



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: The Heights Burnley

School Number: 145918

For Review : September 2025



Guidance for Completion

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

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

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

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

Please provide a copy of your completed template along with the following completed information by email to IDSS.SENReforms@lancashire.gov.uk

School/Academy Name and Address	The Heights Burnley.		Telephone Number	01282 882 150
	Burleigh Street Burnley Lancashire BB12 0DU		Website Address	www.theheightsburnley.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
		X	<p>At The Heights Burnley we cater for a range of special educational needs from all 4 areas of the code of practice. We offer an alternative provision that offers a more bespoke and personalised curriculum for students who are for various reasons unable to manage within their mainstream setting. Within the school there is a maximum of 150 students and class sizes are between 6 and 14.</p> <p>Our curriculum offer includes core subjects up to GCSE level including English, English literature, Mathematics, combined science, citizenship and art alongside vocational pathways including construction, hair and beauty, Duke Of Edinburgh and outdoor education. In addition to this there is a specific PSHE curriculum and specific, enhanced 1;1 careers advice and support.</p>	
What age range of pupils does the school cater for?	The school is a mixed sex, 5yrs-16yrs school			
Name and contact details	Ms N Hudson			

of your school's SENDCO	Nhudson@heightsburnley-ept.com Tel 01282 882 150
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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.

Name of Person/Job Title	Nikki Hudson		
Contact telephone number	01282 882 150	Email	Nhudson@heightsburnley-ept.com

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.

Please give the URL for the direct link to your school's Local Offer	www.theheightsburnley.com		
Name	David Bury	Date	

Please return the completed form by email to: IDSS.SENDReforms@lancashire.gov.uk

Accessibility and Inclusion

School environment.

- The Heights Burnley is a fully accessible site. The site is split over two levels and there is a lift to ensure access to the whole site.
- There are 5 accessible bathrooms.
- There are 3 designated accessible parking spaces near the front entrance.
- We have an equipped medical room, accessible changing areas and an accessible shower facility.
- All classrooms have a height adjustable desk to ensure accessibility across the curriculum.
- The school has accessible minibuses for all pupils.
- On arrival at the school reception staff ask whether anyone would need any assistance in the event of an emergency.
- To improve the auditory environment around school classrooms have carpet for noise reduction except where this is not suitable eg food/ construction; all health and safety is accessible e.g flashing alarms.
- To improve the auditory and visual environment the lights are adaptable allowing for different settings and set up based on need eg dimmed lights, brighter lights in certain areas, staff are made aware of any specific needs for individuals through passports to increase accessibility.
- To improve the visual environment, we reduce visual stress and consider the physical environment within classrooms such as window blinds, displays, space around desks, colour coding, use of dual coding/ symbols, staff are made aware of any specific needs for individuals through passports to increase accessibility.

Information and resources

- All policies and procedures are available on the school website.
- On request information can be provided in paper format in a range of formats and languages. If requested we could provide information in audio format or braille.
- To support families with additional needs information around policies and procedures is shared in meetings in a more accessible format, staff are aware of family needs and can adapt communication to accommodate this.
- The school has a Twitter account which provides recent and relevant information for students and parents to access.
- Where necessary and appropriate we may access inclusion support services for advice and support.
- Within school various methods are used to support accessibility of resources including dual coding, visual support for communication, use of images/ symbols for learning, alternative means of recording, visual timetables, adapted tasks as necessary and adapted teaching and learning techniques. Student individual needs and strategies and provisions to support them are shared with all staff through passport to increase accessibility.
- Where appropriate specialist equipment such as ancillary aids and/ or assistive technology could be used within school.

Inclusion

- We work in close partnership with local schools, the local authority and external agencies to ensure that all our pupils:
 - ◊ Achieve good academic attainment on par with mainstream schools, with appropriate accreditation and qualifications.
 - ◊ Have any additional needs identified through appropriate assessments, screeners and referrals as appropriate to support them to overcome barriers
 - ◊ Access specific interventions to support their academic, emotional, social and communication needs.

