

SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Christ The King Catholic

School Number: 06117

School/Academy Name and Address	Christ the King Catholic High School		Telephone Number	01772 252072
			Website Address	www.ctk.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	11 – 16 year olds			
Name and contact details of your school's SENCO	Mrs Catherine Cartwright ccartwright@ctk.lancs.sch.uk			

Name of Person/Job Title	Mrs Catherine Cartwright SENCO		
Contact telephone number	01772 252072	Email	ccartwright@ctk.lancs.sch.uk

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g. ancillary aids or assistive technology?)

What the school provides

At Christ the King we pride ourselves in providing a full education for ALL students. We are committed to meeting the special educational needs of students and ensuring that they make progress.

It is the policy of the school that all students, regardless of their ability or needs, have full access to the life of the school.

The following information provides details of how we ensure accessibility & Inclusion:

- Accessibility Plan in place (available on request),
- LA Environmental Audit completed January 2014. Recommendations have been provided,
- Ramped access (also mobile ramp),
- All parking spaces are accessible for wheelchair users,
- Disabled toilet and shower on lower floor,
- Upstairs classrooms are not wheelchair accessible (3 storey in parts),
- Facility to relocate and timetable individual students timetables to downstairs classrooms in order to access full curriculum (in exceptional circumstances),
- Support staff will accompany and assist students with physical disabilities around school if necessary to comply with health & safety regulations,
- All learning support classrooms, offices etc... are on the ground floor and in a very accessible part of the school,
- Learning Support Centre & SEN offices updated in 2013 with new furniture and storage,
- Furniture in classrooms and the dining room is accessible to all students but tables and chairs are not height adjustable. Furniture is positioned in order to provide as much access as possible given the space available,
- All information including letters sent home, policies, procedures etc... can be made available upon request with modifications e.g. language translations, font size and style, background colour, audio format,
- Specialists within school including 2 EAL support assistants and Special Educational Needs and Disability Service (SEND) are available to provide additional support to students and parents,
- Specialist EAL support staff communicate with parents and families with limited English,
- Specialist HLTA, attendance officer and pastoral staff communicate on a daily basis with parents who have additional needs via home visits and phone calls,

- All teaching staff are responsible for providing resources, displays etc... which are accessible to all students,
- Specialist equipment is provided where required. For example, modified equipment in PE, access to laptops for students with specific learning difficulties,
- Personalised timetables for individual students are put in place in extreme circumstances. For example, reduced GCSE options to allow for 'catch up time',
- Exam Access Arrangements in place.

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

On Entry:

- Information from Year 6 transition visits and documentation sent from primaries is used in order to assess and monitor the new intake – this is evaluated throughout the course of the year and amended where applicable by the HLTA and SENCO,
- To identify and categorise students' SEN needs the SENCO, HLTA and Achievement Coordinator will make an informed decision taking into account the following information: data from primaries at Year 6 transition, Year 7 CAT scores, standardised reading and spelling tests (conducted in September of Year 7 and on a 6 month basis throughout KS3),
- Students who are categorized as requiring SEN support will be identified as K1 and will be monitored by SENCO, HLTA and Achievement Coordinator. Those students who may need additional in-house support or are working with external agencies will be categorized as K2.
- Students who currently have a Statement of Special Educational Need will (over a gradual period of time) transfer to the Education Health & Care Plan (EHCP) by the Local Authority,
- All new students to the school are assessed (standard tests for reading, spelling, numeracy). Information is used as a baseline in order to track and monitor progress and ensure ability setting is accurate,
- The school will access external agencies advice for any further specialist assessments if required,
- All new students with EAL/EEAL are assessed and interventions are put in place early if language is initially a barrier to learning,

- SEN registers are monitored by the SENCO and specialist HLTA as an on-going process. Any students taken off the register are automatically put on as 'O' to identify that there have been previous needs; additional provision is no longer required however they will continue to be closely monitored by SENCO, HLTA and Achievement Coordinator.
- All staff are provided with a learning support handbook at the start of every academic year – this includes details of identification and outlines the SEN status and needs for every student with SEN.

