



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Lathom High

School Number: 08113

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

e.g. LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Lathom High School, Glenburn Road, Skelmersdale WN8 6JN</b>		<b>Telephone</b>	<b>01695</b>
			<b>Number</b>	<b>725653</b>
			<b>Website Address</b>	<a href="http://lathomhighschool.org/">http://lathomhighschool.org/</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	
	<b>No</b>			
<b>What age range of pupils does the school cater for?</b>	<b>11-16</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Miss J Clarke Contact details above</b>			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	Miss J Clarke		
<b>Contact telephone number</b>	01695 725653	<b>Email</b>	<a href="mailto:j.clarke@lathom.lanacs.sch.uk">j.clarke@lathom.lanacs.sch.uk</a>

### Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

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

<b>Please give the URL for the direct link to your school's Local Offer</b>	<a href="https://s3-eu-west-1.amazonaws.com/lathomhighschool/documents/Policies/SEND+Local+offer+joined.pdf">https://s3-eu-west-1.amazonaws.com/lathomhighschool/documents/Policies/SEND+Local+offer+joined.pdf</a>		
<b>Name</b>	Jennifer Clarke	<b>Date</b>	1 <sup>st</sup> February 2018

Please return the completed form by email to: [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

- **How accessible is the school environment?**  
**Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?**
- **How accessible is your information - including displays, policies and procedures etc.**  
**Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? 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

- Lathom High School is an average size secondary school with one main building across three floors. Each floor has a direct accessible exit to ground level. Each floor is connected by an accessible lift. All corridors and classrooms are wheelchair friendly. In addition, there are 6 modular classrooms which are fully accessible. Some corridors and stairways are narrow. There is potential for congestion at lesson changeover in some areas so movement requires careful handling.
- The school does not use height adjustable tables as a general rule. School has a range of different height tables and chairs to support access to resources. Adjustable foot rests are also available on a number of chairs upon request.
- Our furnished Food Technology suite has height adjustable tables and specialised accessible cooking equipment.
- School has Accelerated Reader which is a software programme that can assist reading via a computer.
- Laptops and tablets are available on request for students experiencing difficulties with handwriting.
- There are a number of families with children at the school whose first language is not English. School have an arrangement with interpreters to transcribe letters from English to the preferred language. Arrangements can also be made upon request to have an interpreter present at meetings in school. Once identified the parents are sent an introductory letter in their first language asking them to let us know how we can best provide support.
- Coloured overlays are provided where appropriate as well as coloured paper. Once this support has been identified teachers are asked to produce notes and PowerPoints in the specified colour. As a matter of general practice teachers may use coloured backgrounds in any of their materials in order to assist all with specific learning needs.
- School uses the IDL Dyslexia Learning programme. It is a software system that supports reading and spelling for all children. It can be accessed in school or can be sent home for the student to download and work on at home.
- Accessible changing and separate toilet facilities are available with a hoist.
- Specialist supported SEND transport to school is available via the local authority.
- Accessible parking spaces are at the front and to the side of the building. Ramps are provided for all exits from the school.

## 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

- The SENCO visits the feeder primary schools during the summer term of Year 6 in order to get up to date information about all SEN and vulnerable students and strategies that support these children. Communication is particularly welcomed with parents of these children during Open Evening and at any other time45|/.
- Students with SEN are usually identified in the Year 6/7 transition/liaison period. They are given additional opportunities to come into school before September to work through activities which familiarise themselves with the school.
- All students are tested on standardised reading and spelling on arrival. They also take the NFER Cognitive Abilities Test. Any mid-year transfers are tested on arrival.
- All students are tested using the Lucid Dyslexia screening programme. Students who score 'high' using Lucid are then tested using the Dyslexia Portfolio.
- Close liaison is maintained with the Pastoral Development team so that any behavioural issues can be assessed. Subject teachers and Tutors are also encouraged to highlight any students with difficulties so that investigative work can be undertaken.
- School can communicate with our SENDO Catherine Martin at Lancashire County Council, for any advice required on identification.
- School have an Educational Psychologist on site. Dr Rebecca Ashton works with staff and the SEND team fortnightly.
- School employs five Learning Support Assistants who are deployed across KS3 and KS4. They are generally placed in classrooms where there are students with additional needs. School actively encourage development of independent learning so LSA's do not generally sit next to students but rather take an active part in the classroom learning guided by the specialist subject teacher. It is the teacher's responsibility to ensure the learning needs of SEND students are met.
- The Nurture Group is taught by a foundation teacher who is primary/SEN trained. Here learning enhances and extends the transition time from primary to secondary.

