



## **SEN and Disability**

### **Local Offer: All age Special Schools**

Name of School: **Moor Hey School**

School Number: **07/130**

<b>School/Academy Name &amp; Address</b>	<b>Moor Hey School</b>		<b>Telephone Number</b>	<b>01772 336976</b>
	Far Croft, Lostock Hall, Preston, Lancashire, PR5 5SS		<b>Website Address</b>	<a href="http://www.moor-hey.lancsngfl.ac.uk">http://www.moor-hey.lancsngfl.ac.uk</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>	
		✓	Historically the school has catered for young people with moderate learning difficulties but in the recent past has diversified and become more generic in nature catering for a wide range of special educational needs and learning difficulties.	
<b>What age range of pupils does the school cater for?</b>	<b>4 - 16</b>			
<b>Name and contact details of your school's SENCO</b>	<b>Helen McLenahan, Headteacher</b> <a href="mailto:head@moorhey.lancs.sch.uk">head@moorhey.lancs.sch.uk</a> <b>01772 336976</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>	<b>Helen McLenahan, Headteacher</b>		
<b>Contact telephone number</b>	<b>01772 336976</b>	<b>Email</b>	<a href="mailto:head@moorhey.lancs.sch.uk">head@moorhey.lancs.sch.uk</a>

## 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:**

*The school environment is accessible to wheelchair users, ambulant pupils and those who use specific mobility equipment as the school is on ground floor level (see Accessibility Plan available from the School Office).*

*There are accessible parking spaces near the front entrance to school.*

*There is a disabled toilet facility as well as standard toilet facilities accessible by pupils, staff and visitors to school.*

*School has all required policies and guidance in place, most of which have been adapted from model policies from the Local Authority (LA) with specific regard to our setting. Certain policies are accessible from the school website or alternatively from the school office.*

*Information will be made available upon request in different formats including, where necessary other language formats (we have consulted on this and have been informed that currently this is not required but it is a matter kept under review).*

*For parents of pupils who English is an additional language, school will seek to provide an interpreter to attend meetings (this is currently operational for a parent who is of Lithuanian origin and has English as an additional language).*

*We aim to ensure that all written communications are clear and concise, but will inform parents, carers and family members verbally where appropriate in the most convenient manner (again we have consulted on this and currently parents are happy with written and verbal communication in English, sometimes with verbal face-to-face reinforcement).*

*All pupils have access to a visual timetable with consistent symbol from Primary through to the end of Key Stage 4, Primary visual timetables are on display in the classroom and discussed on a daily basis. There is a high level of consistency in the timetable even towards the end of terms, any changes to the timetable are shared with pupils and parents in the newsletter as far as practicable in advance.*

*All pupils receive the visual timetable for the next academic year in July in order to facilitate discussion and reduce any potential anxieties and for Key Stage 2 pupils there is a Key Stage 2/3 transition day in July to allow them to experience new classrooms, teaching staff and peers.*

*Timetables become increasingly personalised as pupils progress into Key Stage 4.*

*Specialist equipment as required would be facilitated (through liaison with relevant professionals), presently this comprises of magnifiers, slanted writing frames, enlarged text, hearing aids and care plans for specific medical needs.*

*Specialist subject rooms are available in the secondary department and individual pupil accessibility requirements or needs will determine how lessons are differentiated or activities are presented and the resources required supporting full inclusion for all pupils.*

## **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 are admitted to school currently with a statement of special educational needs (which in time are likely to be converted to EHCs). LA assessment criteria determines the 'banding' of individual pupils based upon identified needs linked to specific criteria. School will use an annual process to review this and where appropriate provide evidence and recommend changes to this 'band'. This links directly to the funding mechanism (Weighted Pupil Number) for each individual pupil and subsequently the budget available to school. Currently we have been informed that we are unable to consider pupils below Band E (existing system worked between Band A and Band I)*

*The school operates a personalised approach to each individual pupil by establishing individual educational plans with specific targets set that are reviewed on a termly basis and consider any personal or parental targets set as part of the annual review process.*

*Primary pupils follow the requirements for the relevant Key Stage of the National Curriculum, most often based in the same primary classroom with the exception of certain lessons, i.e. PE, ICT or Art.*