- ◇ Are supported in order to improve their motivation, self-confidence, attendance and engagement with education.
- ◇ Are supported towards decisions for their next steps following the placement, such as reintegration into mainstream education, further education, training or employment.
- ◇ We ensure that the school is responsive to school, local and national key issues and trends to ensure that students are aware of and able to navigate tricky situations. We ensure that we are aware of key issues within the area including deprivation, domestic violence, substance abuse, mental health.
- ◇ Within school we have a high proportion of students who are identified as
 - ◇ cared for children,
 - ◇ access free school meals,
 - ◇ as having at least one area of Special educational need,
 - ◇ accessing external agencies and support
 - ◇ children's social care.
- In order to ensure students are supported within all these areas there is a high student to staff ratio, use of bespoke provisions from external providers eg counselling, Burnley BFC, we are noise, boxing. We ensure strong links with external providers such educational psychology, Brook, ELCAS, School nurse, we are with you, Nest.
- All students within school have specific placement outcomes set in collaboration with their mainstream schools and have a passport to ensure that their individual needs are understood and met. These share key information about students and the best ways to support them within academic learning and holistically across school.
- Students over 14 years old have the opportunity where appropriate to access work experience and potentially extended work experience to support them towards their personal outcomes and goals.

Teaching and Learning

Our school offer,

- The school has an alternative curriculum to a mainstream school however it provides students with the opportunity to leave school with 8 GCSE or GCSE equivalent qualifications. Within the curriculum offer students study English, maths, science, citizenship, PSHE and PE.
- Respite students (KS1-3) engage in outdoor education, food, art and construction lessons as part of their curriculum.
- At KS4 students chose 2 vocational options from:
 - ◇ Outdoor education
 - ◇ Sport
 - ◇ Food
 - ◇ Hair and beauty
 - ◇ Construction
 - ◇ Duke of Edinburgh
 - ◇ Art
- Curriculum Leaders at The Heights Burnley are responsible for carefully designing curricula that are accessible by all pupils including those with SEND.
- Additionally individual teachers are responsible for ensuring lessons are adapted appropriately and accessible to all.
- Pupil passports support curriculum access and reasonable adjustments within the curriculum, teaching and learning and specific supports, provisions and strategies to meet a student's individual needs.

- The Heights Burnley is a registered examination centre. The centre is subject to annual inspection and centre declaration to maintain status and ensure adherence to exam regulations as outlined by JCQ and relevant awarding bodies.
- Effective processes exist within school to ensure effective identification, application and review of Access arrangements, that are appropriate and meet the needs of the individual student.
- Some students based on their individual needs and circumstances may have a more personalised and bespoke offer which may include extended work placements within a work area they have identified.
- Student passports are created to ensure that students have the supports and adaptations to access learning and school life whilst maintaining, developing and encouraging independence. The school uses Rosenshine's principles of instruction to support and guide teaching and learning practices. The school uses high levels of modelling, scaffolding and a I do, we do, you do approach to support developing independence skills.
- There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties.
- School will consult staff from a variety of external agencies to advise and support across the range of SEND. Where needed school works closely with specialists to ensure that specialist equipment needed for needs is sourced and in place eg visual aids, specific software.
- The Heights Burnley works in close collaboration with external agencies and facilitates opportunities for those working with students to work with them in school, offer training to staff and to observe students as needed.
- Literacy intervention is available through timetabled lessons within respite provision and as specific timetables interventions and activities at KS4, and is a priority of the school designed to promote independent learning and curriculum access.

Intervention and provision

- Within school there are a range of interventions for various areas of need including speech, language and communication, wellbeing, social, emotional and mental health and for cognition and learning. Students are identified for these through assessment data, student and family voice, from their referral information and from observations of any difficulties they have day-to-day.
- Classroom based support and intervention can take place in one to one, small group or whole class settings.
- Subject based intervention is provided by subject specialist staff.
- Classroom based support is available through a team of experienced Teaching Assistants some of whom work within a specialism.
- Intervention can take place before, during or after the school day.

