

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: HODGSON ACADEMY

School Number: 0250 **SEN and Disability**

Local Offer: Secondary Settings

School/Academy Name and Address	Hodgson Academy Moorland Road Poulton Le Fylde FY6 7EU	Telephone Number	01253 882815
		Website Address	http://www.hodgson.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	If yes, please give details:	
What age range of students does the school cater for?	11-16		
Name and contact details of your school's SENCO	Mr Jenkinson		

Name of Person/Job Title	Mr Jenkinson Assistant Headteacher (Quality of Teaching, SENCO)		
Contact telephone number	01253 882815	Email	l.jenkinson@hodgson.lancs.sch.uk

Promoting Good Practice and Successes

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	https://www.hodgson.lancs.sch.uk/discover/Information-statements-policies/send		
Name	Mr L Jenkinson	Date	January 2022

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

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How information is made accessible to parents and families with additional needs?
- How accessible is the school?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides:

- At present, access to the academy buildings and facilities is variable with some buildings having ramp access. We also have portable ramps. Unfortunately, we do have a number of classrooms on the higher floors and there is no lift or ramp access to these classroom including Food Technology and music.
- There are no lifts in any part of the school.
- There is a designated accessible parking near the front entrance and accessible parking at the rear of the school.
- We have an accessible toilet, changing and shower facilities.
- The accessible toilet includes hand washing facilities and a medical bed.
- The majority of classrooms are carpeted and have window blinds and wall displays. The dining rooms, main hall, the boulevard and gym areas have poor acoustics.
- Reasonable adjustments are made to support access to the curriculum eg: special equipment is provided when need is identified and resources are allocated.
- When required, we have specialist seating in workshops and science laboratories to assist with comfort and accessibility.
- Policies are available in varied print format from school and from the website. All policies can be downloaded and adapted as necessary.
- Alternative formats of paper and email correspondence will be made available upon request.

The following policies are available by direct links on the academy website. Hard copies are available on request:

SEND Policy, SEND Information Report and Accessibility Plan.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the student during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off-site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual students or groups with similar needs and the resources allocated to meet those needs?

- Students with SEND are usually identified in the Year 6/7 transition period. All students are assessed using standardised reading and spelling tests and Cognitive Ability Tests shortly after entry.
- Subject staff liaise with the Learning Support Department if they have a concern about the progress of a student that has not already been identified. Staff can complete a SEND referral form to the SEND department at any point.
- The school will refer to external agencies for further assessment or diagnosis as appropriate following consultation with parents/ carers.
- Each SEND student has a 'Passport to Learning' which is produced in conjunction with the student, parents, external agencies/specialists and teaching staff. The Passports stipulate strategies to support the student in the classroom.

What the school provides:

- Quality First Teaching. Our teachers have high expectations of ALL students. All teachers will be told about your child's individual needs through the student passport and will adapt their lessons to meet these requirements. All teachers will create a Class Profile for each class they teach to inform their planning which will specifically identify students with SEND and the access arrangements and strategies required to prepare them for success. This may involve using different strategies and activities, which the SEND department will support with. This means all children can fully access learning.

Our SEND provision will depend on the student's needs.

If a child has difficulties with literacy and learning

Students have an opportunity to access:

Quality First Teaching with appropriate differentiation (including best SEND practice).

Visual aids to support key vocabulary, concepts and themes.

Whole-school Lexonik approach to secure and learn key vocabulary and to encourage meta-cognitive learning.

Whole-school Reading Programme with a reading period built into the academy timetable.

Access to homework support clubs with support from a Teaching Assistant.

KS2 to KS3 transition support.

Access to assessment for identification of significant needs.

Bespoke Reading intervention delivered by a Higher Learning Teaching Assistant (HLTA).

Specialist small group teaching by the Specialist Dyslexia Teacher.

An alternative literacy curriculum in English at KS3 delivered by an English teacher in a small group.

Opportunity to study English Entry Level at KS4 to build foundations for GCSE study.

Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:

Blocks small group lessons that focus on a range of needs such as literacy, comprehension and spelling.

Withdrawal from full curriculum to enable small group literacy teaching delivered by SEND specialists if parent/carer permission is gained.

Teaching Assistant support in identified lessons.

Targeted lunch time clubs for vulnerable students.

Higher Learning Teaching Assistant literacy intervention

Lexonik Advanced and Lexonik Leap intervention programmes.

A bespoke reading intervention programme (Piper Books) during the 'Reading period' each day led by the Learning Support Team.

Targeted individual support may include:

Individual personalised student passport implemented to give teachers strategies to support the students' learning.

Where needed, help from an external agency (e.g. Educational Psychologist or Specialist Teacher).

Regular testing for students with literacy difficulties to review and plan.

Subject-specialist teaching assistants in key subjects to provide on-going support.

External agency advice where needed including learning assessments completed by our in-house Specialist Dyslexia Teacher.

Access to assistive technology like ReadWrite software or Reading Pen.

Exam Access Arrangements by our in-house assessor.

Post 16 Transition support.

If a child has sensory and/or physical needs

Students have an opportunity to access:

Quality First Teaching with appropriate differentiation (including best SEND practice).

Visual aids to support key vocabulary, concepts and themes.

Amplification of sound for aid users.

Access to homework support clubs with support from a Teaching Assistant.

Specialist clubs offered at lunch times.

Access to Occupational Therapy Services.

If required, a medical care plan will be in place.
KS2 to KS3 transition support
Access to assessment for identification of significant needs.
Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:

Medical Care Plans.
Handwriting /fine motor/keyboard skills training.
Access to assistive technology, software, audio digital books and iPad applications.
Access to teaching assistant support.

Targeted individual support may include:

Individual personalised student passport implemented to give teachers strategies to support the students' learning.
Personalised Student passport/ Health Care plans.
1:1 Outside Agency support from Advisory Teachers.
Individual handwriting /fine motor/keyboard skills training.
Specialist equipment and materials, such as low vision aids and enlarged adapted resources including modified coloured paper and exercise books.
Access to assistive technology, software, audio digital books and iPad applications.
Targeted TA support for complex medical needs, including practical support.
Exam Access Arrangements.

If a child has difficulties with communication and interaction

Students have an opportunity to access:

Quality First Teaching with appropriate differentiation (including best SEND practice).
Visual aids to support key vocabulary, concepts and themes.
Whole-school Lexonik approach to secure and learn key vocabulary and to encourage meta-cognitive learning.
Access to homework support clubs with support from Learning Support / Pastoral Teams
Specialist and intensive support for students with EHCPs with SLCN inclusive of Developmental Language Disorder.
Access to Speech and Language Therapy input and assessment if this is required.
Piper Book Reading Programme.
KS2 to KS3 transition support.
Access to assessment for identification of significant needs.
At KS3, all students have one lesson a week of Communication Studies.

Support for targeted groups of students may include:

Assessment and identification of language need and feedback to parents / carers and staff.
Small group sessions in the Learning Support Department with specialist teacher/Teaching Assistant/Speech and Language Therapist.
In-class Teaching Assistant support in identified lessons.
Lunch time extra-curricular offer.

Targeted individual support may include:

Individual personalised student passport implemented to give teachers strategies to support the students' learning.

1:1 sessions with a Speech and Language Therapist for young people with EHCPs identifying SLCN.

1:1 sessions with other specialist staff in the academy, linked to other needs on ECHP.

On-going monitoring and regular feedback to parents / carers and students (including the Annual Review).

Exam access arrangements.

Post 16 transition support.

If a child has difficulties with social, emotional health or mental health

Students have an opportunity to access:

Quality First Teaching with appropriate differentiation (including best SEND practice)

All students have consistent significant relationships with key support staff in school: form tutor, Head of House, Pastoral Support Officer

Access to a wider variety of internal support staff in school including: Pastoral Team, Learning Mentors, Peer Mentors, Teaching Assistants, Subject Teachers.

