



Pendle Community High School & College
LOCAL OFFER

SEN and Disability

Local Offer: All age Special Schools
Name of School: Pendle Community High School and College
School Number: 13134

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| School Name and Address | Pendle Community High School and College Oxford Road, Nelson, Lancashire BB9 8LF | | |
| Telephone Number: | 01282 682260 | | |
| Website Address: | www.pchs.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 |
| | * | | |
| What age range of pupils does the school cater for? | 11 – 19 | | |
| Name and contact details of your school's SENDCO | Stephanie Curtis Email: scurtis@pchs.lancs.sch.uk | | |

Person/role responsible for maintaining details of the Local Offer for your school/academy.

| | | | |
|-----------------------------------|--------------------------|---------------|--|
| Name of person/ Job title: | Stephanie Curtis, SENDCO | | |
| Contact Number: | 01282 682260 | Email: | scurtis@pchs.lancs.sch.uk |

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

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| URL for the direct link to your school's Local Offer | https://www.pchs.lancs.sch.uk/local-offer/ | | |
| Name | S Curtis | Date | 13/03/2023 |

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 school is a purpose built co-located high school which is fully accessible to wheelchair users, ambulant pupils and those who use a variety of mobility equipment. The campus provides disabled parking spaces closer to the reception area. The reception area benefits from door sensors to make the front of the building accessible with a lowered counter in reception for wheelchair access. Across campus there are several fully accessible and well-equipped hygiene suites with ceiling hoists, disabled toilets and shower toilets to ensure all pupils' personal hygiene needs are met with dignity. The school benefits from internal lifts for access to Pendle Vale Campus shared facilities and/ or teaching bases for drama and any inclusion purposes and the refectory.

As a co-located campus, the safety of our pupils is of paramount importance. PCHS&C is only accessible with the use of a swipe card. This ensures the teaching areas are safe environments for our pupils to investigate with the appropriate amount of independence. Access to the outdoor environment is also swipe card protected. Some pupils (Yr 11 prefects and college pupils) have their own swipe card (with limited access) to allow them independent movement between bases on the campus.

All main teaching rooms have hoists, rise and fall tables and specialist seating as required by individual pupils. School liaises closely with physiotherapy and occupational therapy to ensure the provision of specialist resources to ensure full access to all teaching and learning opportunities. In addition, the auditory and visual environment is carefully monitored. Environmental audits for our visually impaired pupils are also regularly undertaken to promote independence within the environment. Lux levels are checked on a regular basis to ensure adequate lighting across school. Our visually impaired pupils benefit from staff trained in Braille and Moon. School has a Zychem machine to enhance access to written text, including moon, to support those who have a visual impairment.

The school provides a total communication environment which includes the use of pictures, symbols, braille, and moon and in some cases high tech communication aids. The school benefits from clear and prominent signage for visitors, parents and carers. The signage also promotes greater independence and skill development for pupils and pupils using their preferred mode of communication.

All curriculum areas are resourced to meet the needs of all pupils and specialist equipment has been purchased to support physical activities and therapies such as rebound therapy and sensory integration. The school has trikes to support the development of gross motor skills for some pupils and to meet the sensory needs of others.

PCHS&C uses a variety of ways to share information: school website, letters to parents, email, telephone calls, parent app, some classes use Class Dojo, and a closed, private Facebook group. For parents/carers whose first language is not English, the school will seek to provide an interpreter to attend meetings. School employ a number of bilingual staff who can assist in making phone calls home. School aims to ensure all communications in written format are clear and concise but will inform parents/carers and family members verbally where appropriate.

The school has all required policies and guidance in place based on LCC model policies and guidance. These can be accessed via the website or requested from the school office.

The school website has been designed to maximise access for all. This includes the ability to enlarge font size and, in places, audio transcripts. The website also uses responsive technology to ensure accessibility from different devices.

All rooms are fully accessible as are the school grounds. The school benefits from ease of access between all external areas including sports pitches, multi-use games areas (MUGAS), cycle track and enclosed pond. For some of our pupils a specialist recreation area provides access to gross motor equipment and interactive resources.

As a co-located campus we attempt, where appropriate, inclusion opportunities with Pendle Vale College and to ensure their pupils, where appropriate, can benefit from inclusion into our setting.

To ensure access to the community for all our young people we currently have four minibuses, which are fully accessible with tailgate lifts.