Identifying need

- The Heights Burnley has a full time SENCo, whose primary role in school is to support the identification of students with special educational needs and to identify provision and support to meet their individual needs.
- Students are identified in various ways – students may be referred to school with an identified need or mainstream schools may identify that there may be a need which needs to be unpicked whilst they are studying at The Heights Burnley.
- There is a robust admission process for students which collates student and family voice and assessment data to ensure that potential needs/ unidentified needs are picked up as soon as possible this includes speech and language screeners, cognitive ability testing, reading tests, spelling tests and SNAP assessments for specific learning needs or social and emotional needs (behaviour). These are used to identify strategies to support students, needs and interventions a student needs whilst studying at The Heights.

- All students at The Heights Burnley are identified as SEND or are on the monitoring list for potential needs on admission.
- Further investigations such as potential checklists, further assessments, observations and diagnostic forms are regularly completed for students where these are needed.
- The SEND register is updated at least termly and students are added to the SEND register following discussions with family and mainstream where a need is identified. These are shared with staff in weekly briefings and through.
- The Heights Burnley works closely with commissioning schools and their identified external agency support for example specialist teachers, educational psychologists, to ensure that students needs are fully understood and to ensure that provision is identified and put into practice for student's needs.

Staff

- The Heights Burnley has a full time SENCo and designated SEND and intervention Team.
- There is a high staff to student ratio to support a more bespoke and personalised approach to students and their needs. The SENDCo and SEND team work closely with the pastoral team to ensure that students holistic needs are met and supported.
- The SENCo is ably supported and challenged by SLT link, currently undertaking the NPQ SENCo qualification and Governor.
- The SENCo engages with a trust wide network of SENCo's across a range of settings including Primary, Secondary, Alternative Provision and Pupil Referral Units.
- Within the SEND team, staff have a range of specialist skills. These include expertise in ASD, Spld, Speech and Language, Social Skills training, Mentoring and Coaching, PD, Boxall Profiling and Nurture Education.
- Some members of the SEND team have first aid training; some are qualified to drive the accessible minibus.
- The Heights Burnley has a carefully structured CPD programme designed to support and develop staff to effectively support children and young people with SEN. Staff receive training in respect of relevant SEND issues and additional needs. Staff also have access to a more tailored and bespoke programme, designed to support the needs of the cohorts they teach/support.
- There is specific training for teaching assistants which is built around their role within school alongside the structured CPD programme.
- Specialists such as the nurses, neurodiversity team and various agencies are able to provide advice and strategies for teaching students with SEND and medical conditions. They also offer training sessions to staff within the CPD programme eg on neurodiversity.
- Updates are made available to staff, by the SENCo, via staff briefings, or face to face meetings. The SENCo is available daily in the afternoon Drop- in session after the school day.
- There is a SEND training offer through the EPT SENDCo clusters to support staff in developing in specific areas of SEND or widening their general awareness and knowledge of SEND.
- External training is available to support the staff.

Working with families

- Updates are made to parents on progress and outcomes through a termly report at KS4 or through regular placement review meetings at least termly. Within respite provision (KS1-3) student progress is reviewed with commissioning schools and families every 6weeks.
- Additionally, The Heights Burnley engages with parents in respect of academic progress, through two parent consultation evenings, linked to progress reports.
- Form teachers, pastoral staff and the SEND team maintain regular and frequent contact with many parents.

- Student and family voice is collated regularly at review meetings and is also collated on admission to ensure that there is a full picture of students needs/ potential needs.

External provision

- A small number of students access a range of courses which are on offer from external providers – We Are Noise. In some instances, these lead to Key Stage 4 Vocational Qualifications.
- The Heights Burnley, deploy staff to support the “off-site provision,” increasing the staff: student ratio off site is appropriate to students' needs and the provision they are accessing.
- Our Careers Officer is trained to level six to give impartial advice and guidance to students.
- Where necessary, the school uses a range of approved providers to support students with 12 week and/or extended work placements as a part of their personalised provision.
- Every child in KS4 will access one week of work experience each year.

