



## **SEN and Disability**

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

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: **Lostock Hall Academy**

School Number: **Establishment no: 4193**

**URN: 13711**

## 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 SENDCO 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

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>Lostock Hall Academy</b>		<b>Telephone</b>	<b>01772 336293</b>
	<b>Todd Lane North</b>		<b>Number</b>	
	<b>Preston</b>		<b>Website</b>	<b>www.lostockhallacademy.org</b>
			<b>Address</b>	
<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>X</b>			
<b>What age range of pupils does the school cater for?</b>	<b>The school is a mixed sex, 11-16 school</b>			
<b>Name and contact details of your school's SENDCO</b>	<b>Miss V Gregson</b> v.gregson@lostockhallhigh.lancs.sch.uk			

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>	<b>Miss Victoria Gregson      SENDCo</b>		
<b>Contact telephone number</b>	<b>01772 336293</b>	<b>Email</b>	<b>v.gregson@lostockhallhigh.lancs.sch.uk</b>

### 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="http://www.lostockhallacademy.org/">http://www.lostockhallacademy.org/</a>		
<b>Name</b>	<b>Lostock Hall Academy</b>	<b>Date</b>	Updated July 2016

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- 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:**

- Lostock Hall Academy was built to accommodate fewer than the current average number of pupils. There are numerous buildings arranged into subject specific areas and or buildings.
- Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.
- The car park has designated and clearly marked disabled car parking spaces near the front entrance.
- Classrooms are situated within a series of two and three story blocks. There is no lift access in place.
- All classrooms benefit from window blinds and wall displays which are aesthetically pleasing, support the learning of the pupils and showcase good work.
- The dining rooms, main hall and gym areas are poor acoustically.
- There is one pupil toilet with disabled access.
- Policies are available in a print format from school and from the website.
- The school does not use height adjustable tables.
- The school has resources for hearing impaired pupils, including radio aids.
- Classrooms are adapted to use HI equipment and each subject area has a member of staff specifically trained in the use of the current radio aid systems used within school.
- The school issues passes for some pupils who need to leave the classroom early to ensure safe movement or who require access to a toilet or other facility.
- The school offers visual timetables, photographs of staff and rooms to ensure pupils who need pictorial clues can access the timetable and become familiar with the staff/rooms/ facilities they will encounter.

- 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:**

- Pupils with SEN are usually identified in the Year 6/7 transition or beforehand. Liaison with primary schools provide additional information necessary for a smooth transition. All pupils are assessed using standardised reading and spelling tests before entry. Any mid-year transfers are tested on the day of arrival. Updates are made annually or more frequently if indicated. The school, through the SENDCO and SEND manager, will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- The school has a good number of Teaching Assistants, all of whom have specialist's knowledge and work towards or have gained additional qualifications. This ensures effective support within the classroom, in small groups or on a one to one basis. In class subject support is usually given from subject specialist teaching assistants who work closely with the subject teachers to ensure intervention is specific and effective.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.
- Literacy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified pupils with handwriting and recording difficulties.
- The school buys in additional external specialist advice and support for pupils across the range of SEND.

- All teaching and non-teaching staff are given relevant SEND training throughout each academic year. Specialist external teams provide advice and strategies for teaching and supporting pupils with SEND.
- All SEND information is made available to staff by the SENDCO and or the SEND manager. This is via staff briefings, the weekly staff bulletin, face to face meetings and for reference on the SEND area of Sharepoint.
- External training is available to support the staff.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, HI, SpLD, Speech and Language.
- Much training and staff development is given in house.
- School works within the examination board guidelines to put into place Access arrangements that are appropriate and meet the needs of the individual student.
- We aim to ensure maximum access to the National Curriculum by providing participation for pupils with SEND and by having realistic expectations of all our pupils. We aim to provide a curriculum which is broad and balanced, differentiated and responsive to supporting learning needs.
- All teachers at Lostock Hall Academy are teachers of SEND students. Individual teachers are responsible for making lesson accessible to all.
- There are a small number of pupils who access courses which are on offer from external providers. These lead to Key Stage 4 Vocational Qualifications.
- Lostock Hall Academy offers a continuum of provision to meet a diversity of pupils' needs. The SENDCO and SEND manager organise and plan the amount of additional in-class and specialist support required by pupils with SEND. The effective and efficient use of resources is closely monitored and reported annually to SLT and governors. The SENDCO makes regular contact with the designated SEND governor.