Training for Staff:

- Regular INSET is provided for all staff by the SENCO. This has included: updates on new legislation, providing resources and strategies for supporting children in the classroom,
- Additional specialist training for ALL staff has been provided in specific learning needs (dyslexia), autism, attachment difficulties, speech and language (delivered by SEND specialists). Opportunities for updating knowledge sought if required.
- Weekly meetings and sharing of good practice takes place within the learning support department and includes: literacy training, strategies to support SEN students who may also have English as an additional language, sharing ideas on what works well in the classroom when supporting individual students,
- All staff have received training and guidance by the school nurse including epilepsy, nut allergies, diabetes and updated information is disseminated as required.
- Training for all staff is high priority within school and is scheduled as part of the whole school INSET programme on an annual basis,
- The SENCO and HLTA meet with Achievement Co-ordinators on a regular basis to discuss progress and apply appropriate interventions when required,
- Updates by the SENCO are provided on a weekly basis by email and /or staff briefings,
- The learning support department provides a 'Learning Support Top Tip' to support all staff.

Within the Curriculum:

The school aims to give every student access to a balanced, broadly based curriculum. To achieve this all students follow the school's curriculum and have access to the National Curriculum, although it may need to be differentiated and adapted according to student's individual needs.

- All teachers are expected to take responsibility for SEN students learning and ensure they provide for their needs through differentiation, use of any strategies or resources suggested and shared by the learning support department and Student Passport information,
- Support staff are designated to individual students and/or groups in order to provide additional in class support (guided by the teacher) and promote independent learning. This is allocated where need is greatest and allows for flexibility when required,
- Where possible, support staff are placed in subject areas of strength and with students that respond well to them,
- All subject areas are accessible to SEN students unless it is felt it would be to the detriment of the student. For example, additional literacy & numeracy (Functional Skills) replaces Spanish for some students on the SEN register at KS3, and at KS4 some students are guided to take 'Study Plus' to provide additional literacy and numeracy,
- A teacher referral system provides additional intervention for students having difficulties despite subject specific intervention. If it is felt appropriate, 1:1 LSC support can be provided as a short term measure.

Additional support & adjustments within and beyond the curriculum:

- Students with statements requiring additional specialist support access this through external providers in addition to intervention within school. This includes: speech and language, autism support,
- 1:1 or small group support from staff in school who have undertaken additional training is also put in place. For example, social skills, specific work with students on the autistic spectrum, additional 1:1 literacy support,
- Additional functional skills (literacy, numeracy) timetabled for lower band KS3 and as an option (Study Plus) at KS4* allows for personalised learning. ** This runs dependant on need.*
- Vocational options are provided in KS4 where it is felt this would suit individual students,
- Where appropriate and with consultation between staff, students and parents, a personalised curriculum for students is put in place. For example, GCSE option subjects are reduced. This allows for more focus on the one subject to achieve full potential and better results,
- GCSE Polish is offered to EAL students including students with SEN (as an additional GCSE),
- EEAL group lessons are delivered on a daily basis by specialist support staff in order to develop students English and allow them to quickly access curriculum lessons despite any language barriers,
- Intervention at registration is delivered by teaching assistants on a daily basis supports students with reading, handwriting, typing and basic numeracy.
- KS4 reading buddies provide additional literacy intervention to Year 7&8 students with low reading ages (daily).

Extended learning tasks support:

- Homework is set in line with whole school home learning policy and expectations for SEN students are to complete homework to the best of and in line with their ability.
- Homework Club is offered to help SEN students on a daily basis at break and lunch times in the Learning Support Centre,
- KS3 Homework Club is provided on a weekly basis to enable students a friendly and quiet environment to complete their homework with support if necessary – SEN students have been invited to attend,

Exam support:

- Access arrangements are put in place for exams. All SEN students are tested in Year 10 if it is felt they would qualify for additional support including extra time, scribe, reader, access to a dictionary or lap top to ensure they receive their full entitlement,

Monitoring, recording and sharing educational progress:

- All students receiving specialist intervention are monitored in order to quantify impact, track progress and focus on students meeting academic expectations taking into account their starting point,
- Personalised intervention programmes are put in place with individual targets set – this is documented on Student Passports,
- Personal Education Plans (PEP's) are put in place for children looked after (CLA),
- Interventions are followed up and continued if necessary in order to be of benefit in the long term and not just one off 'stand-alone' programmes,
- All interventions are documented in student files, and will be included on the school provision mapping,

- Where involvement in specialist interventions has resulted in students making the desired progress, less support has been required. This can be evidenced on provision mapping & in individual reports in student files,
- If specialist programmes have been established to support behavioural needs, impact can be analysed by tracking referral records, monitoring cards and traffic light report cards,

External teaching and learning opportunities include:

- Part time vocational opportunities, work experience in Year 10, transition visits to FE establishments, access to any educational school trips....
- For students educated off site (on dual roll), regular liaison and meetings are held to ensure provision is suitable and appropriate support is in place. Any review meetings are attended by both establishments and external agencies,
- All SEN students are given the opportunity to go on work experience placement in Year 10. Where required, support staff attend the placement with the student. Pre visits are also arranged if needed and staff will make extra visits to ensure the students are coping,
- From Year 9 onwards, students with a statement of educational needs are given additional guidance with careers from Young Peoples Services (YPS) in addition to programmes within school through our guidance centre,

Sharing progress with parents:

- Regular progress reports indicating which subjects students are working above, at and below target,
- Reading and spelling age scores (conducted every 6 months) for KS3 students,
- Annual written reports,
- Statement review meetings,
- Team around the Child (TAC) meetings,
- Team around the Family (TAF) meetings,
- Educational Psychologist meetings,
- Children Looked After (CLA) meetings,
- 1:1 meetings with SEN department staff if required,
- Phone calls from Achievement Co-ordinators and Learning Support Department,
- Invitations to parent's evenings,
- SEN parent drop in evenings each term,
- Settling in meetings for Year 7 in the autumn term,
- Home visits are arranged when required if parents are unable to attend progress meetings.

Progress and evidence of impact is part of the school provision mapping; with personalised targets for individual students which allow for challenge but are realistic. The SENCO liaises closely with the senior leadership team to ensure staffing and resources are allocated appropriately.

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

Students with Statements or Education Health & Care Plans:

- Annual review meetings with parents take place with the SENCO, HLTA and Achievement Co-ordinator,
- Students are involved in the review process by completing a student advice questionnaire and an invitation to attend part of the meeting,
- All Year 11 review meetings include invitations to a YPS advisor and a college representative where appropriate,
- For students on dual roll attending short stay school for example, review meetings are attended by representatives from both establishments,
- All statemented students who receive additional SEND specialist intervention – the specialist teacher is invited to attend the review meetings.
- When appropriate the school SENDO is requested to attend review meetings,

All other SEN students:

- Additional meetings for ALL students with SEN take place on a regular basis, including: Parent Drop In Evenings (once a term), Year 7 settling in meetings, Home School Consultation Day, Parents Evenings, Year 6 transition meetings, additional transition visits where appropriate, without prejudice visits, YPS meetings and additional careers support within school,
- For some SEN students, team around the child/family meetings also take place on a regular basis, along with educational psychologist support (if required),
- Any Children Looked After (CLA) have a termly review meetings between the SENCO and a representative from Lancashire's Virtual School; any additional meetings necessary will take place with all key external agencies working with the child and family, in addition to regular PEP meetings.

Assessment & monitoring of student progress takes place on a regular basis including:

- Monitoring of reading and spelling ages (every 6 months),
- Tracking rate of progress across all subjects through regular progress reports,
- Social emotional wellbeing (by specialist HLTA),
- Behaviour monitoring (reports cards),
- Attendance monitoring (by attendance officer),
- Verbal feedback from support assistants at weekly meetings,
- Feedback to SENCO from teaching staff on an ongoing basis.

Assessment and evaluation of provision:

- All data is evidenced on the school provision mapping and via student progress reports and annual written reports,
- SENCO keeps evidence of additional interventions in order to track and monitor progress of individual students,
- All SEN students on the SEN register have a Student Passport, which is reviewed by all teaching staff on an annual basis. Targets are personalised for each student,
- The Learning Support Department share good practice on a weekly basis at team meetings. The SENCO conducts regular learning walks to monitor the effectiveness of support staff,
- Appraisal meetings for all support staff allow for challenging targets to be established and provide opportunity for staff to develop their own knowledge and skills,

- A wide programme of professional development is available to all teaching and support staff including training in ASD, dyslexia, attachment difficulties, in addition to specific training and advice for medical conditions,
- Opportunities are available to share good practice with other schools through SENCO networks and local contacts,
- The Learning Support Department SEF documents student progress and evaluates the effectiveness of provision for SEN. *This document can be made available on request,*
- Progress is also measured using nationally agreed standards to compare attainment with like students and look at our value added scores.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements are made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