Reviewing and Evaluating Outcomes

- Review meetings are held regularly for all students who are placed at The Heights Burnley, whether for the respite provision at primary and KS3 or for KS4 placements. Initially placements are reviewed every 6 weeks to ensure that students settle and have the right provision and support. If students stay for longer reviews are then termly. Review meetings collate student, family and school voice (both from The Heights Burnley and their mainstream school), considers key data – attendance, behaviour, progress; reviews the individuals targets, reviews any intervention and identifies appropriate next steps. Students, families and mainstream schools are involved in this process.
- Many students are in the process of having an EHCP applied for and/or are going through potential diagnoses. School works closely with outside agencies such as the EHCP team, ELCAS, CAMHS to support these and to ensure appropriate provision and next steps are in place.
- The SENDCo attends EHCP annual review meetings and school collates and contributes to these to ensure a holistic picture of the student. Reviews are carried out in line with statutory guidance and views from all those involved particularly students, and their families are actively sought and shared.
- Regular contact is made to home via form teachers, the pastoral team and SLT.
- Weekly reports are sent to mainstream to share attendance, positive behaviours, any negative behaviours and attitude to learning and interventions across the week.
- School has a parent guidebook to support parents with understanding processes, supports available and key information about school this is shared on induction and can be shared on request again at any point.
- Student progress and behaviour is tracked daily using Arbor, there is a behaviour meeting every night to review the day and to proactively intervene in any difficulties.
- Students attitude to learning is reviewed weekly and form teachers collate and share a weekly statement around attendance and engagement.
- Interventions are tracked weekly and are shared via the weekly report, they are also reviewed monthly to ensure that they are effective, are supporting student progress and to make any necessary changes.
- Key information about students and how best to support them and to track interventions is shared with staff via provision maps.
- Progress data is shared with parents three times each year, in written format as well as face to face at parent consultation days.

- The effectiveness of our provision is measured in the progress of individuals and groups of students based upon curriculum targets, targets to support their individual needs, intervention targets and personalised placement targets that are set throughout the year.
- The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.
- Evaluation of provision is done through weekly provision panel meetings, daily behaviour meetings, weekly briefings, TA tracking, whole school tracking, progress on standardised testing, student voice is sought in many ways over the year.
- School has a SEND Governor who regularly meets the SENDCO to evaluate and review progress (at least termly) of the SEND students and this is shared at the Governor's meetings.
- Student progress against local and National measures is completed regularly and is shared with SLT and governors within the Governor's report. This includes SEND, careers, personal development alongside behaviour, safeguarding and curriculum reviews.
- Provision and processes for those with SEND is regularly assessed using a SEND self-evaluation. This is reviewed at least termly and informs the school's SEND action plan to ensure continuous development of our provision to best meet the needs of the individuals within school.
- The school measures progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

Keeping Children Safe

- The school has a clear policy on safeguarding. It is inclusive and comprehensive and specifies additional requirements for SEND students.
- Staff training is regularly completed with staff and safeguarding is on weekly briefing to ensure that staff are clear on their responsibilities, how to report concerns, what to do about concerns and to ensure appropriate information sharing.
- School has a high staff to student ratio which allows for additional supervision within learning and social times to support students to manage unstructured times and to support them with social skills as needed.
- In addition, school has various options to support students who may struggle with dismissal, break and dinner including a quieter dismissal/ assembly room (the link), break and lunch time clubs in the library, a quieter lunch in the food room.
- Students can be dropped off by transport and/or parents and careers at a dedicated area at the front of the school. This and other key areas are staffed to support students with managing the transition into school. Students undertake a brief search to ensure no banned items and they must hand in their phones on arrival. There is also a school bus available to some students within primary and within specific local areas, this is staffed by 2 staff from school that the students will know.
- At the end of the day students are dismissed from a central point to dedicated areas of the car park for pick up. Walkers and those catching public transport are dismissed first. Other students are given phones and dismissed once they have been called for when their transport has arrived.
- School opens early to allow students early access to have a softer landing and transition into the school day. From 8:30am for students, where a breakfast club service is available with a range of activities available such as sports, games and active activities.
- After school activities are available to identified students such as KS4 revision sessions, sports clubs and gaming.
- All school trips are processed through "Evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff.