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

All pupils/ pupils are admitted to school with an Education, Health and Care Plan. Although most pupils commence school at the beginning of the Autumn Term in Year 7, if space is available within a specified year group, pupils can be admitted at any time within the school year (as agreed by the Headteacher).

On entry all pupils are assessed within school (base-lined). Literacy assessments are conducted in years 7,9,11 and 13 which are used to diagnostically assess progress in all aspects of reading (accuracy and

comprehension), spelling and receptive vocabulary. This is alongside continuous formative assessment in all subject areas.

After discussion with all stakeholders regarding future pathways we identified the curriculum drivers which are fundamental to our pupils' current and future success. These drivers provide the foundations for our curriculum and focus on developing each child's independence, safety, communication including social interaction skills and support positive health and wellbeing. This is accompanied by an enriched curriculum and a planned personal development programme.

Our current school model for teaching and learning is as follows: -

- Year 7- Independent (still with some level of support) and Supported learners are taught as a year group – accessing most of their curriculum within their form class. Subjects such as Art, Computing and Cooking & Nutrition are taught in the specialist rooms.
- Year 8 and 9 - Independent (still with some level of support) and Supported learners are generally taught in class groups based on ability. Subjects such as Art, Computing and Cooking & Nutrition are taught in the specialist rooms.
- All Key Stage 3 Independent (still with some level of support) learners follow the National Curriculum which is suitably differentiated to meet individual outcomes/ needs. Our curriculum allows for progression within subjects and across the Key Stage.
- All Key Stage 3 Supported learners are working below the National Curriculum and follow a thematic approach which is still based on National Curriculum subjects and suitably differentiated to meet individual outcomes/ needs. Our curriculum allows for progression within subjects and across the Key Stage.
- All Key Stage 4 Independent (still with some level of support) and Supported learners have a broad and balanced curriculum that also works towards accreditation (pre-entry to GCSE) and they are able to experience a variety of subjects, supplemented by vocational education/ work-related learning and, where appropriate, work experience.
- Across Key Stage 3 and 4, there is one class of Experiential Learners which has a high staff to pupil ratio. This curriculum follows the thematic topics and is based around key areas of early development and is creatively designed to meet both sensory and experiential learning needs (including hydrotherapy/ rebound therapy/ adapted bikes etc). Progression is measured across the Engagement Assessment.
- Students who transfer to college all follow a study programme and accreditation based around the 'Preparing for Adulthood' agenda.
- **Independent Learners:** These students (still with some level of support) are on study programmes focussed on helping them achieve qualifications, (Entry level 1 to Level 2), and one that helps them prepare for employment and adult life. This study programme may also include accreditation in the form of AQA Unit Awards and National Programmes such as the Duke of Edinburgh Award. The qualifications for these students include
 - NCFE Functional skills in Literacy, numeracy and ICT
 - NCFE Occupational Studies for the workplace
 - NCFE Personal & Social Development
 - NFCE Food and Cookery Skills

The modules selected are bespoke to the learners' needs and incorporate a balance of the four Preparing for Adulthood themes. In addition, the students will complete suitable work placements within and external to the college.

Supported and Experiential learners: These students are working below entry level 1 and follow an ASDAN study programme (Personal Progress) to develop independent living and life skills. This programme is for students for whom either substantial qualifications or preparation for employment are not, at this stage in their lives, a suitable option. Within the study programme, students continue to develop practical communication skills, ICT skills and mathematical skills linked to the four Preparing for Adulthood themes including suitable work-related activities. It is important that these learners develop transferable life skills to promote their personal skills for living as independently as possible within the parameters of their individual needs.

Experiential learners are students whose needs are met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and the senses of touch, hearing, taste, sight and smell. (These learners are at the early stages of development P4 and below). The programme is highly personalised with access to appropriate physical input such as Rebound and hydrotherapy.

- In addition to the core curriculum, PCHS&C also prides itself in providing a very strong enriched curriculum – which among other activities, currently includes our seventh and final Erasmus project focussing on anti-bullying, entitled ‘Every Move Counts’, the Duke of Edinburgh’s Award, Ark Barn, Sailing and a Forest School. New this year is a day working with Limitless Clarets for additional PE and community inclusion activities.
- Progress of individual pupils is regularly tracked using our bespoke ‘Onwards and Upwards’ system which is based on ‘I can’ statements (into which the previous B-Squared targets have been subsumed). This includes core and foundation subjects, alongside Personal, Social Development etc. Data is carefully interrogated and any concerns regarding learning and progress are subsequently addressed through termly intervention groups. Pupils eligible for Pupil Premium Grant, Looked After Children and Previously Looked After Children, are especially closely monitored and reported in line with statutory guidance.
- All pupils have an Individual Education Plan (IEP) which identifies the targets set at annual review. In addition to individual targets incorporated in lessons, pupils might have weekly targets set by their Form Team derived from the IEP or address needs as they arise.