*A Secondary school model is followed in terms of curriculum across Key Stages 3 & 4 (More information can be found on the schools website or via the school's prospectus available from the school office). The curriculum is reviewed every year to ensure it is meeting statutory requirements and the needs of the cohorts of pupils at each key stage. Key Stage 3 Maths is delivered in ability based groups with the rest of the curriculum being delivered in mixed ability year group classes; differentiated to meet the individual needs of all the pupils within a class group. The curriculum allows for progression within subjects and across key stages.*

*Key Stage 3 pupils follow national curriculum subjects and Key Stage 4 pupils study Maths, English, Science, ICT, PE, RE, PSD, Food Studies, Functional Skills in Maths, English and ICT and one vocational Personalised Learning Programme (PLP) course. All courses in Key Stage 4 are accredited and Y11 pupils have access to the National Food Hygiene Award in addition to a 2 week personalised Work Experience.*

*For those pupils who find a full-time school curriculum too demanding we endeavour to develop a bespoke 'alternative education' package in Key Stage 4 which ensures they are still able to gain accredited qualifications for a Post 16 setting.*

*Life skills, communication, working toward independence, access to the community and consideration to 'life after school' forms an inherent element of curriculum delivery across the whole school.*

*Individual pupil assessment of progress is measured using PIVATS (performance indicators for value added target setting) a Lancashire devised model of progressive assessment that is used nationally and internationally. This is underpinned by a range of nationally recognised assessment tests, techniques, strategies and models aimed at differing levels of ability to give a 'rounded' picture of individual pupil attainment and achievement to build upon an individual's personal, social, emotional and academic potential. We also used B-Squared for those subjects not covered by PIVATS but mostly importantly to measure progress of those pupils who move beyond Level 4 as this assessment tool covers Level 5 achievement too.*

*Reporting progress takes place formally at annual review and at both parents evenings (Autumn and Spring terms). On a termly basis Individual educational plan targets are reviewed and evaluated and new targets set and these are reported to parents and carers.*

*Please refer to the schools 'Provision Map' for greater detail - in the school prospectus or via the school office.*

*School provides qualified experienced staff who have expertise in working closely with young people who present a wide range of learning difficulties and disabilities. Each class group's learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group. Where appropriate individual 1:1 support is offered to allow access to a specific activity or lesson.*

*All staff undergo regular training and professional development both internally and externally to continually enhance their skills and update their awareness and knowledge of SEN and LDD; subject specialisms and other aspects of school e.g. safeguarding, behaviour management, manual handling for example.*

## **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 pupils have their Statements (which will in time be converted to EHC plans) reviewed annually or within this timeframe as an 'interim' or 'emergency' review if their needs change significantly or parents/carers request an 'early' review.*

*Parents/carers are actively encouraged to attend the meeting in school which usually lasts around 1 hour and documentation relating to the pupil for discussion at the meeting is distributed prior to the review to all relevant parties. If parents are unable to attend the allocated review date and time, office staff aim to negotiate a mutually convenient alternative date and time. Where parents do not live locally to school and are without transport the SENCo will endeavour to complete the review in the home setting or alongside another meeting which is more local to home. This however, does sometimes mean that pupils are not directly involved if it is during the school day.*

*The SENCo and/or Pupil Support Worker are actively involved in supporting children with SEN and are regularly involved in providing information (with parent consent) to other professional agencies who are involved in reviewing their needs i.e. CAMHS, Speech Therapy, Occupational Therapy, Physiotherapy or other care providers. Where at all possible a member of staff will support parents and/or pupils at multi-agency meetings to ensure there is a 'holistic' view and effective plan in place to meet an individual's needs.*

*As all of our pupils have SEN, assessment and evaluation of the effectiveness of provision is an ongoing process throughout the academic year through various means of communication and considered amongst the whole staff, with pupils (individually and collectively), with parents (individually) and collectively, within the Senior Leadership Team (SLT) and the Governing Body. Examples of how we assess and evaluate are;*

*\* Pupil Termly Self-Assessment sheets*

*\* Annual Pupil Questionnaires*

*\* Annual Parent Questionnaires*

*\* Specific consultation relating to provision i.e. Weekly carousel options and Excellence & Enjoyment weeks*

