




Local Offer

Warrington Education providers (0-25)

Full Name of Education setting

Birchwood Community High School

Physical address	Brock Road
Town	Birchwood
District or Borough	Warrington
Postcode	WA3 7PT

Contact Person	Jo Roscow (SENDCo)
Telephone Number	01925853500
Email address	JRoscow@birchwoodhigh.org
Website address	www.birchwoodhigh.org
Facebook address	BCHSchool
Twitter address	@BCHSchool
Logo or picture	

Short Headline	SEND School Offer
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Brief overview of your service (30 words)

Birchwood Community High School is an inclusive, mainstream 11-16-year school. At Key Stage 4, GCSEs and Level 2 BTECs are offered to suit different needs. Currently there are 896 students in Y7-Y11.

We also have a 16 place Exceptional Provision for students aged 11-14 in Key Stage 3. Places here are allocated by the Local Authority for students with autism who have an Education, Health and Care Plan and whose needs cannot be met within a mainstream setting.

The following details will help users of the website to find your information quickly and easily.

Type of education setting

Preschool aged 0-2		Secondary school	<input checked="" type="checkbox"/>
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	
Primary school		Special school 2-19 years	
Junior school		Higher Education (Universities)	

Which of the following best describes your education setting? (tick all that apply)

Mainstream	<input checked="" type="checkbox"/>	Special	
Resourced Provision (Mainstream with resourced unit)	<input checked="" type="checkbox"/>	Academy	<input checked="" type="checkbox"/>
Community school		Foundation	
Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do you offer? (Tick all that apply)

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	

AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton			

What facilities does your education setting have? (tick all that apply)

Hydrotherapy pool		Sensory room or area	✓
Wheelchair Access	✓	Accessible changing area	✓
Accessible toilets	✓	Low stimulus environment	✓
Secure environment	✓	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	✓
Accessible parking	✓		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)		Not all toilets are accessible The Exceptional Provision is a low stimulus environment	

If you are a special school, do you specialise in any of the following?

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Are any of the following made available on site at your education setting?
(Needs led refers to resources that are allocated according to assessed need)

Needs led school nurse	✓	Needs led SALT (speech and language therapy)	✓
Needs led O/T (Occupational therapy)		Needs led physiotherapy	
Personal Care			

Key search words.

The website will use keywords to search for information. Please provide a list of the key words that users of the website may use to find your setting? e.g. special needs, impairment, inclusion. (maximum of 30)

Key words	Mainstream, full range of ability, targeted support
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Sections and subsections

The website will have a number of sections to assist navigation. Please advise which of the following **sections** you would expect users to look for your information?
(Please do not tick them all only the ones that are relevant to this service)

Respite & Support		Respite & Short Breaks		Funding and Direct Payments	
Common Assessment Framework (CAF)		Emotional Wellbeing		Advocacy	
Support groups and Voluntary Organisations		Disabled Children fostering and adoption		Support and family members	

Health		Children's Nurses		Specialist Clinics	
Sensory		Pre-birth & birth		Dental Care	
Complex health needs		Doctors and Hospitals		Emotional Health & Wellbeing	

Equipment and Therapies		Wheelchair Services		Speech & Language	
Continence Services		Occupational Therapy		Physiotherapy	
Other Equipment		Other therapies		Grants	

Education & Childcare		In school therapies		SEN Support	✓
Childcare & Early yrs.		Learning from home		Schools	✓
Colleges & Post 16		Transport		Transition	✓
Higher Education		Other (please specify)			

Leisure & Play		Clubs & activities		Things to do	
Holidays		Sport & fitness		Friendships & relationships	
Gateway					

Preparation for Adulthood		Getting involved	✓	Independent living	
Parents, siblings and Family carers		University and work	✓	Staying healthy	✓
Money		Getting around		Being an adult	

2b) Education settings guidance for completing the Local Offer questions

All education settings have a statutory requirement to meet the needs of children and young people with SEND covering 0-25 years. The answers to the questions need to explain clearly to parent carers, young people and other interested parties how this works at your setting. Some education settings have eligibility criteria – it is important to make it clear when, how and by whom these are applied, as it may be that this happens at an earlier stage before you meet the family. This might be relevant for Q 7, 12 and 13.