Access to external support including: Life Coach, Resilience Coach, Addaction, Butterfly and Phoenix Project, School Nurse, Women's Aid, CFWS, CAMHS, CSC, Specialist Teacher support, School Medical Advisor, Primary Mental Health Care workers and a wider variety of other external agencies.

Whole-school focus on Personal Development.

Whole-school policy for behaviour management with graduated response and a focus on a restorative justice.

Key Stage transition support including support from mentors.

Access to peer mentoring led by the student Mental Health and Well-Being Ambassadors.

Anti-bullying processes.

Support for targeted groups of students may include:

Pastoral and Learning Support lunchtime drop-in.

Year 7 transition support groups.

Peer mentoring

Year 11 support with college applications and career paths.

Year 11 support for exam stress management.

Access to support in liaison with CAMHS professionals.

Group sessions with Women's Aid, Addaction, ACE resilience sessions etc.

Support from staff on Exam Results Days.

Targeted individual support may include:

1:1 mentoring.

Counselling.

Outside agency input: Educational Psychologist, Resilience Coach, Life Coach, Women's Aid Support Worker, and Bereavement Counselling etc.

Flexible and personalised timetables.

In-class support for students at risk of exclusion from Behaviour Support Officer.

Individualised behaviour improvement plans with mentor from Senior Leadership Team.

Support by a mentor if a student attends an alternative pathway and needs support at the transition phase.

Child Looked After support from Safeguarding Lead and Safeguarding Manager and large team of DSPs. All Looked After Students have an assigned DSP.

Close liaison with the family to build collaboration and partnership.

- There are laptops, notebooks and i-pads available in the academy to enhance the learning process and to assist identified students with handwriting and recording difficulties.
- The academy also invests in assistive technology like reading pens and ReadWrite software.
- The Academy will consult staff from a variety of external agencies to offer advice and support across the range of SEND.
- Specialists and other agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff by the SENCO, via staff briefings and emails. Meetings are held with the teachers of individual students in order to share expertise about the provision of effective support.
- The academy enlists the services of the Lancashire SEN and Disability Support Service who provide advice and specialist support for a range of need, including Autistic Spectrum Disorder, Visual Impairment, Hearing Impairment, Specific Learning Difficulties and Speech and Language.
- The Academy works within the examination board guidelines to put into place access arrangements that are appropriate and meet the needs of the individual student.
- Individual teachers are responsible for making lessons accessible to all because of the promotion of Quality Teaching First.
- The Teaching and Learning CPD is centred on six teaching strands which encompass high quality teaching and student centred strategies.
- A small number of students in Years 10 and 11 have alternative provision pathway that they attend part time/ full time. Support from a Teaching Assistant is available for a supported placement if this is appropriate for the student's EHC plan.
- SEND reviews are held at least annually but can be held as often as needed.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides:

- All EHC plans are reviewed on an annual basis.
- Reviews are carried out in line with updated statutory guidance for reviews.
- Advice is provided by the academy, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and relevant agencies. Students are always encouraged to participate in their meeting.
- Progress of other students with SEND support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents three times each year, in written format as well as face to face with parents and students at Student Review Evenings.
- The Learning Support Manager, the Assistant Headteacher (SENDCO) are available to discuss individual students at any point, usually by appointment so as to ensure privacy and confidentiality.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual targets on Student Passports and EHC plans.