All teaching staff are experienced in teaching pupils with special educational needs and adapt the curriculum to meet individual needs. The learning in each class group is led by a teacher and supported by an appropriate number (and level) of teaching assistants as detailed in our provision map of individual needs and abilities. Independent learners will have the largest class sizes (generally up to 12 pupils) and lowest staff: pupil ratio (generally 1:3 or 1:4), and experiential learners will have lower class sizes (generally up to 8) and higher staff: pupil ratio (generally 1:2 or 1:1).

Additional support provided in the classroom can also include targeted individual support (e.g. an intervenor for pupils with multi-sensory impairment), small groups, larger groups, PECS, signed support (Makaton/ BSL/ deaf-blind alphabet), TEACCH, AAC, individualised communication programmes and specialised classrooms to support a sensory curriculum.

In addition to our own highly trained staff, we use LCC services (IDSS) to provide additional expertise in the teaching of our visually impaired and hearing impaired pupils. A specialist in the teaching of pupils with multi-sensory impairments works with the staff on a weekly basis. Staff also work closely with other health professionals who either advise or work with pupils on an individual basis for short blocks of therapy (e.g. physiotherapists, occupational therapists, and speech & language therapists), and subsequently follow programmes advised by the therapist. If significant concerns arise about other aspects of unmet need (learning or social, emotional, behavioural), the school would request the advice of an educational psychologist.

Staff Professional Development (CPD) is of high importance, and we pride ourselves in being an active learning community. All new staff undergo comprehensive induction to ensure they are aware of the Special Educational Needs and Disabilities of our pupils. Regular, ongoing Professional Development is then undertaken as part of individual development and in line with the school improvement plan (SIP). As an additional opportunity, staff have access to the National College to further strengthen and manage their own development.

At any point in the school year, parents or carers are welcome to discuss progress and similarly if school have concerns, parents or carers will be notified and an appropriate meeting will be called. Educational outcomes and pupil progress are reported at annual reviews, biannual parents' evenings and via an annual report at the end of the school year. For further information, please see **Communication with Parents**.

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 our pupils have an Education and Health Care Plan, their difficulties and disabilities are reflected in this. All pupils have an Annual Review meeting to which parents, carers and other relevant educational, health or social care professionals are invited. The school follows the SEN Code of Practice and as such aims to provide carers and parents with all detailed advice prior to the review. We aim to undertake person-centred reviews, central to which is ensuring the pupils' voice is heard.

The level of a pupil's need, as defined through the Local Authority Banding mechanism, determines the additional funding received by the school. The school Provision Map (i.e. the graduated response matched to need) then matches the necessary levels of support to classes, groups or individual pupils. This ensures individual pupils access to an appropriate curriculum offer. If banding is ever considered not to effectively reflect a pupil's needs this would be challenged through the Annual Review process.

All pupil progress is tracked against a set of skills/ knowledge-based targets for all subject areas. All outcome data expectations are derived from the original Progression Guidance. As there is no clear national or local comparison of special school data currently available yet, we work very closely with other GLD Secondary Special Schools and moderate our judgements together. We also work closely to ensure the data we collect can be compared with a view to always developing and enhancing the teaching and learning for all pupils regardless of ability, disability, gender, ethnicity or socio-economic background.

The progress of all pupils (including individual targets) is regularly monitored, which subsequently informs targeted intervention groups. Pupils requiring Intervention Plans/ Positive Handling Plans are considered as the need arises (on an ongoing basis). All individual plans, programmes and strategies are discussed and agreed with parents.

Annually updating the School Evaluation Framework informs overall progress made and assists the Senior Leadership Team and Governors to re-evaluate our strategic direction and associated

developments across school and college. This in turn informs the writing of our School Improvement Plan (undertaken in consultation with all staff and Governors), which details new priorities and associated actions to achieve these. Robust appraisal is undertaken with all teaching and non-teaching staff, which identifies training or professional development needs, linked to the School Improvement Plan.