- Classroom based support and intervention takes place in one to one, small group, whole class settings. Subject based support is available through a team of teaching assistants and specific academic mentors in English and Mathematics. It is the teacher's responsibility to ensure the learning needs of SEND students are met.
- Individual teachers are responsible for making lessons accessible to all using highly differentiated work.
- Literacy intervention takes place on a daily basis. This is during tutor time.
- School have employed Academic Mentors in the English and Maths departments to actively target those students at KS4 who appear to be struggling to make expected progress in English and Maths. They are withdrawn from class in small groups and the Academic Mentor targets the areas where diagnostically the students are weakest. This work has increased the confidence and progress of the students involved.
- The most socially and academically vulnerable students in Year 7 form the Nurture Group. For 10 lessons a week the students are taught skills in reading and writing through a differentiated curriculum in the first term. Lessons are split into English, History and Geography discreet lessons. During the third term the classroom is fully transformed into a secondary style classroom in order for remaining students to prepare for exit into mainstream Y8. Each student has access to a laptop. During the course of the year, students will exit and move into the higher sets when it is felt they are ready for the transition. All students in Nurture are part of the Accelerated Reading Programme.
- School has purchased a software package (IDL) to actively encourage improvement of spelling and reading skills of all students but specifically targeting those in the groups SEND, EAL and PP who account for the majority of students who fall into the Below Average range.
- Students have access to a synthetic phonics reading programme taught by a teacher in a small group setting. The criteria for this is a reading age of 9.6 years or below. Further reading intervention takes place on a daily basis to strengthen and support students to reach their chronological reading age.
- The school has a comprehensive tracking system used by all staff which includes recognition of barriers to learning and records intervention strategies. A further tracking system for students on the learning register is in the process of being set up to track and support their needs.
- Academic progress is constantly monitored with parents receiving three academic reports per year. These reports are data summaries of progress to targets and engagement in development. Each Year group has at least two parents' evenings with at least one of these directly with subject staff.
- The Library is available to all students during lessons and lunch time. There is also pre-school and after school learning support available in the Library, known now as 'The Hub'.
- There are areas available at social times for students who feel more comfortable spending time indoors in a familiar atmosphere.
- School meets with a variety of external agencies to advise and support across the range of SEND.
- Learning Support is a resource with staff and materials for students with barriers to learning. It is also available for students who are in challenging circumstances, emotional or physical difficulties through illness.
- A trained counsellor is in school every other day and is available for all students. Students are referred into this service by staff or parents. Students are able to speak with a member of staff during break/lunch and a referral from the councillor will follow.
- The school nurse is available in Learning Support once a month. Smoking Cessation, Addaction, MIND, family workers from Social Services, CAMHS, WPEH workers, social workers, conflict resolution, restorative justice also work through Learning Support.

- Student profiles and Learning Passports are given to staff at the beginning of the year detailing the difficulties the students will face and the strategies to meet their needs. They are regularly updated.
- The SENCO /HoH/AHoH will inform staff of issues which arise for the students.
- Relevant staff have been trained to work with students who are wheelchair users.
- Learning Progress Assistants meet weekly with the SENCO to liaise and inform of student concerns. The Pastoral Team (Student Welfare Lead, Head and Assistant Head of Houses, Attendance Officers, Learning Mentors) meet regularly to discuss issues surrounding the students.
- Individual teachers are responsible for making lessons accessible for all. Regular CPD is run to keep differentiation at the forefront of every lesson.
- A timely assessment of all Year 10 students ensures that all those students who meet the relevant eligibility criteria are awarded the appropriate access arrangements to allow them to achieve their full potential despite any difficulties they may have (primarily SEND, EAL, medical and PP).
- The SENCO identifies students for testing for exam concessions from Yr9 onwards. Once the concessions are in place that information is shared with staff. During the exam period any student with exam concessions is identified to the invigilation team. Depending on the students' needs, some students may undertake their examinations in a separate room.
- The school subscribes to the Acorns Centre (PRU) in Ormskirk and is in partnership with BDS, TLC, West Lancs. College, Mysercough College, The Creative Hub, CAST and several local care homes and primary schools. These are used for respite placements and on a very few occasions for alternative provision for a range of students. Our Learning Mentor liaises with offsite learning provision to ensure students are engaged and learning. The quality of provision is monitored through visits, phone calls and data collection.
- Through the West Lancashire Partnership attendance, progress, behaviour and engagement is monitored and reported back to school regularly, ensuring the quality of the provision and safeguarding of students effectively.