(Please follow the guidance notes for more information about what to include under each of the questions) We would encourage you to answer as many of the questions as possible, however it is recognized that not all the questions are applicable to all settings.

Parents and Carers would like you to answer the following questions *(Please be careful with your use of acronyms and/ or specialist terminology ensuring that your answers can be clearly understood by parent and carers):*

1. How does your education setting know if children/young people need extra help?

The SENDCo works closely with primary school staff to identify students who will need additional support when they start High School. Information is provided about SEND students transferring from other schools at a later stage by their previous educational provider.

Student progress is monitored closely through regular assessment and observations by staff to identify any possible areas of need. Parents/carers and young people themselves can raise concerns with teachers or other members of staff at any time or approach the SENDCo directly. If necessary, the SENDCo and parents/carers will agree to refer students for more specialist screening and intervention from external agencies, e.g. from the Speech and Language Service, Occupational Therapy Service, external Mental Health Services or the Educational Psychologist. Key pastoral staff and Heads of Faculty can also refer to the school's weekly Inclusion Panel if they have concerns that a student is failing to thrive and may have a special educational need that requires assessment.

The school maintains an up-to-date SEND Register, which is reviewed at least termly. Young people are removed from the SEND Register if they no longer fit into the definition given within the SEND Code of Practice 2014, and if their needs can be met through inclusive, adaptive teaching within the classroom. For monitoring purposes, they remain on the school's Additional Needs Register, which is fully accessible for all staff to refer to for further information about individuals. SEND information for individuals is also accessible through Class Charts, the school's main information management system.

2. What do I do if I think my child has special educational needs?

If you think your child has special educational needs, contact the SENDCo (details above). Following these discussions, outside agencies may be consulted for further advice.

3. How will the education setting staff support my child / young person?

The school adopts a graduated approach to meeting young people's needs. Initially, teaching staff will support young people through adaptive Quality First Teaching. Subject teachers are responsible for maximising progress in their academic area. Following further assessment, should additional support be required, a plan will be discussed between you and the SENDCo which will be shared with all staff working with that individual. The plan will be monitored regularly. Assessment of needs forms the next stage of the planning.

For students who require additional support and are funded through an Education, Health and Care Plan, a team of Teaching Assistants (TAs) provide in class support. This is often shared between students.

As far as possible, students stay in the classroom but sometimes it is necessary to withdraw them for individual/small group intervention, e.g. to develop literacy/numeracy skills, speech and language skills, social skills or emotional wellbeing. Programmes are delivered by trained TAs. The work of the TAs is allocated and monitored by the SENDCo. Progress of students receiving intervention is reviewed at regular intervals. Where possible, intervention sessions take place during tutor time or enrichment time and any interventions that take place during curriculum time are arranged to ensure that students miss as few lessons as possible. We do not believe in students missing their break and lunchtimes to complete intervention activities as these are the times when they can socialise and reduce sensory and cognitive overload. The Support Department also runs a homework club after school three times a week for students with additional needs.

The Ancora Centre is the base for the Support Department. It provides a safe, calm learning environment for a range of students with additional needs. Ancora is staffed by a team of specialist teachers and TAs, led by the SENDCo. The key purposes of Ancora are:

- To provide multisensory lessons in literacy and numeracy as part of the curriculum for targeted students, taught by specialist teachers, to develop basic skills.
- To provide additional spoken and written English lessons for our EAL students.
- To provide a safe, quiet place in a nurturing environment within the Salus Suite at break and lunchtimes for students who may find break and lunch in the main building overwhelming.
- To support students who may need a temporarily or permanently reduced timetable
- To provide a base for external specialists to conduct individual assessments and meetings with parents/carers, facilitating effective communication between partner professionals and school staff

Students who have an Educational Health and Care Plan, or who have been identified as having needs which cannot be met through quality first teaching alone, have an individual Student Passport. This is visible for staff on Class Charts and can be accessed online by parents/carers. The Student Passport outlines more personalised strategies which support the student and details any additional interventions they receive beyond the classroom, whether with school staff or external agencies. Where a young person needs highly personalised support an individual provision map may be written. It will contain the specific targets identified for the young person to work on, as well as details as to how these targets will be met. If a Child in Care has SEND, the details of how their needs will be met will also be included on their Personal Education Plan (PEP).