- Students regularly go on trips and visits to external places through outdoor education and the enrichment programme, there are specific staff in school trained to lead on these activities and there is a second member of staff who is familiar to the students to support the activities and to manage and mitigate risks.
- There is a wide additional offer in school includes links with community-based external agencies to provide pupils with a wider blanket bespoke offer. School also offers an extensive range of external agency provision which is bought in and accessed through school. This includes counselling, bereavement counselling, Burnley Football Club Inspires project, and We are Noise.
- Within school dynamic risk assessments are undertaken for any evolving incidents. Students who may be out of class due to difficulties regulating and/ or to support their needs are supported by a wide pastoral team and where appropriate teaching assistants from within their lessons. There is a wide range of activities and provisions such as a low stimulation room within admin, pastoral pick ups, gym sessions, time out passes, change of face, Heights + to support students and ensure adequate supervision and support if they are out of class.
- School is covered by CCTV which is monitored by the school business manager, and this can be used to identify, mitigate and reduce risks.
- Where there is a specific safeguarding risk around an individual student, for example concerns around weapons, sexualised behaviours, high levels of aggression, a full risk assessment will be undertaken. This is done with all relevant staff and where appropriate outside agencies this will include the SENDCO, SBM and Behaviour lead to review the nature of the risk. Students may be identified as needing a risk assessment at various points over their time at The Heights Burnley eg on transition, following a specific incident, following information received.
- To facilitate and support understanding of students who may need risk assessments the SENDCo is involved in induction and new students are discussed in weekly provision panels with key staff and in staff briefing.
- A full risk assessment is made and stored in school office when place at school is confirmed where necessary for the individual. This is subject to regular review and/or when need changes with the Pastoral Manager, SBM and SENDCO.
- Visitors to school are required to sign in and are given an appropriately coloured lanyard (green if DBS in place and checked), red if not. Staff are aware of procedures around visitors and the difference between the lanyards. Visits are by appointment and where drop ins are necessary these are only where this is appropriate and with visitors who are DBS checked eg social workers, mainstream staff. Visitors to school are supported by a school staff member. School supports and facilitates work with a range of outside agencies to best support and protect students eg NEST, Wish, We are with you.
- There are policies and procedures in place for potential intruders and there is a school communication system which can be utilised if needed to share key messages to protect the school community.
- The school's anti-bullying policy, including cyber bullying is available by a direct link on the school website and hard copies are available on request.
- Staff and Students are regularly updated through assemblies, visitors and training. Antibullying also forms a core part of the PSHE and nurture curriculums within school across all year groups.

Health (including Emotional Health and Wellbeing)

Medical condition and medication

- Medication is routinely administered by trained First Aiders but in emergencies may be authorised by designated members of staff.

- All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff has access to the key.
- Medications in the drawer are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted.
- Instructions for administration are kept with the medication/ Care Plan.
- All medication is checked regularly for expiry dates, and parents contacted to replace if necessary.
- Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.
- Students with medical conditions on arrival have their care plan shared at referral and this is discussed as needed and shared with relevant staff. Where there was a new medical condition A Care Plan would be drawn up in conjunction with their referring school, parents/ carers, child and medical professional. The school nurse does a home visit and a meeting is called in school when the plan is agreed and signed by responsible staff.
- The First aider has a copy of every Care Plan and this information is shared with relevant staff. These are also in student files from admission. Where appropriate information is also shared on their student passport with the wider school team.
This information is kept in a locked safe place and securely online.
- Care Plans are held centrally in the student support office. These are reviewed annually with the referring school and all relevant parties.
- The Staff are briefed by the school nurse regularly about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- Advice and guidance to staff regarding a medical emergency is in the staff handbook.
- Medical information and conditions are highlighted on arbor.