## Reviewing and Evaluating Outcomes

- **What arrangements are in place for review meetings for children with 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 statements and EHCP's reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance.
- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is provided in advance, and meetings held at mutually convenient times. Summary advice is sent to the Local Authority, the parent/carer and school. Students are always encouraged to participate in their review meeting.
- The Careers Advisor supports transition reviews.
- Progress of all other students with SEN support is monitored by the school tracking system in line with school assessment procedures. Internal tracking is used to monitor individual progress and in Maths and English identified groups of student access additional support from

the academic mentors. Along with this, a smaller mentoring group has been formed for Y11 students with SEN. These are part of a Year 11 mentoring programme.

- Parents have access to the school at any time and the progress data is shared with parents three times per year in written format and at parent's evenings.
- The SENCO is available to discuss individual students during the course of the school year. It is advisable to make an appointment to ensure availability.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria well as progress in individual social, emotional or behavioural targets.
- All areas of school undergo rigorous quality assurance and self-evaluation processes which lead to annually reviewed action plans.
- Ofsted (Feb 2014) identified that 'students make progress because of the effective support the students received.'

### 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

- Assessments are made during transition visits to ascertain what is required with regard to health and safety issues. Visits to primary school and meetings with parents are arranged in order for the best possible exchange of information.
- Risk assessments are stored securely and shared appropriately by the H & S Officer.
- There is a reception area in front of the school which is safe for students to be dropped off and picked up by a responsible adult. Safeguarding procedures are carried out before students are released from school. Handover arrangements for students at the start and end of the school day are agreed on an individual basis depending on the situation with the student. This is agreed as part of the risk assessment. Parents may bring students after the start of school and collect early to avoid the crowds while moving around school or the students may continue with their usual method of travel to and from school.
- Risk assessments for educational visits are revised as and when a visit takes place and county requirements are fulfilled.
- Students who participate in offsite education are also risk assessed.
- The school policy on safeguarding is clear. It is inclusive and comprehensive and specified additional requirements for students with additional needs.
- Safeguarding training is given on an annual basis with staff signing off the completion of training. Safeguarding is the first item of training for newly qualified teachers and students in Initial teacher training.
- Learning Support provides supervised support for the students at break and lunch time. Learning Support provides support for students at other times of the day when necessary. This is given by the Learning Support/SEND/Pastoral Team and reviewed regularly.



- The anti-bullying policy can be found on the school website along with any other policies. Hard copies are available upon request.
- Bullying of all forms is covered during the PSHE days, discussions in tutor times and during assemblies. We have a strong student leadership programme that supports students who are struggling with aspects of school, there are very few incidents of bullying. When there is a suggestion or suspicion of bullying behaviour this is dealt with quickly and effectively.
- The school's Safeguarding, Behaviour and Anti-bullying policies are available on the school website and hard copies are available on request.

## 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

- School has a very good working relationship with the school nurse. They hold a Drop In clinic monthly in school during lunchtime for students to attend with any queries or concerns and have a dedicated room for their own use. They also carry out follow up appointments on an individual basis.
- The school doctor Dr Asakpa is a Consultant Community Paediatrician based at Ormskirk Hospital. He attends a local GP's practice once a week to consider correspondence and see students whose parents have particular concerns. Dr Asakpa is a crucial part of our early intervention scheme in school to support students and their families.
- The majority of support staff, are trained First Aiders, all PE, Science and Heads of House and Assistant Heads of House.
- When the medical condition of a student may impact upon their education there is a process in place to draw up a Medical Care Plan with the lead being taken by the School Nurse, parents and school. These plans are reviewed and updated annually with close liaison between the parents, school and School Nurse.
- At the start of the academic year whole school training takes place on an INSET day in September. All staff are updated on those children who may have serious medical conditions. Further specialist nurse training is also provided to staff in daily contact with students with medical needs.
- The attendance officers liaise with the School Nurse as and when appropriate for any health and medical issues which maybe affecting attendance.
- In the case of a medical emergency school dials 999 and requests the attendance of an ambulance. If the parent can get to school before the ambulance leaves then they are expected to accompany their child. However if the parents cannot get to school before the ambulance leaves then a member of staff will accompany the child to hospital and stay with them until a parent arrives.
- Any medication which needs to be taken during school time is kept under lock and key in Learning Support and is controlled by the Safeguarding Lead.
- All medication is checked regularly for expiry dates, and parents contacted to replace any items where necessary.
- Medical Care Plans are held in a secure office by the Student Welfare Lead who informs all relevant staff when necessary of any changes or updates.