In some circumstances, where the young person is not making progress despite carefully planned support, further investigation needs to take place. With the consent of parents/carers, the school can request advice and support from other agencies, including Physiotherapy, Occupational Therapy, the Orthoptist, the Speech and Language Service, the Children and Young People's Mental Health Services (CYPMHS), specialist teachers for the Visually and Hearing Impaired, Paediatricians, specialist nurses and the Educational Psychologist. All recommendations given are put into place and reviewed.

If a young person needs support which is significantly 'additional to' or 'different from' the provision made within the school, and it is felt that they would benefit from further additional resources not normally available within the school, the school may put in an application for an Educational, Health and Care assessment to the LA. The process and implications for this will be fully discussed with parents/carers and their views, as well as those of their child, will be paramount. The school also draws upon

the advice given by other professionals, as well as evaluating the impact of targeted support already received by the young person. Following this assessment, the LA may issue an Education, Health and Care Plan (EHCP) which will contain a series of outcomes, which would form the basis of provision within the school. Progress towards these outcomes would be evaluated regularly on an informal basis, and formally with parents and child, as part of a person-centred review, at least annually.

Having a diagnosis (e.g. of ASD or ADHD) does not necessarily mean that a young person will be given an EHCP, if their needs can be met with resources available within school. Each young person and family's needs are different and require individual consideration.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

All young people have entitlement to a full curriculum providing that their difficulties do not detrimentally affect the entitlement of others. In the first instance, lessons will be adapted and scaffolded to suit a variety of learning styles and needs.

A small number of students who arrive in school with the lowest Key Stage 2 Standard Scores for English and Maths, or those who have very specific Social, Emotional and Mental Health needs or Social Communication needs, will be placed in a smaller class with access to increased adult support and targeted in-class interventions. These students are taught in the same small groups for English, Maths, Science, EPR, History, Geography, Computing, Modern Foreign Languages and Reading in Key Stage 3. They will have the opportunity to take Entry Level Certificates in Maths and English in Year 9 as a preparation for their GCSE exams in Key Stage 4. The groups have been given the name of Parvis Magna, which means 'Greatness from small beginnings.'

In Key Stage 4, students are guided by staff to follow appropriate courses. There are small Parvis Magna groups for Maths, English and Science in Years 10 and 11 for students with the most significant needs.

The Auxilium Centre, our new Alternative Provision, is designed to provide comprehensive support and opportunities for a small number of identified students who have significant social, emotional and mental health needs who may require additional assistance in their learning and behaviour development. The curriculum encompasses a wide range of activities tailored to address both academic and behavioural needs. Some of the activities students in the Auxilium Centre engage in include: core subject lessons in English, Maths and Science and academic skill-building exercises; behavioural interventions delivered individually and within small groups to support them to demonstrate positive behaviour and social-emotional development; enrichment and rewards activities which enable them to explore their interests and talents through a variety of creative and sporting team-building tasks beyond the traditional classroom setting. The progress of students in the Auxilium Centre is evaluated regularly and if sufficient improvement has been made, students can return to their usual classes or adopt a hybrid approach where they attend some lessons in the main school and some in the Auxilium Centre. Some students with the most significant levels of need may move to external special provision following their time in the Auxilium Centre so their needs can be met most effectively.

Some students with additional needs may require a reduced timetable for a short period or for a longer time as appropriate. Students who suffer from severe anxiety or who have been out of school due to emotional or medical needs, may need a slow integration back into the classroom. In the longer term, a small number of students may have reduced option choices due to either learning, medical or emotional needs.