Health and therapy services

- School counsellor in school for identified students.
- Mentor from BFC weekly to run the inspire programme
- Students are regularly referred to and supported in and out of school by health, therapy and wellbeing professionals including:
 - ◇ ELCAS
 - ◇ NEST
 - ◇ Wish
 - ◇ Specialist teachers
 - ◇ Educational psychologists
 - ◇ CAMHS
 - ◇ Family support workers
 - ◇ Social workers
 - ◇ Children's champions
 - ◇ Champions project BFC
 - ◇ We are with you
 - ◇ Counsellors
 - ◇ Speech and language therapist
 - ◇ Youth service
 - ◇ Youth justice service

Emotional health and wellbeing

- Robust PSHE curriculum in place for all students across the school which covers health and wellbeing. Specific focus within all key stages on emotional health and wellbeing within the year plan.

- PSHE slides for lessons include references to agencies that can support students. These are seen in every PSHE lesson.
- STEER assessments to monitor students emotional and mental health and wellbeing to target support provision and intervention
- SNAP B assessments to identify students' strengths and difficulties within emotional and mental health and wellbeing allowing for targeted support, provision and intervention
- Student and staff 'drop down days' to support wellbeing and to encourage a sense of belonging at school and to develop positive relationships.
- External visitors to explore and support students understanding of their emotional health and wellbeing.
- Assemblies focused on emotional health and wellbeing within the annual calendar.
- Student booklet to highlight mental health and wellbeing links and Apps.
- Targeted interventions for emotional health and wellbeing internally
- A range of bespoke interventions through external providers within school to support emotional health and wellbeing eg boxing, we are noise, BFC Inspire programme, school counsellor
- Further referrals to external providers to support emotional health and wellbeing eg family wellbeing service, ELCAS, CAMHS
- Student passports include information about students emotional health and wellbeing and needs within this. They provide advice for staff to support them with these needs.
- Regular sessions for KS3 through safenet to support understanding of the impact of social media/ online on emotional health and wellbeing and practical strategies to support them.
- Large pastoral and safeguarding team who are accessible to students for planned and incidental key adult support to support students with their emotional health and wellbeing on adhoc and/or longer term as needed.
- Staff trained in mental health first aid to support them.
- Emotional literacy support assistant trained and delivers the Social, emotional and mental health interventions.
- Displays around school to support students developing positive mindset, develop strategies to manage emotional health and wellbeing and identifying and signposting to services for further support.
- We are noise provision weekly for KS3 and 4 for identified students
- Outdoor education including enrichment experiences

Staff training

- ❖ Regular training opportunities within school for staff to have a greater understanding of emotional health and wellbeing
- ❖ Weekly briefing sharing key information for staff around individual students, including new starters
- ❖ Regular sessions around SEND to support staff to understand students' individual needs and to support them developing strategies to support students.
- ❖ Specific staff trained for specific areas eg mental health first aid, ELSA
- ❖ Regular safeguarding training including emotional health and wellbeing
- ❖ Staff training around assessments used and how to interpret these and the next steps for students eg SNAPS, STEER.
- ❖ Regular communication between staff via email and through daily behaviour meetings to support information sharing and understanding around current emotional health and wellbeing needs of individuals, groups and cohorts.

- School has a school staff board in reception which displays a “who’s who” of all staff and their roles within school.
- There is regular contact with key staff and families eg form teachers, pastoral team, SEND team, safeguarding team, attendance team. Parents can be signposted by other staff or are often aware of who to contact through ongoing support.
- Within the referral and admission process parents/ carers are part of the admissions process and are seen as key collaborators – they are part of the which incorporates introductions to key staff for both students and their families; their views are actively sought through the admission meeting and paperwork and they are supported to know who to approach for specific concerns.
- School has a parent booklet for admission with key information for parents including who to contact with specific concerns.
- The school regularly communicates with parents and carers to ensure that any concerns are shared and that any successes are celebrated. School have various methods of contact to support parents and students such as email, arbor, calls, meetings, visits, home visits, text messages.
- Parents/ carers are able to contact school staff for advice and support. Where possible school will accommodate drop-in appointments and meetings however this can be difficult to facilitate meaning that booked meetings are always advised.
- Parent/ carer voice is sought in formal meetings eg reviews, children’s services meetings, return from exclusion meetings.
- The school website provides contact emails and a number for all general enquiries. Full details on how to contact staff, and which member of staff is the most appropriate contact is given on the website.
- There is information on the school website for how parents can raise concerns or complaints.
- There are regular events and school-based activities which parents are invited to attend such as careers and parents’ evenings.
- Referring schools receive a weekly report of attendance, attitude to learning, positive and negative behaviours, interventions and progress within these and a form tutor comment. On request these can be shared with parents/ carers weekly.
- Assessment is formally reported to parents at regular intervals throughout the school year.
- Parents and pupils are encouraged to complete feedback information sheets and questionnaires after visits to school, following transition to their next steps and on parent consultation days.