What the school provides

- Risk Assessments have been completed for all facilities within school (School Manager) and updated on an annual basis,
- Risk Assessments are completed by all staff taking students off site (Lancashire on line 'Evolve' policy followed and overseen by the school EVC),
- Activities within school requiring specialist equipment / facilities that may be a risk (e.g. Trampolining,), separate Risk Assessments are in place,
- Fire Drill arrangements are in place with designated staff responsible for SEN students with medical needs,
- Students with additional needs have PEEP's which are accessible to all staff on request,
- Students with medical needs requiring regular attention have care plans which are available to all staff,
- Emergency plans for 999 calls are in place for students where this may be a regular occurrence,
- Training for all relevant staff has taken place for dealing with individual students including epilepsy, nut allergies, diabetes,
- Additional training for specific staff has been provided by the school nurse to deal with epilepsy,
- Students requiring specific support have assigned support staff to ensure any unstructured time is covered. This includes: radio contact at breaks & lunch, break and lunchtime access to the Learning Support Centre as a safe haven, and supervision on corridors at change of lesson,
- Any students with transport arrangements that require assistance are also supported by TA's at the start and end of the school day,
- Parking arrangements for pick up's and drop offs in place – the school yard is accessible to external exits (i.e. for students with taxi pick up's),
- Outside of the classroom, support staff are placed where there is a need. All students requiring additional support in PE (for example students with VI and CP) have access to a member of support staff, and any lessons taking place on the school field teaching staff have radio access to the school office,
- Any trips, educational visits or sports events off site are staffed accordingly, in line with LCC advised staff/student ratio's,

- School follows LCC guidelines regarding undertaking risk assessments and the designated member of staff within school (EVC) is responsible for ensuring all staff are informed of procedures,
- Anti-Bullying Policies can be found on the school website and any parent wishing to contact the school to request information will be provided with a hard copy.

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

Administration:

- All parents are requested to provide any medication to the school office, which is clearly labelled and detailed regarding administration and dosage etc...
- Only qualified first aiders have access to this (which is kept under lock & key) and are responsible for ensuring the medication is within expiry date, administered correctly and communication takes place with parents as and when required,
- Care Plans are drawn up through consultation with parents and the School Nurse. The School Nurse completes the Care Plan and communicates this information to relevant staff within school and provides staff training where required,
- Care Plans are held centrally in the school office and signed by all relevant members of staff to confirm they have read and are familiar with the contents and procedures.

Training:

- All staff have received training as to how to respond to an emergency. First aiders within school are also available at ALL times if support is required. It is the first aider who will make the decision as to what action should be taken, e.g. call an ambulance. Parents are contacted straight away,
- All relevant staff receive training to deal with students particular needs. This is either through whole staff training from the school nurse or information disseminated by key staff within school. PEEP's and Care Plans are read and signed by all relevant members of staff,

Services and support available to students:

- Students have access on a weekly basis to the school nurse, Ad-action, in addition to any specific services for additional needs (when required) including speech therapy, mobility officers, counselling, MIND, CAMHS, Educational psychologist etc...
- Within curriculum time all students have personal, social, and health education delivered across subject areas and where required additional personal relationships support is provided for individuals from specialist staff within school.

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

Being a small school we are fortunate to be able to have very close relationships with parents and view this as a major strength:

- New parents are invited to New Intake Evening in July before students start in September, followed by a Year 7 Settling In Meeting with Achievement Co-ordinators and the school SENCO early in the first term along with Open Evening,
- Transition is highly important and parents of Year 5/6 students are invited to attend open days in September each year, in addition to 1:1 meetings upon request,
- The school also holds Parents Evenings and an annual Consultation Day for all students/parents,
- Achievement Co-ordinators have a close relationship with parents and regularly meet on a 1:1 basis with parents in addition to frequent phone, letter and email communication,
- Appointments are made with parents but we also encourage an open door approach,
- For any parents who find it difficult to attend school for meetings, home visits are arranged,
- The SEN Department also has close communication with parents via the following: annual review meetings, termly parent drop in evenings, additional transition visits, without prejudice visits, regular phone and email communication with parents,
- The SEN HLTA has an outstanding relationship with our SEN students and families,
- Parents are given an opportunity to give feedback to the school via completion of the Ofsted Parent View questionnaire which is completed by all parents at Consultation Day. In addition to this, parents are welcome to give verbal feedback to staff which is actioned accordingly,
- Annual written reports are sent to parents as well as progress reports which indicate student’s progress and effort levels across all subject areas. Any concerns are followed up by Achievement Co-ordinators and for SEN students the SENCO and HLTA are actively involved in providing appropriate intervention in order to support students where necessary,
- EAL support staff are always available to translate at meetings, via letter or by phone call for parents who have English as a second language,
- Help is offered to parents who may have learning difficulties or language barriers with completing forms, content of letters can be interpreted, letters are also sent out on coloured paper if required (for parents with specific learning difficulties (i.e. dyslexia),
- The school website and prospectus provide details of key contacts within school and encourage parents to communicate with us on a regular basis,
- The school has a facebook and twitter account which keeps parents and students updated with information, events, successes, achievements etc... on a daily basis,
- The school Governing Body has parent representation.