These students can have supervised study in the Inclusion Room in the Ancora building if they are in Year 7-10, or in the Study Room in the One Community Trust Building if they are in Y11. They will complete classwork or revision set by teachers.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

You will receive three reports during the year. The first, sent home in the autumn term, will report on Attitude to Learning and Attendance while the other two, sent home in the spring and summer term, will also feature clear assessment and progress information. In addition, there is an annual Parents' Evening for each year group with form tutors or subject teachers, along with specific information events designed to help you support your children at key points, e.g. Information Advice and Guidance Evenings for each year group and the Futures Evening for Year 9. The SENDCo reviews all assessment data of SEND students to monitor progress and amend levels of support if needed. The SENDCo attends all Parents Evenings and is contactable by phone or email at any point during the academic year.

For some students with additional needs and specific plans, further meetings will take place with the SENDCo, sometimes with other external professionals too, to discuss progress and identify next steps. The young person's views will be part of this process. Part of the plan will include any advice on how parents/carers can support their child's learning. For students with an Educational Health Care Plan there will be a statutory Annual Review meeting at which the EHCP will be formally reviewed. A representative from the LA may attend this review.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

The school has strong pastoral structures. A range of strategies is put in place to improve attendance and promote positive behaviour, including the whole school Attitude to Learning system and rewards procedures. Students have a form tutor who is primarily responsible for their care, guidance and support in the school. Each tutor group belongs to a year group, led by a Head of Year and supported by an Assistant Head of Year. Each tutor group also belongs to one of four Houses and each House is led by one of the Heads of Year. House competitions and charity projects contribute to the school's community values and commitment to positive wellbeing.

The Polaris Centre is the pastoral base of the school. The Pastoral Manager (Amanda Crompton) is also the Deputy Designated Safeguarding Lead and is the Designated Child Protection Officer. A full time Emotional Literacy Support Assistant (ELSA) and a Behaviour Support Mentor provide individual and small group intervention related to emotional health and wellbeing. They contribute to pastoral support plans if students are displaying particularly complex behaviour patterns related to their emotional and mental health needs. Assistant Heads of Year also deliver structured mentoring programmes if additional support is required.

The school is part of the Warrington 'Future in Mind' project, which aims to protect and improve young people's mental health and wellbeing and provides access to support from a CYPMHS Senior Mental Health Practitioner who is a Cognitive Behavioural Specialist. As part of this project, the school is able to refer students who

may be struggling with their emotional health to the Mental Health Support Team if they do not meet the criteria for a full CYPMHS assessment and intervention.

The school has several members of staff who are trained Mental Health First Aiders. Posters are displayed around school and there is advice on the school website to explain how young people can get support for emotional and mental health issues from key staff in the school and outside agencies. The profile of positive emotional and mental wellbeing is being raised through assemblies and the PSHE curriculum; young people will explore different coping strategies and be better informed about sources of support. All staff have received training on basic approaches to use for students with fragile emotional and mental health and they know how to signpost them towards more specific types of support. Some staff have been trained on how to teach Mindfulness and can support students to self-regulate.

Students who might feel overwhelmed by the busy nature of school life during unstructured times and who need a quiet, supervised environment at break and lunchtime are invited to go to the Salus Suite during these periods of the school day and enjoy their leisure time there with a small number of other students. They have the opportunity to eat with some of the Teaching Assistants and play games with each other. For students in Y11 who find unstructured times difficult, there is a quiet room allocated for them in the One Community Trust building, which is supervised by the Assistant Head of Year 11.

Student Voice is strong in the school and there are a variety of ways young people can share their views. Young people who have formal reviews with the SENDCo around their particular needs are asked to contribute their opinions about how they wish to be supported and to reflect on the progress they are making. Their views are also reflected in their Student Passports.

The school has additional policies for Behaviour, Standards and Discipline, Child Protection, Anti-Bullying and a Safeguarding Statement to ensure that all students are kept safe. These can also be found on the school website.