- Other health and therapy services frequently visit school to target either a year group or individuals for whom a referral has been made. Regular visitors include Speech and Language Therapy, Occupational Therapy, (fine motor skills and gross motor skills), Young Carers and other early intervention services as required.
- Key staff have walkie-talkies to contact the Front Office if necessary.
- For short term medical issues such as broken limbs an individual Risk Assessment is drawn up by Frankie Newnes (Health & Safety Officer) and shared with all school staff.

## 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

- School hosts an Open Evening in early October annually. This is aimed primarily at Year 6 children making a choice of secondary school. Children of other ages are also encouraged to attend earlier than Year 6 if they are looking for specialist provision in a particular area. Parents of older children already at the school are also invited as a courtesy.
- School welcomes enquiries from any family and guided tours of the school are always available by prior appointment. If a child is known to have additional needs then any meetings will also include the Inclusion Manager so that specific advice can be given.
- An induction leaflet which provides a direct line and contact number is given to new intake parents by the attendance office.
- The attendance team will liaise with parents and HoH/AHoH as they investigate reasons for absence and provide support for student issues. They contact home via the phone, home visits and a letter.
- At transition meetings for new students key staff members are introduced to parents and pupils. These are the HoH and AHoH, SENCO and Learning Mentor.
- The school communicates via letter, newsletter, Twitter, Facebook, SMS, email and telephone.
- Once a week the Senior Leadership Team have a drop in session for parents to share any concerns.
- Our summer school provides an opportunity for identified students to become familiar with key faces and names. Additional days are given to those students who need to experience a working day in school to feel more confident starting in September.
- Student progress is reported to parents 3 times each year. Contact is also made if there is a cause for concern or to celebrate a student’s achievement.
- Feedback is given after parents’ evening all school events through the parent’s voice questionnaire. Response to parent’s comments are available on the website.
- There is an annual attitude questionnaire for all parents which is provided by Lancashire County Council.
- There is parent representation on the governing body for views to be reflected.
- After the statutory reviews students and parents have the opportunity to reflect their views.

- There are a variety of parent's evenings throughout the year. All years have tutor evenings. Year 9 has a Key Stage 4 information evening to prepare for options and Years 7 and 8 have one subject staff consultation evening.
- Upon arrival at Lathom children are allocated a tutor in a House. We have four Houses identified by Great Britons. This House system encourages a sense of ownership and belonging in the children. Tutor groups are arranged vertically so that there is a greater sense of family and a development of social skills across the year groups.
- School encourages parents to contact the relevant Head of House if there are any academic queries. Any behavioural or social issues are dealt with by the Assistant Heads of House. Any queries about additional needs are dealt with by the SENCO. Parents are encouraged to contact school initially to arrange an appointment just to avoid disappointment if that particular member of staff is teaching.
- The Pastoral support team also work positively and proactively with the students and parents in resolving any issues. This builds good relationships with parents and carers in order to achieve the best outcomes for the students.

### Working Together

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

#### What the school provides

- The school has a student leadership structure including Head Boy, Head Girl and a variety of other student leadership roles which are predominantly Year 11. They are appointed in the summer of Year 10 following a rigorous application and interview procedure. In Year 10 students are also invited to apply to become prefects and they are a presence around school at break and lunch. Each House has 2 House Captains who are democratically elected by their peers.
- The school as an active student voice, house councils, a whole school council and regularly targeted student panels.
- School Council and House representatives meet regularly and information is fed upwards to the Senior Leadership Team as well as downwards to their peers.
- Students are asked to complete questionnaires about school, their learning and wellbeing on an annual basis.
- Lathom students show excellent attitudes and are always willing to contribute to school life and help out on the various evenings that are held in the school for external and outside visitors, including parent and open evenings.
- Students are invited to attend development and planning meetings of the governing body at appropriate times.
- Staff appointments can involve a student panel which meets the candidates, asks prepared questions and feeds back information to the selection panel.
- We believe as a school in our students and that peer mentoring is a strong part of the leadership programme, most students feel they are able to approach another student or member of staff if they have a concern.