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

Children have their say:

- The school has a new and very active student council which is led by a team of prefects from each pastoral house team at key stage 4. (Representatives from all groups including SEN, EAL are included. The student council meet on a regular basis and involve themselves in the following: discuss issues within school and share ideas, lead changes, and involve themselves in a student disciplinary panel for Year 7. The student council feedback to the school via form groups and assemblies.
- New staff appointments involve student participation with opportunities to meet candidates and feedback their thoughts to SLT as part of the selection process,
- KS4 students are trained as Reading Buddies in order to support younger students with low reading ages,
- Year 7, 9 and 11 students complete an annual 'pupil view questionnaire' as part of the Lancashire Value Added Project.

Parents have their say:

- Parents are invited to school on a regular basis (SEN drop in's, review meetings, TAC meetings CLA meetings, Parents Evenings, Consultation Day..), in addition to meetings with external agencies where applicable including education psychologists, CAMH's, School Nurse, speech and language therapists, YPS careers advice, parent partnership.. We actively engage parents and students in their education and the strategies and support put in place,
- Primary transition meetings are put in place from an early stage and parents are invited to meet with the SENCO and HLTA to discuss the needs of their child,
- Transition meetings with colleges are scheduled throughout KS4 in order for a smooth transition from KS4 to FE. Parents are invited to attend these meetings,
- Parents are actively encouraged to involve themselves within our school community by attending events, meeting staff and Governors and taking an active role,
- All parents are invited to complete feedback questionnaires at the annual Consultation Day,
- Events for Primary parents have been run on a half termly basis and all local feeder schools were encouraged to promote these sessions.

The Governing Body:

- School Governors are invited to attend Learning Walks on a regular basis to the Learning Support Department in order to observe good practice and develop an understanding and knowledge of how the department runs,
- The Headteacher and SENCO ensure that the Governing body are kept up to date with new reforms, SEN students' progress and interventions put in place to support our students with a detailed annual report to Governors. Also the Learning Support Department will make contributions to the termly Headteacher's report to Governors which includes successes, achievements and any new initiatives,
- The Headteacher ensures that all Governors are aware of statutory responsibilities, which are outlined in the school SEN policy,

- Through the SENCO, Headteacher and School Advisor, the governing body are kept fully abreast of all work with external agencies including SEND, School Nurse, Educational Psychologist, SENDO, CAMH's, Larches Medical and counselling groups.
- Regular training and updates regarding any changes in SEN are shared at Governors meetings,
- Parents are represented on the Governing Body,
- There is a school Governor linked to the Learning Support Department.

Home School Agreements:

- Home School Agreements are in place from Year 7 for ALL students. This is discussed at the New Intake Evening in July. Being an inclusive school, the agreements incorporate every child within the school regardless of ability or disability,
- Any new students are provided with the agreement upon visiting the school and translations of these are provided for parents with limited English.

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 provided in a number of different ways including:

- Support from the office staff in completing forms,
- EAL support from specialist teaching assistants for parents who have little or no English – translating letters, completing forms, translating at meetings etc..,
- ICT support from the School Network Manager,
- Access to letters in different languages, font size, coloured background, braille for example (upon request),
- Support for parents with specific learning difficulties,

Careers advice and guidance including:

- Year 9 options advice,
- College visits,
- Support from Young Peoples Services in deciding on the most suitable pathway for post 16,
- Assistance in completing college forms, apprenticeship applications,
- Work experience opportunities in Year 10,

Parents requiring help with travel plans are supported by HLTA and Achievement Co-ordinators by liaising with Local Authority Safer Travel Unit to aid parents applying for transport to and from school. Support is also provide to ensure relevant training for transport providers is in place to meet needs of individual students with medical needs (in case of emergency during the commute).

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

Primary Transition

Every effort is made to liaise fully with all schools in the transfer of students from Primary school to Christ the King.

To ensure that full information is obtained so that the most effective learning programmes can be established for students with SEN, the SENCO visits feeder primary schools and attends annual reviews for Year 6 students where appropriate.

Visits to schools take place in the summer term. The SENCO meets with the Primary SENCO, class teacher and the students themselves.

If it is felt that additional visits to school are required to aid transition, this is put in place during the summer term (or earlier if required).