7. What specialist services and expertise are available at or accessed by the education setting?

Where appropriate, the school is able to access Educational Psychologists, SEND Consultants, Speech and Language Therapists, Occupational Therapists, Orthoptists. Visual and Hearing Impairment Specialist Teachers, practitioners from the Warrington Mental Health Support Team and CYPMHS, Early Help Family Support Workers, Specialist ADHD and ASD nurses and Social Care Services. Access to these services is prioritised according to need and availability.

8. What training are the staff supporting children and young people with SEND had or are having?

Training is a high priority within our school. SEND training is a regular feature on the school's Continuing Professional Development calendar. We offer training and self-help opportunities through access to in-house or private courses, provision of guidance to support particular types of need or signposting towards useful websites. We believe that young people with special educational needs require highly trained teachers to meet their needs. The SENDCo regularly attends LA network meetings in order to keep up to date with local and national developments. All new teachers and support staff undertake induction on taking up a post, and this includes meeting with the SENDCo and members of the Support Department to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individuals. Training is provided according to the needs of young people

in the school. Training needs are reviewed regularly and adapted accordingly. Specialists, such as ADHD nurses and Speech and Language Therapists, are invited into school to run training sessions for staff working with particular students. Staff who support students with visual or hearing impairments have had specific training on these areas. We currently have staff trained to deliver Speech and Language programmes and to deliver specific Literacy programmes to develop phonic skills. Recent whole school SEND training includes ADHD, Memory for Learning, Inclusive Teaching, Scaffolding, de-escalation strategies and Trauma Informed Practice. Training has also been delivered on the development of strategies to support EAL students and those with Speech, Language and Communication Needs. Several members of the pastoral team and SEND team have received Mindfulness training and some members of the pastoral team have completed a training programme on how to support students who are experiencing Emotionally Based School Avoidance. The school has been awarded the ADHD Friendly Schools Award following a training programme for all staff delivered by the ADHD Foundation in Autumn 2022. Refresher training is available for staff who joined us after this.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

Our school and curriculum are fully inclusive and accessible to all young people. Any particular needs will be taken into account when planning trips and after-school clubs to ensure that all students are able to take a full and active part in school life. Students with SEND are included in all trips and residential following appropriate risk assessments to ensure safety is maintained. Parents/carers of young people with additional needs will be consulted to ensure optimum provision at all times. We track engagement of SEND students within all extra-curricular offers.

10. How accessible is the education setting environment?

The majority of the school buildings are situated at ground floor level. There are lifts available in the two-storey teaching blocks. The buildings are accessible to wheelchairs and wheelchair ramps are also available. There are handrails fitted on steps and stairways. There are 8 disabled toilets across the school site and access to disabled changing facilities. The physical environment is reviewed regularly to ensure full accessibility for all.

We endeavour to remove any barriers to communication through regular review of need. Some adaptations to the physical environment include flashing bells to support students with hearing impairments and high visibility paint on stairs for people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this.

The school employs two tutors to come in for a total of 4 days a week to support students whose first language is not English. These members of staff also help the school to communicate with parents/carers whose first language is not English. These tutors provide small group, individual and in class support.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

Before young people join the school in Year 7, discussions take place between primary and secondary school staff to identify the strengths and needs of individuals. The SENDCo and/or key pastoral staff attend Annual Reviews, Child in Need meetings and Early Help meetings where appropriate during the year prior to transition. Assessment

data and SEND information is passed to our staff. All students experience two transition days in the summer term of Year 6, where they can familiarise themselves with the new setting and engage in team-building activities. Young people who have been identified as needing enhanced transition are invited to additional visits where a more tailored programme is delivered in smaller groups. Where necessary, students can also have individual visits.