Working Together

- Our admissions and induction processes ensure that students and families are given multiple opportunities to share their voice in multiple ways to allow them to identify any strengths, barriers, supports they may need and to allow them to share their views/ attitudes towards themselves and school.
- Our admissions processes enable relevant documentation and information to be collated and shared with parents and students with SEND in appropriate ways for their needs (including family’s needs)
- Within school we have an active approach to student voice and student voice on various areas of school is collected and collated at least half termly.
- Regular review meetings provide both the family and student to share their views at regular intervals with key staff within school.
- Staff daily ask student views to best support them eg “what do you need right now to support you with...” “How can we help you to...”

- There is a student council with council representatives that meet termly, students are actively encouraged and if needed supported to share information to and from these meetings back to peers.
- Students access a robust and thorough PHSE and citizenship curriculum.
- Student voice is actively sought for new appointments to the school through intervention processes.
- Regular communication between form teachers and families and the wider safeguarding and pastoral team allows families to regularly express their voice.
- School has regular contact with parents and carers, if parents/ carers wish to contact the school e.g curriculum topic details, exam dates, information about their child, to share concerns or to visit the school an appropriate member of staff will provide this information and support. Parents are encouraged to be actively involved in the learning of their child.
- Parents have access to Arbor to support information sharing from school.
- The governing body are actively involved with supporting key staff to access support from other agencies including health, social care, voluntary groups, education support and services. These would be discussed with relevant staff within termly governor meetings eg SEND governor and SENDCO, safeguarding governor and safeguarding lead. This would then be fed back to wider governors at the general meeting and through the governing body report.
- Parents are regularly invited to school for events such as parent conferences, careers events and review meetings.
- The trust welcomes parent school governors.

What Help and Support is available for the Family?

- Our referral and admissions offer visits and tours of the school within the process.
- Within the transition and admission processes the induction lead offers support throughout the process for parents and carers if needed to complete the paperwork, paperwork is completed within the meeting allowing for the support to be accessed incidentally and can be requested or may be offered if it becomes clear support is needed.
- Administrative support is available through staff in the main office on request. On arrival at school visitors including parents/ carers are asked if they need any assistance.
- School works closely with families and referring schools to identify and be aware of parent/ carer and family wider needs to be able to better support them when needed eg with paperwork, with advice.
- The school website clearly signposts where support can be found and shares specific advice and guidance around key areas.
- Regular contact with parents/ carers and families allows for relationship to be developed and for support, advice and guidance to be offered incidentally with trusted/ key staff.
- Parents are invited to key events to support parents/ carers within the wider community and our wider curriculum offer e.g careers fair, information days.
- Families can be supported through school safeguarding team to access appropriate support and services. They also offer low level information, advice and guidance as needed.
- We have a school-based family support worker to provide additional support, advice and guidance on an individual level for families.
- The school careers advisor works in collaboration with families to ensure successful work placement and post 16 destinations.
- The school SENDCO actively works with, support, collaborates with families to support them with SEND processes offering advice, guidance and support as necessary and to access support externally as needed.