## 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 EHCPs are reviewed on an annual basis. Interim reviews are held where necessary.
- Reviews are carried out in line with statutory guidance.
- Review advice is provided the SENDCO and relevant teaching assistants on behalf of the school, external agencies, the pupil and their parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice and recommendations are sent to the LEA, the parent/carer and any external agencies. Copies are held at school. Pupils are always encouraged to participate in their meeting.
- All pupils with Statements (May 2014) have completed their 'All About Me' profiles.
- Progress of all pupils with SEND is monitored and reviewed half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Underachievement is identified as early as possible and pupils are supported to develop and progress in line with their capabilities. Pupils are set individual challenging targets which address the area of underachievement.
- Progress data is shared with parents three times each year, in written format as well as face to face at Parents' Evenings.
- The SENDCO and SEN Manager are available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.
- The effectiveness of our provision is measured by the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress towards individual social, emotional or behavioural targets.

## Keeping Children Safe

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

- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

**What the school provides:**

- The whole school environment is risk assessed – this includes all rooms, corridors and facilities.
- Preliminary risk assessments for individual pupils with SEND are carried out before the pupil starts school. The assessment is subject to regular review. The assessments may be assisted by the Local Authority and representative from the present school.
- Lostock Hall Academy has designated disabled parking spaces which support the safe dropping off and picking up of pupils.
- E6, the Learning Support base, is a safe place for pupils to be dropped off or picked up by a responsible adult. E6 provides a safe-haven and supervised support for children at break and lunchtimes and before and after school.
- All school trips are processed through the EVOLVE system. Risk assessments are attached to trip and pupil details, checked by EVC and delivered by group and visit leaders/responsible staff. Additional support is put in place for SEND students.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND pupils.
- A weekly safeguarding and pastoral meeting is held with the Designated Senior Person for Child Protection, SENDCO, Progress Leaders, Progress Mentors and the Safeguarding governor.
- The school anti-bullying policy is available in school.

**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:**

- All medication is kept securely in a central place in the school office. For the safety of all the community, pupils are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key.
- Medications held in the drawer are stored in individual air tight containers, clearly labelled with the pupil's photograph, name and medication details.
- Instructions for the administration of medication are attached to the cupboard, ensuring a consistent approach.
- Labels are stuck into planners when medication is administered in school identifying the type of medication administered and the date and time. A log is also kept in



school.

- Instructions for administration are kept with the medication/ Care Plan.
- Students with care plans are identified and details, including photographs for identification, are displayed on the SEND board in the staff room.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- A Care Plan is drawn up in conjunction between the parents, child and medical professional.
- Care Plans are held centrally in the school office and a copy within the SEND department. They are reviewed by the School Nurse at least annually or if circumstances change.
- All staff are regularly briefed regarding students with medical needs. Additional training for staff / first aiders is arranged where appropriate.
- Specific staff have been trained in the following – use of defibrillator equipment, epi pens, buccal midazolam and insulin and diabetes management.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.
- All accidents are recorded in the school accident book.
- There are regular visits from the school nurse, who holds drop in sessions, Speech and Language services, CAMHS workers, YPS and the Educational Psychology Service.

## 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:

- The school website provides contact emails for staff and a general school telephone number for general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website. Reception staff direct parents to relevant staff members.
- The SENDCO attends year 6 review meetings in order to ensure continuity of strategies and support.
- Parents can request a tour (by appointment) round the working schools at any time.
- At the transition meeting for newcomers to the school, key staff members are introduced to parents and pupils.
- Staff visit all feeder schools during transition. Details about the school and how to contact us are left in the lobby of the feeder schools.
- Our summer school inducts vulnerable pupils about school procedures and makes them familiar with key staff faces and names. Additional contact days are made available for year 6 pupils to come and experience working in our school.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Parental feedback is encouraged.
- There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.

## Working Together

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

### What the school provides:

- The school has an active Student Voice.
- Each form group has representatives on the school council which meets regularly.
- School Council reps meet each term and information is fed upwards and downwards.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- The school has an active Buddy system running across the year groups, enabling older pupils to support and mentor younger more vulnerable pupils.
- Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, Parents' Evenings as well as website feedback.
- Pupil with additional needs attend their annual review meetings with their parents/carers. Feedback can also be given at these meetings by both pupil and parent/carer.
- There is a parent consultation group which meets regularly during the school day.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- There is a governor linked with SEND who reports back to full Governing Body. The SENDCO provides regular updates to the SEND governor; this ensure that there is a regular and comprehensive review of provision.

### What Help and Support is available for the Family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and

from school?

**What the school provides:**

- Administrative support is supplied via the main school office on request.
- Any of the Learning Support team would be happy to support and assist if required.
- Careers advice and guidance is provided by YPS staff for KS4 pupils and specifically those with SEND. A wide range of external agencies and colleges are invited into school.
- Designated teacher ensures that impartial careers advice and guidance is delivered to pupils. A wide range of external agencies and colleges are invited into school to assist in this delivery. Vulnerable pupils receive one-to-one advice and guidance as required by statute.
- Pupils are given support in completing application forms.
- Pupils with additional needs and their parents also have the option to meet with the SENDCO in year 9 to discuss appropriate option choices and also have meetings with the external Young Peoples' Service to complete Action Plans as part of their reviews.