The transition from Key Stage 3 to Key Stage 4 is considered carefully and additional support is given to SEND students when choosing their options. The school's Careers Adviser meets with students who have an EHCP at several points in Year 9, Year 10 and Year 11 to ensure they are planning thoughtfully for the next stage of their education and for adulthood. Representatives from post-16 education providers attend the EHCP Annual Reviews for Year 10 and Year 11 students to support and discuss post-16 pathways. The school then plans a series of transition events where necessary (such as additional visits and taster sessions) to support the move to post-16 provision. Student Passports and any additional information (for example Access arrangements, specialist reports etc) are shared with post-16 colleagues prior to students starting at college.

If students with additional needs leave the school at any point to join another establishment, the SENDCo discusses individual needs with the SENDCo at the new setting and passes files on. All moves to and from other schools/settings are managed by the school or college to ensure that transition for young people is as smooth as possible.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

SEND provision within the school is funded through the notional SEND budget, which forms part of the wider school budget. The budget is managed by the Headteacher, in liaison with the SENDCo. Young people with an EHCP may receive additional money directly from the LA to meet the outcomes specified in their plan. Resources are allocated on a fair and consistent basis dependent on the extent of available funds; the recommendations of external agencies; the availability of targeted LA funding and priorities established within the annual school improvement plan.

13. How is the decision made about what type and how much support my child/young person will receive?

The Headteacher and SENDCo, with appropriate advice from external agencies where required, will allocate resources and support. Recommendations from appropriate professionals will be taken into account. Plans will be discussed with parents/carers and reviewed regularly. Our own internal assessment procedures will also inform the process and measure the impact of support provided. If a young person has an EHCP, the school has a statutory duty to ensure the support outlined in this document is provided.

14. How are parents involved in the setting / school / college? How can I be involved?

Parents/carers can ring the school office to ask the relevant member of staff to contact them about specific concerns they may have. In addition, parents/carers are routinely invited to discuss the progress of their children, either as part of Parents' Evenings or individually with particular members of staff, such as the form tutor, subject teacher, Head of Faculty/Department, Head of Year, Assistant Head of Year,

Pastoral and Deputy Pastoral Manager or the SENDCo. This strong communication should ensure that it does not come as a surprise to a parent/carer to learn that their child is being identified as having SEND. Parents/carers are also invited to take part in an annual survey where their feedback will be used to inform school improvement. They are invited to attend end of year celebration Awards Evenings, SEND coffee mornings/afternoons, whole school assemblies and Sports Day.

15. Who can I contact for further information?

For general school-based information, parents/carers should initially contact their child's form tutor. Form tutors may be able to answer questions themselves but will refer them to the relevant colleague if necessary. If parents/carers have specific questions relating to special educational needs and disabilities, they should contact Jo Roscow, the SENDCo, via the school office or by email jroscow@birchwoodhigh.org or via the Teaching Assistant who is the young person's Keyworker.

The SEND governor is Reverend Stuart Nixon. Messages for the SEND governor can be passed on via the school office. If parents/carers wish to make a complaint about any aspect of SEND provision, they should follow the usual Complaints procedure, which can be found on the school website.

Parents/carers can also seek advice from the Warrington SEND Information, Advice and Support Service (www.warringtonsendiass.co.uk). The service is based in New Town House, Buttermarket Street, Warrington, WA1 2NH. It is led by Iain Macdonald (Tel: 01925 442978; imacdonald@warrington.gov.uk).

Warrington Local Authority's Local Offer for SEND can be found on their website: www.warrington.gov.uk

Useful websites

www.bdadyslexia.org.uk

Offers advice, information and help to families, professionals and dyslexic individuals.

www.autism.org.uk

Autism advice, support & services

www.adhdfoundation.org.uk

ADHD advice, support & services

www.advancedsolutions.co.uk

Offers support for young people and their families living with neurodevelopmental conditions, learning difficulties and associated mental health needs.

Children and Young people would like you to answer the following questions

(please answer these questions in a manner that you feel is appropriate for children and young people):

1. How does the education setting know if I need extra help?

We will find out if you have any difficulties by talking to staff from your previous school; talking to you and your parents/carers; listening to feedback from your teachers and support staff; looking at your work; examining your assessment data and observing you in action. Sometimes we ask experts from outside the school to assess you and give us guidance about how to help you.