All staff undergo regular training and professional development to continually enhance their skills and develop expertise in specific areas of the school SEND provision, for example, Rebound therapy, Hydrotherapy, AAC, VI/HI, medical training etc. Additionally, staff are actively encouraged to apply for research bursaries and/or undertake professional leadership qualifications to broaden their knowledge of learning. PCHS&C are an active member of NWSCAP for moderation of core subjects between the region's special schools.

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- 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

The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These include risk assessments associated with premises and grounds, subject specific, individual pupils, educational visits etc. They are the responsibility of the Educational Visits Co-ordinator and Headteacher, following advice taken from Health and Safety professionals, staff, and other professionals e.g. health, parents and carers wherever appropriate. They are reviewed within the appropriate time scales.

School takes its responsibility for its pupils and pupils very seriously. Most of our pupils arrive in school on LCC funded transport. School work very closely with LCC Transport Department to ensure risk assessments are carried out and evaluated on a regular basis for pupils who find it difficult to manage their own behaviour on transport and for those whose mobility issues require carefully thought-out plans for getting on and off transport.

There are dedicated parking bays available for taxis, minibuses etc. and all Passenger Assistants are taken through the arrangements for bringing children and young people onto premises. The transport drop off and collection point is supervised by SLT and all staff are involved in collecting the pupils. The arrival and dismissal of transport follows a carefully drawn up plan and all pupils are escorted to and from buses by escorts with extra staff as appropriate. On arrival, pupils are greeted in the main hall or at their arrival point by their staff team and at dismissal some pupils gather in the main hall in their transport groups ready to be greeted by their escort or are taken to their transport point and supervised to access their transport.

Most communication is through email and telephone. Some classes use class Dojo and a few pupils/pupils have a Home/School Diary. At other times the Passenger Assistants will pass on information to school that is non urgent. Any unexplained pupil absence will result in the parent/ carers being contacted by the attendance officer/ admin that same day.

As a special school our pupils are always supported during the school day (the level of supervision reflecting the needs of the young people). At break and lunch times, there are teachers and teaching assistants who routinely offer support to all children. Specific staff who support children for eating, including Gastrostomy pegs and specialist equipment, are trained by nurses and/or the Speech & Language Therapist, to carry out this duty safely and competently. There are opportunities for all pupils to take part in games and social activities at break and lunch. Whilst on the yard staff carry a radio to ensure a swift response from additional staff members should the need arise.

Several staff are trained in First Aid, MIDAS, Team Teach, Moving and Handling and administration of rescue and emergency medicines, to ensure that any activity outside the classroom can take place safely.

The school has an excellent history of safety on school trips. All off-site trips and visits are monitored by the Educational Visits Co-ordinators where staffing is of paramount importance and risk assessments are completed for all trips. In addition, staff are trained regarding the importance of on-going (dynamic) risk assessments.

School is aware and is actively involved in promoting Online Safety for pupils, parents and staff. Advice on Online Safety can be found on the website, in school assemblies and we are more than happy to talk to parents about this important issue on request. This topic is also formally discussed at parents' evenings and annual reviews. All pupils have Online safety lessons delivered at the appropriate level and are additionally encouraged to develop individual awareness of safety through specific events and assemblies. School uses the SWGFL 360 audit tool to develop practise and achieved the Quality Mark in July 2021.

The Personal, Social and Health Education curriculum, including RSE, is delivered discretely and embedded across the curriculum. This engages pupils in discussion about how to keep safe in all areas of their life. Pupils are encouraged to advocate for themselves wherever possible.

Within school and college, we have a range of peer to peer support opportunities including pupil representatives on the online safety group and mental health buddies.

PCHS&C operates a positive relationships and behaviour system (based on principles of restorative practice), with rewards, including merits, allocated to pupils for demonstrating our expectations and which underpins our values which are at the **HEART** of our school and college community.

Honesty - to be able to trust each other and for everyone to always tell the truth

Embrace - diversity: everyone is included, don't leave anyone out

Ambition - which includes achievement; to have high expectations of our young people and to always try our best

Respect - Being respectful, kind, listening to each other etc.

Togetherness - teamwork, supporting, helping and looking after each other

All statutory policies, guidance and procedures relating to safeguarding, child protection and behaviour are available on the school website. These include, Safeguarding and Child Protection, Anti-bullying, Online safety, Child on Child abuse policy written in collaboration with the pupils etc.

