse at least annually or if circumstances change.
- Staff are updated by the School Nurse/Inclusion Manager regularly about students with medical needs. Additional training for staff or first aiders is arranged via the School Nurse, or specialist nurse practitioners, for example, use of the EpiPen. The Property Manager undertakes a regular review of First Aid provision and makes recommendations to the Leadership Team.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact the First Aid duty staff. The First Aider will make the decision regarding treatment on the spot and whether to call for an ambulance. The Headteacher is contacted immediately. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the School Nurse, who has drop in sessions, Speech and Language services, EAL services, CAMHS workers, Educational Psychology Service to name but a few.

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:

- School website provides contact emails for all staff and general school telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.
- At the transition meeting for in-year admissions to the school, key staff members are introduced to parents and pupils. In the case on in-year transfers or Managed Transfers, the Inclusion Manager and Assistant Headteacher communicate with parents to keep them updated. Regular reports are given, both to families and in the case of Managed Transfers, the home school.
- Our Assistant Headteacher with responsibility for Transition visit all local primary schools during transition, along with the Inclusion Manager. Details about the school and how to contact us are left in the Reception of primary schools. Prospectuses, bulletins and additional supporting information, for example, Summer Schools and uniform are also provided.
- Our website, Facebook page and Twitter account are some of the ways in which we share information with parents. We also produce a monthly bulletin. Academic performance is shared through our online ClassCharts system which gives parents immediate access to current academic data and reports on progress, behaviour, effort, attendance and personal organisation, including the completion of homework.
- Our summer school inducts vulnerable pupils about school procedures and makes them familiar with key staff faces and names. Additional contact days are made available for Year 6 pupils to come and experience working in our school.
- We have an open door policy. Every day is an Open Day and parents and students will be escorted on a tour around the working school within strict safeguarding limitations. Parents can come without appointment to school at any time (within safeguarding constraints). We aim to ensure that a member of the Senior Team or a child’s Learning Manager will meet with a parent as soon as possible, even if no appointment has been made.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued by informal conversations, questionnaires and
- our Student Voice Team. School practice is adjusted and reformed in the light of this feedback and the School Learning Plan is updated accordingly. The Single Equality Policy is regularly discussed and reviewed.
- There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.

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:

- The school has an active Student Voice and Student Council which regularly report to school governors and present at assemblies. In addition, these children help to shape the school, its facilities, the staff we employ and school policy.
- The school also has a Senior Student Leadership Team which influences policy and practice. They are co-ordinated by the Head Boy and Girl and meet frequently, reporting to governors about progress made.
- The school makes use of Prefects to help to keep the school orderly and safe and act as ambassadors for visitors to school.
- School Council reps meet each term and information is fed to all stakeholders.
- Students are involved in active citizenship programmes, for example, the Eco Group, Chaplaincy Group, Public Speaking, a range of charity groups, overseas aid, voluntary work and work with other local schools.
- The school has an active Buddy system running across the year groups, enabling older students to support and mentor younger more vulnerable students in our vertical form groups. Also, the Chilli Pepper Group provides a forum for potentially vulnerable children to give their views. We often offer work experience programmes within our school, at the end of Year 11, for some SEND students.
- Students are asked to complete questionnaires and surveys about school, their learning and wellbeing and this is done on a regular basis. The results of these influence school improvement documents.
- Parents are encouraged to complete feedback information sheets and
- questionnaires after visits to school, Parents' Evenings as well as national surveys, for example, NFER/DfE surveys.
- Parents and students have regular access to school governors to make their views heard.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- The constitution of 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 as set out under the constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- There is Open Door access to the Headteacher, Senior Team and Learning Managers.
- There is a governor linked with SEND who reports back to full Governing Body. Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision. The Assistant Headteacher also provides regular reports to governors.