2. What should I do if I think I need extra help?

Talk things through with your parents/carers. If you are worried about your work and need help in a particular subject, tell that teacher or the Head of Faculty. If you feel you are not coping in lots of subjects, tell your form tutor and they will let Ms Roscow, the SENDCo (Special Needs and Disabilities Co-Ordinator) know. You could also tell Ms Roscow yourself. Her office is in the Ancora building.

If you have worries that are more emotional than to do with your work, again talk to your parents/carers, form tutor, your Assistant Head of Year or Head of Year.

3. How will my course work be organised to meet my individual needs?

Teachers plan and adapt their lessons to meet the needs of individuals. They can scaffold the work so you can tackle it more effectively. Smaller class teaching is offered in Key Stages 3 and 4 for targeted students in certain subjects so they can have more help from the teacher and Teaching Assistants. These students will have the opportunity to take Entry Level Certificates as well as GCSEs according to their individual needs. In Key Stage 4, you will be guided by staff to follow the most appropriate courses to help you achieve your aspirations.

Some students may have significant difficulties managing their emotions and behaviour and may be offered a place in our Auxilium Centre for a period of time to help them develop the skills needed to develop more self-control. Some of the activities provided are core subject lessons in English, Maths and Science and academic skill-building exercises; behavioural interventions delivered individually and within small groups and enrichment/reward activities which help students explore their interests and talents through a variety of creative and sporting team-building tasks.

4. How will I be involved in planning for my needs and who will explain it and help me?

If you have an Education, Health and Care Plan or are on the school's Special Needs Register and receive additional support, you will have formal and informal reviews with your parents/carers and the SENDCo. She will explain how support is organised and how the school is trying to meet your needs. Before the review, you will be asked for your views about your progress, how the school is supporting you and what you want to achieve in the future. You can discuss this in the meeting and your ideas are recorded. You will help to write your individual Student Passport, which outlines how you would like to be supported by staff and how you can support yourself too.

All students have the opportunity to discuss their progress and targets they have with their form tutor and subject teachers. Subject teachers will be able to help you develop strategies to improve in that particular area and your form tutor will help you with general strategies, such as organisation and approaches to homework, which will help you across the curriculum. Staff at the school will encourage you to express your thoughts and feelings in these discussions.

5. Who will tell me what I can do to help myself and be more independent?

Your parents/carers, teachers and support staff will give you advice on how you can be more independent as you progress through the school and prepare for adulthood.

6. What should I do if I am worried about something?

Speak to any member of staff you feel comfortable with – they will make sure the best person to help you is informed. The Wellbeing section of the school website has a list of staff you can talk to in an emergency and a list of websites/APPS that you could use for further support in particular areas.

7. How will I know if I am doing as well as I should?

Your subject teachers will give you feedback on your progress and let you know if you are doing as well as you should. They will ask for your opinions on how you can learn best in their classes. Attitude to Learning data is sent home in the autumn term and fuller assessment data is sent home twice a year – once in the spring term and once in the summer term - so you and your parents/carers can keep track of how you are performing. There is an annual Parents' Evening where you and your parents/carers can discuss your progress with your subject teachers or your form tutor. If the school is concerned that you are not making progress in a few subjects, you and your parents/carers may be invited into school to discuss issues with your Head of Year or a senior member of staff so a plan can be agreed to help you improve. If you have special educational needs, you and your parents will meet the SENDCo to discuss your progress.

8. How can I get help if I am worried about things other than my course?

You can ask your form tutor, a member of staff you feel comfortable with, your Head of Year or Assistant Head of Year, or any members of the Polaris team. If it is decided that you need a more specific programme of support, you will work closely with the relevant members of staff, such as your Assistant Head of Year for a mentoring programme, the Emotional Literacy Support Assistant, the Behaviour Support Mentor or the School Nurse. They will provide support if you need help to manage your feelings and improve behaviour or if you are anxious about anything, including coming into school. Mrs Crompton, as our Pastoral Manager and Safeguarding Officer, will help you if there are child protection issues. Pastoral staff can direct you to people who can support you with health problems, including sexual health and substance abuse. Again, use the Wellbeing section on the school's website to find a list of staff you can go to if you are anxious about something, or you feel you can't cope. The Wellbeing section also suggests websites and APPs to help you access support from more specialist sources.