Transition to and from The Heights Burnley

- As an alternative provision admission to the school and admission/ induction processes are different to a mainstream school.
- Students are referred to us by their current school/ provision and are then offered a tour, an admission meeting and an adapted induction week which can be personalised to them and their needs eg. Period 4 and 5 timetable to offer a quieter, soft start and introduction to school and other students (often used for primary students), part time timetables for induction week, induction assessments and screeners to identify needs and small groups with support for break and dinner within the school cohort.
- To ensure appropriate transition we have a comprehensive referral form which allows us to be aware of students needs prior to arrival, we work closely with partner school to ensure that we have all relevant information and to ensure collaborative working in the student's best interests.
- Parents and carers and a representative from school are offered visits and regular review meetings to further support collaborative working and to ensure family voice is continually sought.
- From student voice we have introduced a new buddy system for the induction process to provide support from peers.
- Where appropriate bespoke timetables and offers can be created based on individuals.
- We have our own onsite level 6 careers co-ordinator and adviser who offers education, support, guidance and information for all students particularly those in year 9 or above and those who need it with SEND and those who cared for.
- Careers has been highlighted in the curriculum within all Key stages and cohorts from primary to secondary.
- There are organised events to promote and educated students around careers including careers fairs,
- Local colleges offer support to students within school for their college applications and to answer any queries in the Autumn term ready for application deadlines.
- All year 11 students have a 1:1 careers appointment in the Autumn term to support a positive post-16 destination.
- Students in year 11 have a 1;1 coaching session with Calico Employment to support developing employability skills.
- All students in year 10 and 11 students have had the opportunity to complete a week work experience.
- Identified students are offered extended work placement opportunities to further develop their skills and enhance their success in education which will also support a positive post-16 destination.
- A Careers Convention and activities for National apprenticeship week are organised for all pupils which includes, local employers, colleges and training providers.
- Students in years 9 and 10 are offered specific careers-based visits eg law industry day.
- Careers information is shared with and presented to staff with regular INSET opportunities to ensure that staff understand the rationale and expectations around careers.
- Prince's trust support is offered for students who are at risk of not being in education, employment or training in year 11.
- Workshops for year 11 to support employability and life skills eg CV writing, applying for jobs, mock interviews, budgeting, applying for benefits through external providers.
- Engagement offered to targeted students through Burnley Football Club termly to raise aspiration and increase awareness of careers and develop key skills.
- External employment programme for KS3.
- Taster Days and short courses are offered throughout the year for years 9, 10 and year 11.

- Additional advice and information is shared with colleges and training providers by the school, with the agreement of the student and family.
- The school actively promotes the work of the Young Peoples Service, The Duke of Edinburgh Awards Scheme and The Princes Trust Programme.
- Young people are encouraged to participate in uniformed service organisations Eg, Police Cadets, Army Cadets, and Sea Cadets.

Extra-Curricular Activities/ enrichment

- School opens half an hour prior to the school start time to allow students to access breakfast and to access key adult support. This allows students to have a softer start to their school day.
- Prior to form time students gather for dismissal to ensure that students are supported to know the plans for the day, share any changes to routines and to allow staff to identify students who may need additional support throughout the school day. This also support students with their sense of belonging within school.
- For students who are unable to attend the whole school dismissal we operate a quieter space within the link which offers the same supports eg sharing plans for the day, sharing any changes.
- There are a range of extended/ extra-curricular opportunities available both within the school day and after school which are available to all students including:
 - ◇ Careers support,
 - ◇ College application support,
 - ◇ Boxing,
 - ◇ Football,
 - ◇ Gym,
 - ◇ Music room,
 - ◇ Craft and chatter,
 - ◇ Games and gab,
 - ◇ Library,
 - ◇ X-box,
 - ◇ Supported, quieter social time space
- We are currently developing our provision for social times and potentially extended curriculum in collaboration with our students to identify what they would like to access. Potential plans include a gardening area and an outdoor play area.
- All students have outdoor education as part of their school provision until KS4 where it is a vocational option.
- All equipment, ingredients etc needed for school-based activities is provided by school.
- All students are provided with a free uniform.
- There is no charge for parents for breakfast, break and lunch.