## Transition from Primary School and School Leavers

- What support does the school offer for year 6 pupils coming to the school? (e.g. visits to the school, buddying)
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

### What the school provides:

- The school works with feeder primary schools and Parent Partnership Officers from year 5, through to arrival in year 7.
- The school holds an Open Evening each year in September/ October and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENDCO, following Open Evening. A week of open days follows the Open Evening, allowing parents and carers to see the school in an operational capacity.
- Transition visits start in the Spring Term for some pupils, following early liaison with feeder school.
- Individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits.
- The school uses mini Buddy's (Y7's) to visit feeder primary schools in the summer term, to give talks and presentations to Year 6.
- Year 6 pupils are invited to join in Summer School activities.
- All pupils including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG)) from a named specialist teacher and from YPS.
- Local Colleges attend Parents Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the autumn term. This is open to any student and their parent/carer. Colleges attend and give presentations.
- A Careers Fair is organised for Year 9 which includes, local employers, colleges and training providers.
- Follow up drop in visits are made by colleges to support potential pupils in completing applications. The school also offers this support to pupils.
- YPS engage with SEND pupils prior to Transition Reviews in Year 9 and stay in contact through to leaving Year 11. Pupils and parents can request an interview at any point.
- The SENDCO works closely with pupils, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by pupils in the summer term of year 10 and year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- The school has a dedicated careers area of the library which holds information about colleges, universities, employment and training opportunities.
- Young people are encouraged to participate in uniformed service organisations Eg,

Police Cadets, Army Cadets, and Sea Cadets.

### Extra Curricular Activities

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

### What the school provides:

- The school runs a Summer School which is available to Y6/7 transition pupils.
- There is a range of extra-curricular available to all pupils, some charges are applicable e.g. transport costs. The activities include, sport, music and drama.
- The school library is open to allow KS3 students to complete Accelerated Reader quizzes, general homework or exchange books.
- The school currently operates an Alternative Curriculum for years 10 and 11, giving pupils the opportunity to study subjects not necessarily available as part of the regular curriculum.
- Parents are required to pay for individual music tuition.
- All clubs, activities and trips are available to all pupils, but may be subject to risk assessment.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- The school operates a Buddy system where older pupils offer guidance, help and friendship support to younger pupils.
- The school makes E6 available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of adults.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the Centre for support.
- The Summer School actively engages pupils in finding new friends and supporting new friendships.

**Additional Information.**

**Lostock Hall Academy Learning Interventions**

<b>INTERVENTIONS</b>	<b>DETAILS</b>
<b>In class support</b>	Teaching Assistants
<b>Specialist Teacher</b>	All areas of SEND
<b>Freelance SEN Specialist Teacher</b>	Literacy and Numeracy
<b>Morning Reading Groups</b>	During registration by Teaching Assistants – coordinated by Teacher/TA following class testing
<b>One to One Withdrawals</b>	Fresh Start Phonics programme for Literacy, also Numeracy or Social Skills
<b>Small Group Withdrawals</b>	Indirect Dyslexia Learning (IDL) for Literacy, also Numeracy or Social Skills
<b><u>SEN Manager Testing:</u></b> Reading Accuracy and Comprehension Single Word Reading Speed of Reading Single Word Reading Single Word Reading, Comprehension, Arithmetic and Spelling Spelling Writing Speed ICT Assessment	<b><u>Tests Used:</u></b> Lucid Rapid Screener (SPLD) New Macmillan Reading Analysis Forms A, B & C/Salford Sentence Reading Test Hodder Oral Reading Test Graded Word Reading Test WRAT 3 and WRAT 4  Young's Parallel Spelling PATOSS, DASH N/A – free typing speed
<b>Learning Support Homework Club</b>	E6 during break and lunch
<b>Key Worker support</b>	Support with planner, organisation and homework, contact with home, easing transition
<b>Annual Review of Statements</b>	Dec/Jan -Year 11, Jun/Jul – Year 10, Feb/Mar – Year 9, April/May – Year 7 and Year 8
<b>Diagnostic Spelling Assessment</b>	Individual work pack tailored to need and sent home
<b>Handwriting Book</b>	Sent home following teacher referral
<b>Build-Up Spelling Books</b>	Sent home following teacher referral or diagnostic testing
<b>Specific information distributed to staff</b>	Details of SEND plus strategies for teaching and support
<b>Access Arrangements</b>	Screening in Year 9, testing, reports and application to JCQ in Year 10
<b>Support during examinations</b>	Internal and external examinations – Readers, Scribes, Prompts, Practical Assistant etc
<b>Coloured Overlays</b>	Aids for reading; supports the Dyslexic learner
<b>Young People's Service Worker</b>	Year 9 Action Planning one to one interview, attendance at Year 9 and Year 11 Annual Reviews, completion of Section 139A Individual Learning Assessment for transition to colleges
<b>Educational Psychology Service input</b>	Assessment, reporting and strategies
<b>Pupil reviews/ one to one Options meetings</b>	Year 9 and Year 11 SEND pupils by Teaching Assistants