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 by school administrative staff, the Home School Liaison Officer, Assistant Headteacher and our Inclusion Manager. They are always available to help with paperwork or any other issues. Due to the sensitive nature of issues, when compiling documentation, we generally prefer an appointment so that we can arrange a suitably private location. Assistance with translation is also possible on many occasions.
- The school has two Chaplains who work closely with our families, providing a whole range of support, as required. Our website also has links to additional support that can be accessed through Catholic partnerships and the Archdiocese of Liverpool. We have close connections with the Parish of St Richard's. These people are always on hand to provide additional support.
- We have two School Counsellors who are on-hand to work with students and parents. The School Nurse also provides additional support and information to families.
- Independent Careers Advisers and the Assistant Headteacher for CEIAG ensure that impartial careers advice and guidance is delivered to students. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.
- Learning Managers and Form Teachers are also available to assist families with any support that they may require. They too can often signpost families to relevant support networks or information.
- Students are given support in completing application forms by their Learning Managers and Form Teachers.
- Working in partnership with the LA Travel Unit, we support the information received by parents concerning travel plans. We also provide additional help with transport, as required, and in liaison with families. The school is open early and late to ensure parents and students have full access to our facilities. This often helps to act as a period of respite for some families. Academic Study Support runs each night until 5pm, providing additional support for children and their families.

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 Assistant Headteacher with responsibility for Transition, along with her Transition Team, and the Inclusion Manager, assist families, parents and students to have a smooth transition. They regularly visit feeder primary schools.
- When available, our staff teach in local primary schools, providing access to subject specific teaching and a link between our staff and primary staff. The children already know a proportion of teachers.
- The PE department involves primary children in many of our school's sporting/dance performances, including Boogie Wonderland and Winter Wonderland. See bulletins on our website.
- Our school's Open Day is during an evening in September, to ensure a maximum number of people can attend. Many of our current students also attend to act as guides and answer specific questions that parents and prospective students may have.
- Surveys tell us that parents and students are extremely happy with our transition arrangements.
- Uniform fitting days – we provide a service to assist parents with school uniform. Current arrangements include free uniform for students eligible for Free School Meals or for those children who are looked after.
- A blog for Year 6 students to ask questions and support one another. Vulnerable students and students with specific needs are offered more access to the school in the Summer Term to ensure that they are familiar with our students, staff and environment.
- A vibrant website that gives students a feel of all we have to offer. Bulletins and information are delivered to primary schools to ensure new and prospective students have a feel about what our school has to offer.
- Vertical form groups and the 'buddy' system help children to settle quickly.
- Most recently, Y7 children joining our school are placed in Y7 only forms, to ensure transition is as smooth as possible.
- Transition days and a Move On Summer School (Year 5 attend 3 days in August, Y6 attend 6 days) which is attended by a very large number of new intake children
- The school employs independent careers advisers who work with all students, including those with special educational needs, from Year 7 to 11. The programme is full and our Assistant Headteacher for Careers, Education, Information, Advice and Guidance (CEIAG) oversees the full programme of activities.
- Apprenticeship evenings, college evenings and our Science, Technology, Engineering and Maths (STEM) careers events help to inspire children.
- Local colleges attend Parents' Evenings from Year 9 onwards and specialist post 16 college evenings are held in the Autumn Term. Colleges attend to give presentations and tailor advice to children.
- We work closely with St John Rigby 6th Form College who provide taster days and specialist sessions, for example, on their General Honours Programme or the Medical Honours Programme.
- When available we use HE facilities for conferences to ensure students can see the quality of provision available. We also take part in competitions which encourage students to participate in specific careers, for example, Extreme Physics at Lancaster University.

- Our Careers Advisers, Assistant Headteacher for CEIAG and our Inclusion Manager engage with SEND students and their parents to ensure a smooth transition to post 16 education, employment or training.
- We consistently have very low NEET figures. Our destinations data for all children, including for SEN children, is consistently very positive. The latest IDSR (Nov 19) places us as significantly above the national average for destinations.
- We have a personalised programme of alternative pathways for students who cannot access the full curriculum in liaison with local partner colleges and vocational education providers.
- Our Single Equality Plan aims to ensure more vulnerable learners, including those eligible for Free School Meals, access Russell Group universities.
- The school has a dedicated careers area with guides and each college's prospectus.
- The majority of our children sit examinations in GCSE Maths and English. Some students, who cannot access the GCSE papers, sit entry level.
- Subject departments teach subject specific careers education as part of their core curriculum.
- Children are encouraged to arrange work experience opportunities at the end of the examinations in Year 11.
- The school's new Curriculum for Life Programme, incorporating PSHE and Citizenship programmes, works to promote high aspirations and secure emotional and social well-being in our children.
- Young people are encouraged to participate in voluntary work in the local community, nationally and overseas. We also support the delivery of the DofE and National Citizen Award, with high numbers of students accessing these awards.