*\* Parents Evenings in Autumn and Spring terms*

*\* Annual review advices*

*\* Reports from other professionals*

*\* Individual pupil progress data*

*\* Subject Leader termly reports to governors*

## **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 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 and educational visits etc. They are responsibility of the Headteacher (or other appropriate personnel such as educational visits co-ordinator or Premises Manager or Subject Leaders) following advice taken from Health and Safety professionals, staff, other professionals (e.g. health), parents and carers wherever appropriate. They are reviewed within appropriate timescales.*

*The school has a transport drop off and collection plan that highlights where minibuses/taxis should drop off and collect pupils at the start and end of the day. Passenger assistants are aware of the route into school at the start and end of the day and protocol for sharing information with school staff about pupils or from parents. School staff meet pupils either at Early Arrivals Club between 8:00-8:40am or on the yard from 8:40am when escorted from the transport by an adult. For those children who travel independently they are met by school staff on the yard. At the end of the day pupils on the same vehicle meet in an allocated dispersal room where school staff provide any letters or homework to be taken home. The Passenger assistant meets the pupils in the dispersal room at 3:05pm and when the bell goes at 3:10pm school staff and the PA escort pupils to collection points at the end of the day.*

*During the school day teaching assistants are allocated to support specific classes and therefore they are able to support pupils in moving between lessons safely and sensibly. Where necessary individualised plans are implemented and reviewed regularly.*

*Teachers and teaching assistants who work closely with pupils support at breaktimes and lunchtimes with many leading a 'lunchtime club' or activity. All staff have a lunchtime duty of 30 minutes each day unless off-site supporting vocational programmes to ensure consistency and continuity of expectations. Pupils do have access to a 'quiet room' in which to eat if they have difficulties eating in the main hall and for specific pupils, individual risk assessments are implemented for transition times.*

*All policies, guidance and procedures relating to Safeguarding, child protection, health & safety and behaviour management policies are available via the school office.*

## **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**

*The school has strong links with the School Nurses team based at a local clinic. We do not have a nursing team on site as currently there are no pupils on roll with such needs but obviously this would be subject to review on a regular basis. All medication is kept in a one of two locked cabinet (one for daily prescribed medication). There is a signing in and out system in place and a signing system for administration.*

*The School Nurses team in conjunction with health professionals and parents/carers draw up a care plan which are agreed and signed off by the school nurse, parents/carers and Headteacher and these details are shared with class staff and teams working with a particular pupil. These are reviewed annually or if there are any changes to condition, medication etc. There is a central copy of care plans in the school office for ease of reference but also stored in individual pupil files.*

*In any emergency medical situation school would refer to the care plan protocol for the individual pupil but for those without a plan 999 would be dialled through consent from a member of the Senior Leadership Team (SLT) and then parents would be informed. In case of a critical incident or viral outbreak LA protocols would be adhered to. If necessary assessment by paramedics in ambulances or by direction from the police it required transportation to hospital, staff accompany the pupil and would stay with a pupil until parents/carers arrived.*

*The majority of staff are trained in First Aid at School which is re-accredited on a three year cycle and a proportion of staff in the Primary department are trained in Paediatric First Aid which is re-accredited every three years.*

All staff in 2012-2013 completed a 'diabetes awareness' training session led by the Diabetes Nursing team from Blackpool Hospital and 4 members of staff attended more detailed training regarding being able to support a young person with insulin injections and monitoring blood sugar levels. Training would be provided to appropriate staff for any pupil being admitted to school, prior to their start date. There is an Intimate Care Policy in place and individualised Intimate Care Plans for specific pupils.

School has access to speech and language therapy regularly on-site and physiotherapy and occupational therapy by individual pupil referral. These services are provided by health. The priorities of young people are determined by referral, and on an individual case by case basis. Provision in school is based upon need and caseload. Therapists will provide individual therapy, group therapy or therapy programmes dependent upon assessed need. These can be delivered by a therapist, therapy assistant or school staff. Other services can be facilitated on-site for individual pupils through negotiation.

Pupils have access to the specified immunisation programmes on-site.

## **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**

A full staffing structure of the school is available within the school prospectus or through liaison with the school office administrative staff. Parents first point of contact is the Form-Tutor for their child and this information is sent out in July each year in preparation for the start of the academic year in September. Where teaching staff are part-time two teachers will share the role.