## Lostock Hall Academy Behaviour Interventions

INTERVENTIONS	DETAILS
<b>In class support</b>	Teaching Assistants – behaviour is linked to learning
<b>Specialist Teacher</b> <b>One to One Withdrawals</b>  <b>Small Group Withdrawals</b>  <b>Learning Support Homework Club</b>  <b>Independent Learning Club</b>  <b>Key Worker support</b>  <b>Pupil support worker/ Pupil Mentor</b>  <b>Pastoral Team meeting - Weekly</b>	All areas of SEND Activities and discussion focusing on social and communication skills and appropriate behaviour in specific situations. Co-ordinated approach. Incorporate personal learning thinking skills (PLTS) and emotional intelligence/emotional literacy SEAL activities - Social and communication skills Behaviour programme, PLTS, emotional intelligence/emotional literacy E6 during break and lunch. TA base used to support pupils who require guidance and a quiet area to diffuse anger/upset E6 - After school - Pupils are encouraged to attend to complete homework, discuss and address issues of concern and promote independence within a nurturing environment. Introduce strategies to support pupil in overcoming barriers to their learning. Enhance communication with home in working on a collaborative approach to the pupil's behaviour. Maintain random in class support, be available to diffuse unpredictable situations and remove pupil from trigger factors  Regular appointments made with Pupil Mentor to support pupil in regards to anger issues and developing strategies to overcome barriers to their learning. Behaviour programme Specific information distributed to staff – updates on development via minutes and personal feedback to key members of staff
<b>Support during examinations</b>  <b>Young People's Service Worker</b>	Pupils attend a review appointment with key worker. Strategies discussed regarding revision techniques, relaxation, managing pressure and stressful situations. Support in place during exams – quiet space, time out, revision sessions Attendance at year 11 annual review. Counsellor in place at youth club to support pupils and assist in transition to college/apprenticeships and employment
<b>Pupil reviews</b>	Multi- agency approach. Family members, pupil present. Young Peoples service worker – Counsellor. Areas of concern discussed and support put in place.
<b>I, Am Intervention Programme</b>	Alternative Education - 8 week personal development programme for pupils at risk of exclusion, unsuccessful managed transfers, and disaffected learners. Strategies to reintegrate back into mainstream education.



<b>Inclusion Unit</b>	A temporary sanction in response for inappropriate behaviour. Pupils complete a reflective questionnaire to help them address how to respond differently in future. Work is provided. Alternatively a workbook covering frequent issues that pupil's are faced with. Discussion with HLTA at the end of their sanction to address where they went wrong and reflect on their actions in moving forward
<b>Work Experience</b>	Provided as a support mechanism for disaffected vulnerable pupils. Work experience encourages pupils to channel their energies into practical experience and give them a focus for their future beyond school
<b>Personal Learning Centre</b>	Pupils use the PLC to catch up on work. When subjects are no longer included in the timetable the PLC provides a positive nurturing environment to catch up on coursework, homework, complete ASDAN short courses and promote independent learning
<b>Creative Curriculum – leadership roles, support lower school pupils</b>	Pupils thrive when given responsibility in a young leadership role. Supporting lower school pupils in PE as part of their personal development reduces the risk of re- offending and gives a sense of purpose to the pupil. Pupils can be involved in attending to the school gardens with the caretaker fulfilling a sense of belonging
<b>Foundation Learners - ASDAN</b>	Pupils complete an ASDAN award and ASDAN Arts award. This is approached in modular form to assist with restricted attention spans and help maintain focus
<b>Foundation learners – BTEC –Home Cooking Skills, Level 1 &amp; 2</b>	Home cooking skills help the pupil with life skills. Pupils are involved in independent planning of recipes, cooking for family at home and developing valuable skills to cook healthy meals for themselves. BTEC award – level 1. Pupils are supported by a TA3 and an additional teaching assistant during assessments.
<b>Shaftesbury House &amp; Acers</b>	Pupil's attending out of school provision on a temporary basis either at risk of exclusion or ill health. It has to be recognized pupils who have missed out on much of their schooling in mainstream may react negatively if under immense pressure.
<b>Nurture Groups</b>	Promote resilience and optimism for disaffected vulnerable pupils within a group. Promote a sense of belonging