We trust you to take your own medicine if you are on a short course of antibiotics, painkillers etc. If you have more serious and ongoing health issues, such as diabetes or nut allergies, emergency diabetes packs and EpiPens are kept in the school. First Aid staff are trained to administer these. All the staff are informed of conditions such as diabetes, epilepsy and other specific cases so they can keep an eye on you in lessons and get help when necessary. An individual health care plan will be written for you if this is required. If you need First Aid support during the day, go to the Office. Miss Harnett is our main First Aid Officer.

9. Are there staff in school who have had special training to help young people who need extra help?

Staff in the school have had training on many different types of need and are aware of helpful strategies to use with individuals.

10. Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)

If students have particular needs such as ASD, ADHD, communication difficulties or medical conditions, external partners are invited in to deliver a training session to staff working with that individual. Referrals are made to outside agencies, such as Social Care, Speech and Language Therapists, Occupational Therapists, Mental Health Practitioners or the Educational Psychologist where appropriate. Recommendations from external professionals are always shared with relevant staff and acted on.

11. If I have difficulty in taking part in college activities what different arrangements can be made?

a. How will I know who can help me?

Speak to your form tutor, Assistant Head of Year, Head of Year or Ms Roscow.

b. Who can I talk to about getting involved in student activities if I need extra help?

Again, speak to your form tutor, Assistant Head of Year, Head of Year or Ms Roscow.

c. *If I have a disability or additional need how can I join in school activities?*

The school strives to make sure that all students are able to access all the activities offered, both in and out of lessons.

There are disabled toilets and changing facilities. The building is accessible to wheelchairs. The physical environment is reviewed regularly to ensure full accessibility for all. Some adaptations to the physical environment include flashing bells to support students with hearing impairments, lifts in buildings with more than one storey, ramps for wheelchair access and high visibility paint on stairs for young people with visual impairments. The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this.

For visits and trips, careful planning takes place beforehand and extra adult support will be provided if necessary. Staff who organise trips make sure activities are accessible for students with physical or hidden disabilities. Students with SEND are included in all trips and residentials following appropriate risk assessments to ensure safety is maintained.

12. What help is there to help me get ready to start school in Y7 and college when I leave school after Y11?

Before you join in Year 7, discussions take place between primary and secondary school staff to identify your strengths and needs. All students experience two transition days in the summer term of Year 6, where you can familiarise yourself with the new setting and engage in team-building activities. Young people who need extra transition can have additional visits.

In Year 10, all students get the opportunity to have a taster day at Warrington and Vale Royal College to try out some subjects they may be interested in. If you have an EHCP, the Careers Adviser will meet you at several points in Year 9, Year 10 and Year 11 to ensure you are planning thoughtfully for the next stage of your education and



for adulthood. Staff from post-16 education providers will attend your EHCP Annual Review meetings in Year 10 and Year 11 to support you and discuss post-16 pathways. If you need it, you will be able to take part in a series of series of transition events, such as additional visits and taster sessions at the post-16 college of your choice. Student Passports and any additional information (for example Access arrangements, specialist reports etc) are shared with post-16 staff before you start at college.

If students with additional needs leave the school at any point to join another school or college, the SENDCo and/or your Assistant Head of Year discusses individual needs with staff at the new setting and passes files on.

13. I am coming to school to prepare for employment – how will I be supported?

Some of your Personal Development lessons will focus on Careers Education, including learning about different professions and applying for jobs. There is a Careers Fair in the summer term where you can ask employers questions and find out about different jobs. In Year 10, you will have the chance to have a mock interview with a local employer and take part in Work Experience. The Careers Adviser is based in the One Community Trust building and can give you personalised support in preparing for post-16 choices, Higher Education and employment.