- 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

The school has 4 full days of nursing cover supported by a teaching assistant available for 2.5 days. The nursing team manages the safekeeping and administration of medication for both school and college. Parents must sign a consent form before any medication will be accepted and the school nurse provides a written protocol for administration, having liaised with the appropriate consultants/ doctors. All administration of medication is recorded. All medication is in a locked cabinet or locked temperature controlled medical fridge, using access control. Respite medication is the responsibility of transport staff to hand over to school staff who store it appropriately and then hand over to transport staff at the end of the day.

The nurse liaises with families and medical professionals when creating medical care plans and/or protocols. There is a standard pro-forma, which is signed by health, family, classroom staff and the Headteacher.

All staff receive annual updates and training around rescue medication. Training for specific medical procedures and protocols is delivered to class teams by the school nurse who follows regulations for signing off staff as competent. This individual training is monitored throughout the year.

In any emergency medical situation, school would refer to the nursing team on site using the radio. Staff will assess the situation and follow care plans as written down. Similarly, if no nurse is available, school staff would follow the care plan. Parents would be informed and staff would stay with the pupil until parents arrived. If necessary, an ambulance would be called and a parent/ member of staff would accompany them.

Where necessary, the nurse is available to support parents and young people at medical 'best interest' meetings. As a school we promote regular health messages and where necessary support families in making and accessing appointments with medical professionals. In addition, we advise on dental health, sexual health, smoking cessation and diet. This is further supported by the Family Liaison Officer who can support parents with attending appointments.

School has access to an NHS and independent consultant speech and language therapist, physiotherapist and occupational therapist, who assess and evaluate pupil programmes. In addition, we hold regular wheelchair clinics which provide parents with ease of access to advice. Our NHS speech and language therapist and dieticians also advise on feeding programmes and the development of oro-motor skills.

In addition, school employs an independent speech and language therapist, for 1 day per week, to focus on specific pupils and targeted interventions.

The emotional health and wellbeing of our pupils is monitored by all staff. Everyone has their part to play at PCHS & C in promoting positive mental health and well-being within our community. There are particular staff who are well placed to provide support and guidance within their specific role and responsibilities. For our pupils, well-being, positive mental health and promoting the welfare of all our young people falls within our wider safeguarding culture and any issues of well-being or mental health should be initially discussed with the Designated Safeguarding Lead (DSL) Claire Endersby Assistant Headteacher or Deputy DSLs Debra Grogan (Head teacher), Jo Chatburn (Acting Deputy Head teacher)

and Alison McConville, Family Liaison Officer(FLO). Several staff are Mental Health First Aiders. Alison McConville is currently the Designated Senior Mental Health Lead. A number of staff have trained as Mental Health Champions. As an SLT we consider the well-being of staff and pupils at our weekly SLT meetings. School works closely with ELCAS professionals. In addition to our restorative approach to support emotional well - being we have used the Thrive approach since September 2018. PCHSC uses a trauma informed approach.

PCHS&C are committed to providing support to families as soon as the need emerges, at any point in a child's life. Any pupil or family may benefit from early help and all staff are alert to the potential need. Staff at PCHS&C recognise that any professional can provide early help.

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

Our school website provides parents with a full staffing structure and a point of initial contact with the school administration team.

All new families will have been encouraged to have a Non-Prejudicial Visit (NPV) to view the school in action and gain relevant information on how we would meet specific needs. We also provide general open events for prospective parents and carers. Upon being offered a place an information pack is sent to parents with all relevant and up to date information on the school. All school events are notified to parents by letter and are available on the school website/ Facebook page and reminders sent via the Parent App. A termly newsletter highlights any upcoming dates. We hold many events in school to provide help, guidance and support to parents and these will be highlighted to parents where relevant.

As a school we aim to ensure we are available to discuss issues and concerns with parents and carers as and when needs arise, however if a named person is not available a message will be taken and responded to as soon as possible. Parents and carers can make an appointment to see a member of staff if they feel a meeting is required. This will be diarised at a mutually convenient time. Whilst we try to facilitate an ‘Open Door’ policy, we do need to be mindful of the teaching and learning needs of our pupils and prior diarised appointments. Should a parent or carer arrive unannounced, we will do our best to arrange a meeting within the next 48 hours with the most appropriate person.

Information about keeping up to date with progress is available in the **Teaching and Learning section**.