The following policies are available by direct links on the academy website. Hard copies are available on request:

SEND Policy and the SEND Information Report

Keeping Children Safe

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

What the school provides:

- Preliminary assessments are made by the SENCO / Learning Support Manager / Safeguarding Manager at Hodgson before students start at the Academy. All preliminary assessments are overseen by the SENCO. The relevant agencies are then consulted and reasonable adjustments are put in place.
- Risk Assessments, Plans and relevant documentation that are not of a confidential nature are attached to Arbor when the students are on roll. These are subject to regular review when needs change.
- Special arrangements are made for students to be dropped off and picked up at the front of the Academy if there is a specific need that has been planned for. Teaching Assistants and Pastoral Support Officers are available to supervise this process, dependent on need. Students are released to adults subject to safeguarding procedures having been carried out. However, parking and waiting at the front of the Academy is very limited and so parents/carers are not allowed to drop off and pick up their children unless they have permission to do so, particularly at the beginning and end of the academy day.
- The whole academy is fenced and gates locked during the academy day. The only entrance to and from the academy during this time is through the reception area where a process of signing in and out is required. Visitors will be required to wear a badge and lanyard and be accompanied by a member of staff. There is only electronic access to the academy.
- Support may be needed in PE or in practical lessons and this would be delivered by a Teaching Assistant.
- There is a high staff presence around the Academy during unstructured time.
- Students are made aware of where to find support, advice and guidance when they join Hodgson Academy.
- The Pastoral Room and the Learning Support Room provide safe-havens and supervised support for students at break and lunchtimes.
- All academy trips are processed through the “EVOLVE” system and Risk Assessments are attached to forms, checked by the Educational Visits Co-ordinator and delivered by the group leaders/responsible staff.
- PEEPs (Personal Emergency Evacuation Plans) are in place for identified students.
- We have two split lunches to help keep unstructured time calm and enjoyable for all students.
- All academy policies on safeguarding are clear, inclusive and comprehensive.

The following policies are available by direct links on the academy website. Hard copies are available on request:

**Child Protection and Safeguarding Policy
Anti-bullying Policy,
Equality Statement and Objectives
Accessibility Plan**

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides:

- Our Policy on supporting student's medical needs is available on our website. We adhere to the latest guidelines from the DFE.
- All medication is kept in a central place in the academy office which is secure but easily accessible. For the safety of all the community, students are not allowed to carry medicines in the Academy unless a special arrangement has been agreed. The medical cabinet is clearly labelled and staff have access
- Medications in the cabinet are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before being administered. A record of any administration of medication is noted.
- Instructions for administration are kept with the medication/ Care Plan.
- All medication is checked regularly for expiry dates, and parents/carers 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 in an office at the front of the Academy.
- A Care Plan is drawn up in conjunction between the parents, child and medical professional. This may include the Academy nurse. A meeting is called in school when the plan is agreed and signed by responsible staff.
- The SENCO and the responsible member of the admin team (Mrs E Maxwell) ensure that all Care Plans are in place and updated as necessary.
- Care Plans are held centrally in the school office and are also made available to all staff. They are also held electronically on student profiles on Arbor. They are reviewed at least annually or earlier if circumstances change.
- Staff are briefed by the SENCO about students with medical needs. Additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether to call for an ambulance. The Headteacher and/or the senior member of staff on duty will be informed immediately. Key staff have walkietalkies to contact the main office if necessary. In the event of a serious incident, an ambulance is called immediately, along with the emergency contact (adult) of the child.
- The school does not have any health worker or therapist in residence. Any service can make an appointment to visit a child on site with parental permission and subject to the school safeguarding protocols.
- There are regular visits from the school nurse plus staff from external agencies, including the Speech and Language Team, CAMHS workers, the Educational Psychology Service and the SEN and Disability Support Service.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides:

- Full details on how to contact staff and which member of staff is the most appropriate contact is given on the website in addition to the main academy telephone number for general enquiries.
- Parents are encouraged to contact the academy if they have a concern so that it can be dealt with early enough to avoid the escalation of the problem.
- The Prospectus and the SEND policy highlight the key contacts for SEND.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued by student planners, online questionnaires/surveys and parent forums. Academy practice may be adjusted and reformed in the light of this feedback.
- There is a strong parent representation within the academy governing body.

