



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 Catholic High School we pride ourselves in providing a full educational experience for every student. We are totally committed to meeting the special educational needs of our 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),
- Ramped access (also mobile ramp),
- The car park is accessible for wheelchair users,
- A disabled toilet and shower on the ground floor,
- Upstairs classrooms are not wheelchair accessible (3 storey in parts),
- In exceptional circumstances there is the option to relocate and timetable individual students to downstairs classrooms in order to allow them to access the full curriculum,
- Support staff will accompany and assist students with physical disabilities around school if it is necessary to comply with health & safety regulations,
- The Learning Support Centre and SEN offices are on the ground floor and in a very accessible part of the school,
- Furniture in classrooms and the dining room are accessible to all students, however 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,
- There are specialist staff within school including 2 EAL support assistants and Information, Advice and Support Service (IAS) are available to provide additional support to students and parents,
- Specialist EAL support staff communicate with parents and families with limited English,
- The SENCO, SEN HLTA, attendance officer and Achievement Coordinators communicate on a daily basis with parents who have additional needs via phone calls, email or home visits when necessary,

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

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

During the transition process the SENCO is responsible for the gathering of information via Year 6 teachers, SENCO's and pastoral staff who have been working with the individual students. Any student who has been on the SEN register during Year 6 will transfer to our SEN register following transition; this will then be regularly reviewed.

Identification and categorization of students' SEN needs is made following the collaboration of transition information, Key Stage 2 data, Year 7 CAT scores, standardised reading and spelling tests, baseline assessments and any specialist reports/assessments.

Students who require additional SEN support are categorized as K1 they will be monitored by the SENCO, SEN HLTA in liaison with the relevant Achievement Coordinator. Those students who may need a higher level of in-house support or are working with external agencies will be categorized as K2.

Any new students to school are assessed (standard tests for reading, spelling, numeracy). This information is used as a baseline in order to track and monitor progress and to ensure that ability setting is accurate, the school will access external agencies advice for any further specialist assessments if it is required. All new students with EAL/EEAL are assessed and appropriate interventions are put in place early if language is initially a barrier to learning.

All SEN registers are monitored and reviewed by the SENCO and SEN HLTA as an on-going process, but particularly after each assessment phase. Any students who have made significant progress will be taken off the register, however they will continue to be closely monitored by SENCO, HLTA and Achievement Coordinator.

All staff have access to the Learning Support handbook via Firefly – this includes staffing, details of identification of need and outlines the SEN status and needs for every student with SEN. If staff have an SEN concern about a current student the handbook contains a Cause for Concern referral which is completed by the member of staff and given to the SENCO. This begins the process to determine if further investigations are required.

Regular updates and sharing of information is provided to all staff by the SENCO. This can include detailed strategies/resources for individual students, specific learning needs and any relevant legislation regarding SEN.

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.

Training for all staff is a high priority within school and is scheduled as part of the whole school INSET programme on an annual basis, the SENCO works very closely with SLT ensuring SEN is a high priority and is a focus during lesson observations/learning walks and work scrutiny.

The school aims to give every student access to a balanced, broadly based 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 assigned to individual students and/or groups of students in order to provide additional in class support (guided by the teacher) and to promote independent learning. This is allocated where the need is greatest and allows for flexibility when required.

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.

A teacher referral system provides additional intervention for students who may be having difficulties despite subject specific intervention. If it is felt appropriate, 1:1 LSC support can be provided as a short term measure.

Students with EHCP requiring additional specialist support access this through external providers in addition to intervention within school, examples of this include speech and language and 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.

Where appropriate and with consultation between staff, students and parents, a personalised curriculum for students can be 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 regular 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 to support students with reading, handwriting, typing and basic numeracy. KS4 reading buddies provide additional literacy intervention to Year 7&8 students with low reading ages.

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 and KS3 Homework Club is provided on Tuesday, Wednesday and Thursday after school to enable

students a friendly and quiet environment to complete their homework with support if necessary – SEN students have been invited to attend. An SEN homework club is also available on a Monday evening specifically for SEN students.

Access arrangements are implemented for SEN students who require them. Teaching staff complete a testing request referral for Year 9 students in term 3 if the student regularly uses additional support including extra time, scribe, reader, access to a dictionary or lap top to ensure they achieve their full potential and are not disadvantaged.

All students receiving specialist intervention are monitored in order to quantify the impact, to track progress and focus on students meeting their academic expectations taking into account their individual starting point. Meetings take place bi-annually between the SENCO and key staff to evaluate the effect of the different interventions on individual students.

Personal Education Plans (PEP's) are put in place for children looked after (CLA) and take place on a termly basis with all relevant external agencies and key people. Interventions can be continued if necessary in order to be of benefit in the long term to students and are not necessarily just one off 'stand-alone' programmes. All interventions are documented and included on the school provision mapping. If specialist programmes have been established to support SEMH, the impact can be analysed by discussions with Achievement Coordinators, tracking referral records, monitoring cards and traffic light report cards.

Part time vocational opportunities, work experience in Year 10, transition visits to FE establishments and any educational school trips need to be as accessible for SEN students as other students. For students who are educated off site (on dual roll), regular liaison and meetings are held to ensure provision is suitable and appropriate support is being put in place. Any review meetings are attended by both establishments and any appropriate 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.