In the primary department all pupils have a home-school diary and if the class teacher is not available, they can contact the Head of the Primary Department. We encourage independence in the secondary department and therefore don't have home-school diaries but the Pupil Support Worker ensures that weekly Maths, English and Science homework is sent home. She is available for any initial queries and will be able to signpost to the relevant member of staff.

Staff are as flexible as possible in contact with parent/ carers; should they not be available they will return calls as soon as possible and will arrange face-to-face meetings when not timetabled to teach or after school as most convenient.

Parents are able to text into school which the administrative staff will then refer on as appropriate and email to specific members of teaching staff in school.

*Parents and Carers are welcome into school. Appointments are made for specific meetings, however, should a parent arrive to see someone unannounced we will do our best to accommodate.*

*For information about keeping up-to-date with progress refer to the section on Teaching and Learning.*

*School seeks parents views and feedback anecdotally and formally through annual questionnaires, annual review parental advice and the OFSTED parent view website.*

*All pupils and their families prior to admission are encouraged to have had a 'Without Prejudice Visit to view the school and gain information and for the pupil to have a 'taster' session to experience first hand what Moor Hey has to offer.*

*All September admissions will have had transition visits in the summer term before the Summer holiday to become familiar with staff, other peers and their environment which includes a Key Stage 2/3 transition day where new pupils meet existing pupils who they will be in a class with and they will have change to particularly experience Science in the Science Lab and a secondary PE lesson as well as meeting new teachers. For those pupils who require a more phased long-term transition, this is planned for on an individual needs basis.*

*Those joining mid year are also offered the opportunity for transition visits if appropriate to aid the transition process from one school to another.*

*There is a 'Friends of Moor Hey' Association (FOMH) and Parents/Carers and families are encouraged to actively support and participate. The association holds a range of fundraising and social events throughout the school year.*

## **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**

*We have a School Council which meets weekly with representation from all secondary classes and Upper Key Stage 2. These are pupils who have been voted for by the pupils in that class. Formal meetings are monthly but weekly lunchtime meetings allow for work to be completed in-between and these are facilitated by two teaching assistants. We also currently have pupils are members of the local Youth Councils too.*

*Pupils are asked to complete a termly 'self-assessment' questionnaire so that staff can review any differences in personal perceptions and actual progress as well as key priorities for improvement for each individual pupil.*

*Pupils complete a 'pupil opinion' questionnaire bespoke to the school in the Spring term each year. The results for each class, each Key Stage and Whole School are analysed and shared with staff and governors and from this year have been shared with pupils in form-time for discussion. Key areas are then incorporated into the annual School Improvement Plan. A summary of this information is shared annually with parents in one of the weekly newsletters.*

*Pupils actively participate in the annual review process and in 2012-2013 the School Council updated the Pupil Advice Forms for Primary and Secondary pupils. Where pupils identify specific 'personal targets' for the next review period, these are built into termly IEP targets throughout the year.*

*Parents are consulted at annual reviews, parents evenings in the autumn and spring terms and via annual questionnaires. This is in addition to informal discussions whenever they may contact school. For those parents who's child joins the school mid-year, the Pupil Support Worker will also review the admission and induction process either in person or via telephone to facilitate a smooth transition.*

*Parents hold several places on the Governing Body of the school and several have acted as volunteers in school for aspects of work or to support activities.*

*The school acts as a central point to hold a range of meetings and the school hold its own parent engagement meetings facilitated by a teaching assistant.*

*The school works very closely with all other partners and professionals from across all agencies linked to SEN, health, social care, police, voluntary organisations etc in order to support an individual pupil as required.*

*There is a home school agreement in place which is different for pupils in each Key Stage throughout school and is updated as transitions occur.*

## **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**

*We have a specific Pupil Support Worker employed to liaise directly between home and school. This member of staff does not have a allocated classroom timetable and therefore is able to provide support and advice over the phone or face-to-face either in school or at the family home with prior arrangement. She is able to support families in completing forms and paperwork but also parents have their child's form tutor as the first point of contact in school and often they assist parents in completing annual review advice forms. If assistance is needed with regard to referrals or supporting documentation for Speech Therapy, Occupational Therapy, Physiotherapy, CAMHS and DLA then this is usually worked through with a member the SENCo directly.*