We seek parental views and feedback in a variety of ways. Our Parents’ Evenings are well attended, and we request all parents and carers to complete our questionnaire. We seek parents’ views at Annual Review and when prospective parents take part in Non-Prejudicial Visits (NPV). Our website signposts parents to OFSTED’s Parent View.

Our Parents’ Evenings provide parents with an opportunity to meet the class team look at the work their child has been engaged in and meet with other key members of staff. We also ensure the school nurse, the transition team and the Family Liaison officer are available to discuss issues and concerns as

well as celebrate progress. At these events we also provide presentations on key transition procedures and invite local colleges and external services so parents are more aware of the provision available.

As a school and college we hold regular charity coffee mornings/afternoons where parents can attend and discuss issues pertaining to school/college.

Our Transition arrangements for pupils moving into Year 7 are very thorough and are explained in detail in the **Transition from Primary and School Leavers section**.

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 provide

We acknowledge that our parents and carers come from diverse backgrounds and seek to ensure we always use the most appropriate method of communication.

Our pupils and pupils have the opportunity to put their views forward using different mediums depending upon their learning needs and preferred communication styles. We have two councils, a School Council and a College Council with pupils being elected by pupil vote. Both councils have a visible profile and meet on a regular basis and their discussions are facilitated by a regular member of staff. Council representatives are included in key decision making e.g. reward systems linked to the positive relationships and behaviour policy, and are actively involved in recruitment processes of some teaching and non-teaching staff.

All pupils have the opportunity to express their views at Annual Review and we encourage pupils to advocate for one another wherever possible.

Our Key Stage 4 pupils are provided with training to become wheelchair buddies and this provides them with a great sense of pride and responsibility as well as creating an inclusive and empathetic community. Year 11 pupils are promoted to Prefects and take on a wide range of jobs across school where appropriate. There are also two or three Senior Prefects/ Head Boy & Head Girl selected each year by pupils and staff in KS4. Year 11 pupils are provided with prefect passes to allow more freedom of movement across the campus. Our college pupils take on a wider role where appropriate, such as supporting school pupils at lunch time clubs.

Parents hold two places on the Governing Body of the school. The Governing Body is regularly updated with information on all school partnerships including aspects of social care and health. In addition, attendance, safeguarding and out of school activities are also discussed. Regular Governor training is provided to keep everyone abreast of the latest safeguarding, provision and educational trends.

The school works very closely with all other partners and professionals from across all agencies linked to Special Educational Needs and Disabilities (SEND) and the wider community in order to support certain vulnerable groups or individuals. School has close links with the Police (Early Action), Operation Encompass, Connect and Respect team, East Lancashire Child and Adolescent Service (formerly known

as CAMHS), the Transition team, Children and Adult Social Care, Children & Family Wellbeing Service and voluntary services (e.g. Victim Support, Pendle Domestic Violence Initiative)

The school takes pride in its multi-cultural population, and as such proactively undertakes a range of events and celebrations to ensure our whole community is acknowledged and understood.

We have a Home-School Agreement which explains the role of pupil, parent and school and this is discussed prior to a place being offered to a pupil. All pupils are aware of the school rules.

We work with the Lancashire ECT Support Team when delivering the Early Career Framework (ECF).

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

PCHS&C has a Family Liaison Officer to proactively engage parents and is involved in attendance, behaviour or safeguarding concerns.

As a school, we seek to ensure all our pupils and pupils have access to the best possible provision, and work closely with Heath and Social Care to ensure all needs are met and catered for. Parents are actively encouraged to contact the school nurse directly for help and advice. Specialised services make regular visits to school for specific difficulties such as dietary requirements, continence, and diabetes etc. Parents are able to share their concerns at any point in the school year and, if necessary, school will refer to appropriate services helping family complete paperwork where necessary.

Specialist teachers are also available to discuss specific issues (e.g. equipment/ community support) around Visual Impairments, Hearing Impairments and Multi-Sensory Impairments. Drop-Ins and, in some specific cases, home visits can be made. School offers bi-lingual support where necessary.

Careers Information and Guidance (CIAG) is provided in school in line with guidance and school have a named member of staff who co-ordinates this aspect of the curriculum, working closely with our college to ensure appropriate transition pathways. Transition is discussed in greater detail in the **Transition Section**.

Transition Teams will work closely with pupils with more complex SEND at 14+. All pupils have a Transition Plan written at their Year 9 review and this details support and strategies that will be put in place to provide the young person and their family with the skills and abilities to make informed choices at 16 and beyond. This document is reviewed annually.