Regular progress reports are analysed indicating which subjects students are working above, at and below target in, information being shared with families can include:

- 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,
- 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 Education Health & Care Plans:

Annual review meetings will take place with parents, the SENCO, HLTA and when possible the relevant Achievement Co-ordinator. The students are involved in the review process by completing a student advice questionnaire as well as being invited to attend part of the meeting. For all Year 11 review meetings there is also an additional invitation for a college representative to attend from all establishments that the student has applied for. Any students who maybe on dual roll for example attending a short stay school, review meetings are attended by representatives from both establishments. The SENDO and specialist teacher will be invited to attend/contribute to the review process when it is appropriate.

All other SEN students:

Additional meetings for ALL students with SEN will take place on a regular basis, including: Year 7 settling in meetings, Home School Consultation Day, Parents Evenings, Year 6 transition meetings, additional transition visits where appropriate, without prejudice visits 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), also 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:

Data for all SEN students is evidenced on the school provision mapping and via student progress reports and annual written reports. The SENCO keeps evidence of additional interventions in order to track and monitor progress of individual students. All SEN students have a Student Passport with personalised targets, which is reviewed on a regular basis.

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.

Professional development is available to all teaching and support staff, there are opportunities 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. 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 are updated on an annual basis, they are also completed by all staff taking students off site (Lancashire on line 'Evolve' policy followed and are overseen by the school EVC).

Activities within school requiring specialist equipment / facilities that may be a risk (e.g. Trampolining), have a separate Risk Assessments. Fire Drill arrangements are in place with designated staff being responsible for SEN students who have medical or additional needs and when appropriate PEEP's are completed. Additional training for specific staff has been provided to support those students with diabetes.

If students require additional support during unstructured time namely break and lunchtime students have access to the Learning Support Centre as a safe haven.

Any students with transport arrangements that require assistance can also be supported by TA's at the start and end of the school day, parking arrangements for pick up's and drop offs are 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

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. Only qualified first aiders have access to this and are responsible for ensuring the medication is within expiry date, administered correctly and communication takes place with parents as and when required,

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 support students with specific needs. This is either through whole staff training or information disseminated by key staff within school. PEEP's are read and signed by relevant members of staff,

Services and support available to students:

Students have access on a regular basis to the school nurse, Ad-action, in addition to any specific services for additional needs, when required, these can include speech therapy, CAMHS and Educational psychologist.

Within curriculum time and Extended Learning Days (ELD) 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 of our school. As part of the transition process new parents are invited to New Intake Evening in July before their children start in September. This is followed up 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 can be arranged. The SEN Department also has close communication with parents via annual review meetings, additional transition visits, without prejudice visits, regular phone and email communication with parents. The SEN department have outstanding relationships with our SEN students and their families.

Parents are given an opportunity to give feedback to the school via completion of the Ofsted Parent View questionnaire which can be completed by all parents at Consultation Day. In addition to this, parents are welcome to give verbal feedback to key 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 available to translate at meetings, via letter or by phone call for parents who have English as a second language. Help is also offered to parents who may have learning difficulties or language barriers with completing forms, content of letters can be interpreted, letters can 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 encourages 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 and achievements on a regular basis, there is also parent representation on the school Governing Body.

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 very active student council which is led by a team of representatives from each pastoral house team across Years 7 -10. 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 undertake large amounts of charity work. The student council feedback to the school via form groups and assemblies.

Year 11 also has a prefect team which is led by nominated Head Prefects from each house. Prefects will undertake daily duties, they will represent the student body at whole school events – such as Prize Night. All Year 11 students have equal opportunity to apply to be a prefect and decisions are made by Achievement Coordinators and a member of SLT.

New staff appointments involve student participation with opportunities to meet candidates and feedback their thoughts to SLT as part of the selection process.

Parents have their say:

Parents are invited to school on a regular basis (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. We actively engage parents and students in their education and the strategies and support that is 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, this continues post 16 with transition meetings with colleges being scheduled throughout KS4 in order for a smooth transition from KS4 to FE. Parents can be invited to attend these meetings. Parents are actively encouraged to involve themselves within our school community by attending whole school events, meeting staff and Governors and taking an active role. All parents are invited to complete feedback questionnaires at the annual Consultation Day.

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 that have been 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 and Headteacher, the Governing Body are kept fully abreast of all work with external agencies including SEND, School Nurse, Educational Psychologist, SENDO, CAMH's. Regular training and updates regarding any changes in SEN are shared at Governors meetings, and the SENCO meets with the SEN Governor on a regular basis.

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 can be requested 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,(upon request),
- Support for parents with specific learning difficulties,

Careers advice and guidance including:

- Year 9 options advice,
- College visits,
- 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. Many additional opportunities take place throughout the academic year in order to support students with all needs and smooth the transition process.

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 1 – 6 sports events (at least one per half term),
- Year 4 – 6 'high school curriculum experiences/taster sessions'
- 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,
- 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,

- 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,
- College representatives attendance at Year 11 annual 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 visits to Colleges to smooth transition,
- Close liaison with FE learning support staff in order to ensure specialist equipment and resources are put in place.

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.

- Various sporting activities available every day at break, lunchtime and after school, which are all free of charge,
- Art club,
- Knit and natter,
- 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 is 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,
 - 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.
- Additional Inclusive opportunities are high priority and the school participate in Boccia & New Age. The school also provides Boccia as an optional activity as part of the GCSE PE curriculum,

- 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.