- Vertical tutor groups introduced in September 2015, ensure that students from all year groups mix well with each other with older students taking the lead on Year 7 induction. Year 7 feedback is that the Year 11 students are often seen as the best thing about school.
- Parents complete feedback information sheets and questionnaires after consultation evenings. This is followed up on the school website and by SLT where appropriate.
- SEN students and parents have an opportunity to make their views known in the student's feedback in annual reviews.
- There is an SEN Nominated Governor who reports back to the Governing Body on a termly basis. The report emphasises the involvement, and the impact this has produced, by key agencies. This ensures that there is a regular, comprehensive review of provision.
- The school with a wide range of agencies to support students with additional needs whether SEND or emotional/behavioural these include Child and Adolescent Mental Health Service (CAMHS), Medical Educational Placement Settings (including Acorns and Shaftesbury House), Young People's Services, Child Action North West, Jigsaw, Pupil Access, SENDIAS, Inclusion and Disability Support Service, School Nurse and Doctor, Consultant Community Paediatricians, Educational Psychologists), Early Intervention Team, Home Tutoring Service, Specialist Nurses (diabetes, epilepsy, stoma), Alder Hey Liaison Team, close transition partnership with primaries and other agencies depending on need.
- Parents are represented on the governing body as required by the constitution. When a vacancy arises or a term of office expires, the vacancies are advertised on the web site and letters sent home. Parents then apply for the vacant position.
- The home school agreement is signed at the start of each academic year and supports progress, safety and safeguarding for all students.
- Parent's Forum have clear objectives to support the school, raise its profile and give parents a voice in decision making and change management.

### 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

- Through the House system and vertical tutor groups, tutors act as academic mentors, setting targets which are regularly reviewed. Heads of House have been appointed to have a strategic lead in academic cross curricular intervention. The academic year begins with a whole school review day and individual target setting with tutors which is reviewed throughout the year. Tutors act as academic mentors liaising between teachers and tutees in the pursuit of excellence. Professional conversations are facilitated upon a daily basis in which the learning needs of students are assessed. Parents' evenings specifically with the tutor take place and encouraged to contact the tutor as appropriate.
- If parents require help completing paperwork then pastoral and parent teams will always assist where possible in a sensitive manner. Often this arrangement is made mutually as communications links are actively pursued.
- School can assist with help and guidance about support for individual students as well as support for the family. Accessing these services often required the completion of a Common Assessment Framework (CAF) form which school will manage on behalf of the student and

parents. Access to these services is normally discussed through meetings with the Pastoral team or Heads of House. The school actively pursues the completion of a CAF as an early intervention and a range of staff are trained in completing the CAF forms.

- School employs in-house counsellors. Students can access this kind of support through Learning Support.
- Students are given support in completing college application forms through PSHE days and the CEIAG co-ordinator.
- Parents are directly advised on the school bus service including application for bus passes.
- The attendance team support parents if any necessary transport arrangements are needed for more vulnerable students.
- Throughout the year there are regular Parent Support Evenings where parents receive advice on supporting their children in the learning process, especially during the examination revision period.

### 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 from Primary School

- The school has a comprehensive liaison programme with feeder schools. This includes staff taking assemblies and lessons and Lathom students performing for Key Stage 2 students.
- Primary school children may attend lessons in specialist areas including Music, MFL, Computing, Food Technology, Resistant Materials, Science and PE. This is a rolling programme throughout the year.
- Key members of school staff visit all of the primary schools early in the summer term of Year 6 to meet the children coming to our school and to allow the children to familiarise themselves with the staff. The SENCO makes separate arrangements to meet with the primary school SENCO's to ensure that pertinent information is passed on about those children with additional needs.
- The school works closely with SENDIAS in supporting parents and students who come from primary school to high school. This begins in Year 5 without prejudice visits and then continues through from Year 6 to Year 7. Year 6 children are brought into school in the summer to experience Lathom High School. The day is to meet their new class mates and tutor and encompasses some team building activities and the making of new friends. The Year 6 Induction Parents' Evening is scheduled at the same time so that parents can identify with their child's tutor and pass on any further pertinent information.
- Transition visits for students identified as vulnerable or with additional needs start in the summer term with a well-established programme of additional visits for small groups and supervised by a learning mentor. The teaching assistant attached to the student in the primary school is encouraged to accompany them on this visit.
- Care is taken when allocating tutor groups that children are placed with at least one friend to ease anxieties, based on forms completed by families and the school.