In addition to this all students are invited to the New Intake Day in July, and parents are invited to the New Intake Evening.

Christ the King prides itself in the relationship we have with our feeder schools and parents. The following additional opportunities take place throughout the academic year in order to support students with all needs and smooth the transition process.

We also want to ensure parents are fully informed of the support we offer and the opportunities both within and beyond the curriculum.

The following list outlines many of the programmes/events that take place throughout the academic year. The SENCO is responsible for whole school primary liaison and therefore has built good relationships with all our feeder primaries and is a strong advocate for encouraging students and parents with SEN to attend:

- Year 6 curriculum activity mornings (September)
- Open Evening for Year 5,6 & 7 parents and students (September) – The SENCO & HLTA are available to speak to parents of children with SEN on a 1:1 basis,
- Year 5 curriculum activity mornings (July),
- Year 6 Induction Day (July),
- Year 2 – 6 sports events (at least one per half term),
- Year 4 – 6 'high school curriculum experiences/taster sessions' (May – July),
- Various after school activities
- Without prejudice visits for prospective parents of children with SEN (throughout the year),

KS4 Transition

All students including students with SEN and disabilities are offered careers education advice, information and guidance (CEAIG) from a specialist member of staff within school.

A comprehensive programme of support from Year 9 onwards includes:

- FE providers attendance at Year 9 Options Evening & KS4 Parents meetings,
- Year 9 1:1 careers guidance meeting with school careers specialist,
- Visits to Preston College and Newman College Open Days,
- Small groups of Year 9 visit Runshaw College 'my futures' event – this is open to SEN students,
- SEN students are included in visits to Universities in Year 10,
- Year 10 SEN 1:1 meetings in summer term with careers specialist within school,
- 1:1 SEN meetings with YPS (Parents are also invited to attend),
- SEN students have access to the school Guidance Centre drop in sessions every morning during registration and at lunch times. Help is offered to complete applications or to research,
- All SEN students in Year 10 are involved in 'employability skills workshops', produce a CV and undertake a mock interview with real employers,
- Support continues in Year 11 with 1:1 meetings, help with completing college / apprenticeship applications and personal statements,
- Preston College staff and Young People's Services (YPS) officer attendance at Year 11 statement review meetings,
- Careful planning of Year 10 work experience placements which are accessible and appropriate to all students with SEN including pre visits where necessary,
- Additional college visits to Preston and Newman College to smooth transition,
- Close liaison with FE learning support staff in order to ensure specialist equipment and resources are put in place (for example, access to braille note for students with visual impairments).

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

A comprehensive extra-curricular programme is in place at Christ the King which is accessible to all students regardless of ability or disability. Our aim is to provide a wide range of opportunities to cater for the diverse intake at our school and utilise the many specialisms and interests of our staff to all students to ensure they receive full entitlement.

- School holiday provision includes: Easter revision days for KS4,
- Breakfast is available each day from the dining room, which provides a sociable, relaxing start to the day for many and prepares them for the day ahead,
- We do not provide before or after school child care provision,

- The Learning Support Centre, staffed by support assistants on a daily basis, is open to all SEN students at break and lunchtime. It provides a welcoming and safe environment for socially or emotionally vulnerable students and actively promotes social integration. It offers a variety of activities including:
 - Social games,
 - Homework support,
 - Bingo,
 - Table football,
 - Colouring books,
 - Access to computers.
- The Library opens daily at lunchtimes where many SEN students like to participate in the numerous activities offered, which include: board games, jigsaw puzzles, reading clubs, knitting, and access to computers to complete homework. Learning Support staff are on duty each day to support students,
- A comprehensive range of sporting opportunities are available after school to ALL students on a weekly basis including recreational clubs, football, netball, boxing female only sports club, staff and student cycling club. All are free of charge.
- Additional Inclusive opportunities are high priority and the school were crowned Preston Schools Inclusive Boccia & New Age Kurling champions 2014. The school also provides Boccia as an optional activity as part of the GCSE PE curriculum,
- Christ the King has also represented Preston SEN Team at the Lancashire School Games for the last few years (entering the boccia, wheelchair basketball, athletics and football events),
- Lunchtime inter house sports competitions run every half term and are open to ALL students. Events include: indoor football, dodge ball, badminton, tug of war and the annual sports day,
- Further opportunities including theatre trips, reward trips for behaviour, attendance and attainment, which are run throughout the year and no child is excluded from attending (subject to risk assessment). Some may incur a charge but where this may result in a child not being able to attend, parents are supported by the school.