LCC determines whether a young person is entitled to transport to and from school via their Transport Policy. As a school we believe in maximising independence wherever possible and if it is envisaged a young person will have the capability to travel independently, a carefully planned programme will be put in place in negotiation with parents.

The SENDCO and the Senior Leadership Team within school have the knowledge and skills to discuss SEND with parents and carers and can advise on issues as they arise. If staff feel further specialised advice is required, then they will signpost parents and support in the process of referral.

Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- 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

School provides a very detailed Transition Programme for all young people who transfer to us at Year 7. As noted above parents/ carers have the opportunity to visit school through arranging an NPV and/ or attending open events.

All Year 6 pupils take part in transition afternoons from April onwards attending school to join in lessons and activities. Pupils are taken through a series of sessions getting to know staff, the campus and routines. Social stories are provided for some of the pupils and, for our most complex of pupils, bespoke packages are planned and multi-agency meetings are arranged.

Staff who work with our Year 7s visit the feeder schools to ensure all relevant and up to date data on new pupils is gathered. Therapists also liaise to ensure a smooth handover of information. The physical development team in school, ensures any new equipment is ready and risk assessed prior to the September start.

Parents and carers are invited to three informal coffee mornings/afternoons/ evening. At these sessions they meet key members of staff, undertake a tour of the school and are supported to complete key documents.

Every year, school takes part in Pendle Transition Day when all pupils move to their new school and pupils move up one year. All our new Year 7s spend a whole day with us and access a range of fun activities, lunch and breaks.

For all Year 7 pupils, Individual Education Plans have been written prior to arrival and these are reviewed (alongside base-lining) by the mid-term break. All pupils are base-lined on entry.

Pupils who transfer to us into other year groups are offered taster sessions and/or assessment places. The pupils are normally accompanied by a familiar member of staff until they are settled. This can happen at any time of year in any year group.

All our young people have access to careers and guidance on further education. All individual needs are understood and bespoke packages are planned. Those pupils in their final year of schooling will have a timetable and curriculum that focusses on their future pathway. They will be provided with a range of experiences and options supported by key members of staff. For our more dependent pupils, transition into College begins after Easter with taster and orientation visits.

A wide range of IAG is on offer and could include:

- Support from the Transitions team
- Visits from local college staff
- Talks from ex pupils
- Attendance at Careers Fairs
- Local employer talks in school
- Work experience
- Visits to local colleges
- Local college taster carousel
- Access to Level 6 Careers Advisor where appropriate to the needs of the learner

In addition, College works very closely with Adult Services including Day Care Services, Employment Services and Adult Community Learning Disability Team to ensure a smooth transition at 18 and 19. For our more complex young people the Transition Team ensures all services collaborate to provide the best transition pathway.

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

All activities, residentials and clubs are provided to offer all pupils, regardless of their SEND, opportunities to develop friendships and enhance their communication skills and extend their social skills.

After school clubs are usually offered 3 nights a week and run for a block of ten weeks and are heavily subsidised, particularly for those pupils eligible for Pupil Premium.

We have a wide range of lunchtime clubs, personal development and wellbeing activities which pupils have requested and these include at the present time, pamper, reading, Lego therapy, gardening, singing & signing club, ICT, the Workshop, hydro, library, baking, art, using the fitness suite, team sports etc.

School runs a range of highly subsidised residentials which are designed to meet the needs of specific groups of pupils to extend skills and enhance life experiences. All trips are inclusive in nature or alternative opportunities are put in place that offer an appropriate opportunity. We currently run the Duke of Edinburgh Award (Bronze and Silver award), which has an extra-curricular element.

Subject to an appropriate level of funding/ contributions and staffing, the school has a committed Holiday Club in the Summer Holidays (currently for one week). This will be led by Limitless Clarets and supported by experienced members of staff.

Several educational visits take place outside of the regular school day. These are organised by members of staff who wish pupils to experience community/cultural events such as theatre visits, local performances, cinema etc.

School has a charging and remissions policy which seeks contributions for payments from parents, though all trips and residentials are heavily subsidised through school or fund raising.

All clubs, after-school activities and residential holidays promote personal development and strengthen our curriculum drivers of developing independence, keeping safe, health and wellbeing and communication with social interaction skills. These activities help pupils to make and maintain friendships and interact with their peer group.