- It is expected that any child with an EHC Plan will already be known to the SENCO and that the SENCO will have already been invited to the Transition Review at the primary school.
- An open day/ evening is held each year in September and invitations are issued to all primary schools. The SENCO is present with an opportunity to detail what support is provided.
- Year 6 pupils are encouraged to join in summer school activities.

#### **School Leavers:**

- Local colleges attend parents' evenings and a specialist 6th form evening is held at an appropriate time. Students are warmly invited to listen to the presentations given by the various colleges.
- The SENCO works closely with students, parents and external providers to ensure a smooth transition to post 16 provision.
- The colleges will come in on pre-arranged visits to support potential students in completing applications.
- Additional information and details of support are given to the colleges with parental approval and the agreement of student and family.
- Students are taken to careers talks at a local college.
- There are taster days in the local colleges for the students who all fill in a common transfer file.
- The school has a dedicated careers section in the Library which is accessible to all students.

#### **Preparing for adulthood, higher education, employment, independent living and participation:**

- A full programme of CEIAG opportunities is delivered to the students through Tutor Time and SMSC days.
- Colleges are invited to all Year 9, 10 and 11 parents' evenings.
- Parents are regularly contacted and involved/supported in meetings and discussions with students whose aspirations and motivation is a concern.

### **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

- Breakfast is available in the dining room from 8am.
- The Hub, afterschool club is on every night until 5.30pm. All students are welcome and a reward system is in place to encourage attendance.
- The school operates an alternative curriculum for Years 10 and 11, with students working off site studying vocational subjects. Students have access to Mysercough, The Creative Hub, TLC and BDS who offer courses for those students who require additional support.
- Individual music tuition is available from the Lancashire Music Service.
- All clubs, activities and trips are available to all students but maybe subject to a risk assessment. There are national and international visits available to all students with additional needs.
- There is an extensive extra-curricular programme at lunch and after school including a high array of sports, Science clubs and clinics for all ages, Young Interpreters, Art, choir, band, keyboard, drama and a healthy selection of revision and coursework clinics.

- Before school: Breakfast Club
- After school: Number of activities held each night from 3.30 – 4.30pm (all year groups)  
This may include:
  - Winter – Badminton, Cross Country, Basketball, Football, Girls Football, GCSE PE Theory Clinics, Netball, Judo
  - Summer – Athletics, Rounders, Cricket, Basketball, GCSE PE Theory Clinics, Tennis, Netball
- Lunchtime:
  - Active lunch every lunchtime – Sports, Basketball, Badminton, Nurture Lunch Club. This is particularly targeted at vulnerable and SEND students and is manned by a Teaching Assistant with games and activities to develop numeracy, literacy and communication/confidence. Students must have a pass and particular students are specifically encouraged to attend.
- All activities run from 8am – 4.30pm (apart from fixtures) and are free of charge.
- Clubs and activities are free of charge and all students at Lathom have the opportunity to attend. Students are informed by tutors, PE staff, posters around school and the school website. Parents are not required to pay for clubs or sporting activity/fixtures, transport to and from fixtures (to school) or affiliation fees. Inter house sporting activities take place throughout the year, as a school we compete against local schools in West Lancashire in a vast range of sporting activities. We attend Lancashire School's events in sports such as Basketball, Athletics, Cross Country and Football.
- Records are kept of students involved in extra-curricular activities and trips and where appropriate students/groups of students are specifically targeted.
- The school operates a House system and tutor groups contain a mixture of different year groups. In September the Year 10 students buddy their Year 7 tutee associates and spend the day introducing them to the school and looking out for them during their induction. House and tutor activities promote team building throughout the year and tutors actively facilitate interaction and participation. This is a caring school where children look out for each other. The school employs 4 Assistant Heads of House, they are non-teachers with a specific pastoral role. They deal with issues including behaviour, family and/or friendship breakdown, bullying, anxiety etc. Any student who we notice to be vulnerable will be supported by an Assistant Head of House with integration strategies. Regular and early contact with parents is a priority.
- The school operates a buddy system where older pupils offer guidance, help and friendship support to younger students led by a Year 11 team.
- The school makes Learning Support available to socially or emotionally vulnerable students at break and lunch time.
- The school opens the Library to all students at break and lunch time. There is a well-resourced area with access to books, resources and computer suite available for students use.