*Once we are aware that specific parents benefit from this type of support, we are proactive in offering it without the need for further requests for assistance. We will, when parents feel it would be helpful send a member of staff to support at specific appointments with prior notice.*

*All teaching staff are able to offer IAG to parents and young people throughout their time in school and in particular at times of transition. However, there is a member of staff who has responsibility for Key Stage 4 transition arrangements and prior to this the Head of the Primary department oversees transitions within primary and into Key Stage 3 as relevant.*

*Young Peoples Service has a statutory responsibility to support pupils and families of young people with SEN at key points in transition and LCC transitions team will work with the most complex pupils 14+.*

*The Pupil Support Worker can offer or signpost support and advice to parents/carers and families such as YPS, social activities in a local area to home or access to NOW cards.*

*We also actively encourage links with the relevant SENDO, Parent Partnership Officer and when appropriate, Educational Psychologist.*

*LCC will determine via their transport policy whether a pupil is entitled to home school transport. However, where a pupil is deemed possibly able to travel independently through the annual review process, school supports individualised programmes to trial capability through close liaison with parents/carers.*

## **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**

*Once identified that a pupil is transferring to our school (either primary or secondary) we offer a transition process within an agreed timescale, where possible taster sessions prior to a start date at the beginning of a new term. We encourage pupils to attend transitions sessions either half or full days across a period of time where they can meet other pupils and the staff they will work with as well as becoming familiar with the surroundings. For some young people a more personalised approach may be required and this can be set up by negotiation.*

*All September admissions will have had transition visits in the summer term before the Summer holiday to become familiar with staff, other peers and their environment which includes a Key Stage 2/3 transition day where new pupils meet existing pupils who they will be in a class with and they will have chance to particularly experience Science in the Science Lab and a secondary PE lesson as well as meeting new teachers.*

*For those pupils who require a more phased long-term transition, this is planned for on an individual needs basis.*

*pupils in Key Stage 4 have a more individualised timetable and curriculum which allows access to a weekly Personalised Learning Programme (PLP) which is identified at their Year 9 annual review from existing programmes in place or specific areas of interest. For those pupils who would like to develop mainstream links in a specific area of strength i.e. Art or PE most recently this will be built into their timetable too.*

*During Key Stage 4 all pupils complete their Personal and Social Development (PSD) course which incorporates Employment and Accountability and covers such topics as 'opening a bank account', 'healthy eating', 'making the most of your leisure time', 'parenting awareness' and 'travelling independently'. This is in addition to having access to the National Food Hygiene course in Year 11 and all curriculum subjects being accredited (Maths, English, Science, ICT, PE, RE, PSD, Food Studies and Functional Skills in Maths, English and ICT in addition to a PLP qualification). For those pupils who are able this accreditation can be GCSE equivalent in Maths and/or Science delivered on-site and all pupils currently obtain GCSE equivalence in ICT.*

*Information advice and guidance opportunities take place at key points throughout the year including annual review, transition meetings etc and an IAG event takes place as part of the school calendar.*

*School is supported in the transition process by Young Peoples Service and LCC transitions team. During Year 10 all pupils will have the opportunity to visit local colleges at Open Days supported by their classroom staff and they will have the opportunity to attend the Skills North West interactive careers event with peers and staff.*

*At the Y10 annual reviews, the summary report will indicate whether a pupil is likely to attend a mainstream setting Post 16 or may require further specialist support. This will also indicate to the authority whether it is likely that the young person will be able to travel independently Post 16 depending upon the most appropriate provision. This is obviously subject to change but is an early indicator to the LA and gives parents time to explore relevant settings prior to the Year 11 review.*

*Year 11 annual review summaries provide an indicative list of end of Key Stage 4 qualifications for Post 16 settings to consider in planning for the next academic year.*

*Year 11 pupils are supported in completing their college application forms as relevant and where appropriate they are interviewed by colleges within the school setting before further follow-up assessments as required. Once places have been offered at Post 16 settings, the Key Stage 4 transitions Co-ordinator ensures that taster sessions are completed before the end of the summer term, either supported or unsupported by school staff as appropriate. These plans are highly individual to the needs and level of anxiety of the pupil and may well start in the spring term for some young people.*