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 between 8.00am and 8.25am. During these times all students have access to our facilities, including: the Education Resource Centre, Library, Maths Resource Area, Common Room, ICT rooms and the Dining Room. We do not offer child care before or after school.
- We have a senior leader who is responsible for co-ordinating all holiday/afterschool sessions and intervention/catch-up programmes.
- The school offers a full range of extra-curricular provision after school, each day between 3 and 5pm. At various times of the year this includes:
 - Music and Music Technology, art, drama, productions, textiles, Engineering clubs, go-kart building, A, G & T clubs, CEIAG sessions, a full range of sports, academic study support, coursework clinics, master classes to help students achieve the highest grades, revision sessions, literacy and numeracy catch-up, Language clubs, RE early morning lessons (7.30am) , English catch-up sessions, maths revision and intervention sessions, science clubs and science revision, music clubs to name but a few. During exam times, we open the school every weekend and provide additional taught sessions or a quiet place to study and work.
- During the holidays we are open for revision sessions, extra sessions and offer a place to study. Full details of each holiday programme can be found on our website. The only holiday we close fully is Christmas.
- During the summer, we run several summer schools, including: The International Summer School with pilots from Easyjet, Move On Summer School for Year 6, Year 5 Summer School, Music Summer School.
- Lunchtime activities include: a range of sports at different times of the year, including football, cricket, dance and netball; Chilli Pepper Club (for potentially vulnerable children, covering a range of activities from sports to art and ICT), Engineering clubs, revision sessions across a range of subjects, history clubs, Maths and numeracy club, reading in the Library, study support in the Education Resource Centre, drama work in the Arts Theatre and music clubs, including singing and band rehearsals for the many concerts, instrumental work, Music Technology individual work and recordings in the Music Studio.
- We offer the Duke of Edinburgh Award and are part of the National Citizen Award. In addition, we have several international links which provide students the opportunities to visit overseas, including: Ghana, Mauritius, New York, France, Spain, Japan, Mexico, as well as many sporting trips.
- Individual music tuition is available and normally parents are required to pay for this on a half termly basis. Support is available for parents whose children are eligible for Free School Meals or whose child is looked after.
- Curriculum trips, required for coursework, are provided free of charge and our annual rewards trips are heavily subsidised.
- The school operates a vertical form system so that the school has a family ethos. Year 7 have their own dedicated forms to ensure they have a smooth, secure transition to high school. There are representatives from each year group in our house system and it is very popular with parents and students alike. We also offer a buddy system and the Chilli Pepper Club.

- We are fully inclusive with trips and excursions and operate a positive reward system to ensure that all children are eligible to attend, wherever possible. Where trips could be oversubscribed, e.g. New York, criteria for acceptance is published.
- All excursions are risk-assessed and no child is precluded from going due to disability. We will take additional staff or parents as required to ensure children can access the full range of trips and extra-curricular provision available. Any acceptance is subject to full risk-assessment and approval from the Local Authority.
- All personnel in school are responsible for ensuring that students are engaged in all aspects of school life. Each term, we review each child's development by reviewing the Development of the Whole-Child with the student and form teacher. This helps to identify potential issues. The school has two Chaplains who help to support children's spiritual, moral, social and cultural development.
- Our school Learning Managers and external Counsellors support vulnerable students and our Inclusion Centre, BASE and Exclusion Centre provide tailored support programmes for students with specific needs. The school has a KS2 teacher to support children with low levels of literacy and numeracy, to ensure they make the required gains in knowledge, skills and understanding.
- We hold the Inclusion Quality Mark Award at Flagship Status (since 2016). The annual reports, including the latest re-accreditation report in July 2019, are available on our website. We also hold the School International Award at the highest level. The latest re-accreditation report for this, July 2019, is on our website.