*In Year 11 a two week 'work experience' programme will be planned for linked to their individual interests and near to their home by the KS4 transitions co-ordinator.*

*In the last 5 years we have had several young people being successful with apprenticeships, one in Painting & Decorating and one in Hairdressing and another moving from a Y12 pilot 'Preparation for Work Programme' in June 2014 to a Librarian apprenticeship. We also have an ex-pupil currently completing a teaching assistant apprenticeship at a local Special School.*

*Most young people leave Moor Hey and move to either a mainstream college or Post 16 Special School Setting. Out of 19 leavers in June 2014, 4 will move to Post 16 Special School (Sir Tom Finney, West Lancashire Community High School or Mayfield) or a mainstream college. The Colleges we have accessed in the last 5 years have been;*

*Blackpool & Fylde College, Bispham Campus  
Cardinal Newman  
CSV  
Lancaster & Morecambe College  
Myerscough  
North Lancs Training Group  
Preston's College  
Rathbone  
Salford's City College, Eccles Campus  
Runshaw  
West Lancashire College*

### **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**

*We offer an 'Early Arrivals' club which is staffed by teaching assistants from 8:00-8:40am for parents who transport their own children to and from school and who may need to be at work for a certain time or just want to miss the heavy traffic along Leyland Road. This is free of charge to parents.*

*School has a breakfast club every morning between 8:40 and 8:55am with food prepared by the school cook and supervised by a teaching assistant in the school hall. There is no charge for children entitled to 'Free School Meals' as the costs are covered by school and a subsidised cost for all other pupils and/or staff/visitors.*

*We currently run two after-school clubs on a weekly basis, cooking club on Mondays between 3:10-4:15pm for which there is a £1.00 charge to cover the cost of ingredients and ICT club on Wednesdays 3:10-4:15pm which is free. The only requirement for attending both of these clubs is that parents/carers are able to collect them from school at 4:15pm.*

Every day there is a range of lunchtime club options during the second half of the lunchtime period (12:45-1:15pm) and pupils are encouraged and supported to make appropriate choices of what they would like to attend. Our Head Girl visits classes during form-time each morning to remind pupils the clubs on offer for that day so that pupils can specify a preference. They are not tied into a club for a period of time but we do limit places in each club to 10 pupils. The clubs are run by staff familiar to the pupils. Current options running throughout a week are : Board Games x 2, Peer Support, Make & Build It, DVD, Wii, Wii Dance, Homework, Drama and Dance (inc. Wii Dance).

School has committed to holiday clubs during the Easter and Summer holiday periods. These are organised and run by staff familiar to the pupils. During the Easter holiday this is usually for two consecutive days and in Summer this is for a full week. The cost to parents is £7.00 per day but if they attend the full week in Summer it is discounted to £32.00. For those parents who do not have transport, there is the option for young people to be collected from home and returned by the school minibus at no additional cost. These activities are heavily subsidised by school and Friends of Moor Hey (FOMH)

We aim to run at least one residential experience each year for the secondary pupils which tends to alternate between an outward bound visit or a cultural experience in London.

A number of 'one off' visits take place out of school hours across the school year e.g. to theatres, cinemas, Dance Festival or our own school productions.

School has a charging and remissions policy, which seeks contributions from parents, though all visits and residential activities are heavily subsidised through school or via fund raising.

All activities follow the ethos of the school and are inclusive by nature.

Pupils who live in the Leyland area are actively encouraged to join and attend a local Youth Club on Friday's from 4:30-6:30pm which is specifically aimed at vulnerable young people and gives them an opportunity to socialise safely outside of school and home. This is run by staff from the Young People's Service which are familiar to parents and young people. It has been running for 2 years now very successfully and is a step towards participation in some of the more 'mainstream' activities which YPS organise and currently there are plans to expand this provision in the Preston area.

Throughout the year FOMH also organise a number of very successful fund-raising events, annually there are at least 2 successful BINGO evenings, a sponsored walk and sometimes a 'duck race'.

Finally, for a small group of pupils we are very fortunate to have access to a free 5-day residential organised and run by staff and pupils from Stonyhurst College each July. They do have an age criteria and if accepted can attend twice, no other restrictions are placed on the offer and they are particularly inclusive for children with additional needs.