Working Together

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

What the school provides:

- The Academy has an active Student Leadership team.
- All form groups and houses have representatives who attend student council meetings.
- Student leaders are invited to attend meetings of the full Governing Body at appropriate times.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the Appointments Panel.
- The Academy has an active anti-bullying Peer Mentor system, enabling older students to support and mentor younger more vulnerable students. The Peer Mentors are assigned to each Tutor Group in Years 7 and 8 and run weekly activities during Tutor Group time.
- Students are consulted on a regular basis with regards to their views and opinions about the Academy and their learning and wellbeing.
- Parents are encouraged to complete online feedback information and questionnaires after visits to the Academy, Student Review evenings as well as website feedback.
- Students with additional needs are invited to make their views known in the students' feedback section in Annual Reviews, as do parents.
- The constitution of the Governing Body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the website and by letters home. Parents then apply for the vacant positions as set out under the Governing Body constitution.
- The SENCO provides regular updates on SEND and student welfare support to the Principal for reporting to the Governing Body.
- There is a governor linked with SEND who also reports back to the full Governing Body.
- Reports emphasise the involvement, and the impact this has produced, by key agencies. This ensures there is a regular, comprehensive review of provision.

What Help and Support is available for the Family?

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

What the school provides:

- Administrative support is supplied upon request via the main academy office. The key staff worker is identified and assigned according to need.
- The school website clearly signposts where support can be found.
- Designated teachers, external agencies and partners ensure that impartial careers advice and guidance is delivered to students. A wide range of external agencies and Colleges are invited into school to assist in this delivery.
- Vulnerable students receive one-to-one advice and guidance as required.
- Students are given support in completing application forms.
- Working in partnership with the LA Travel Unit we support the information received by parents concerning travel plans.
- In addition to meetings for reviewing progress, the Academy organises information evenings offering advice and guidance to parents / carers on a range of issues.
- Trained pastoral staff try to signpost parents / carers who need to access support for their family.
- Referrals are made, alongside their families for Early Help, to the Children and Family Wellbeing Service.

Transition from Primary School and School Leavers

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

What the school provides:

- The Academy works with feeder primary schools and the Information, Advice and Support (IAS) Team from Year 5 through to arrival in Year 7.
- The Academy has a Head of Year 7 and Transition who oversees the whole transition process from Year 6 through to the end of Year 7.
- The school holds an annual Open Evening in September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with key staff in Student Services for SEND and Vulnerable Students following the Open Evening.
- 'Without prejudice visits' are held upon request for parents who are considering applying for a place for their child who has additional needs. Parents and students will be escorted on a tour around the working academy within strict safeguarding limitations. There is also an opportunity to meet with key staff in Learning Support.
- Key staff in Student Services visit feeder schools during the Year 6/7 transition period to gain information about students with additional needs.
- Additional contact days are made available for Year 6 students to come and experience working in our academy.
- Transition plans are put into place for identified students to ensure a smooth transition to the Academy.
- A mini transition morning is held for identified students to meet the staff in Student Services and to look around the academy. This during a normal working day.
- At the transition meeting for newcomers to the Academy, key staff members are introduced to parents and students.
- All students attend an intake evening to meet with key staff and then the following day attend a full Intake day at Hodgson Academy to experience the school and meet staff and peers.
- A Year 6 Summer school is offered for all students transitioning to Hodgson to support their transition to secondary school.
- All students are offered Careers Education Advice, Information and Guidance (CEIAG) from a named specialist teacher linked to the LA.
- An annual Careers Convention is organised for all students, which includes local employers, Colleges and training providers.
- Follow up drop in visits are made by Colleges to support potential students in completing applications. The Academy also offers this support to students.
- The Learning Support Team works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by students in the summer term of Year 10 and Year 11.
- Through the PSHEe curriculum, students discover their vast career choices available to them both post-16 but also looking further ahead.

- Additional advice and information is provided to Colleges and training providers by the school, with the agreement of the student and family.
- The school has a dedicated careers' library which holds information on many universities and colleges as well as information about employment and training opportunities.
- A formal mock interview day with managers and employers from local businesses is available to students in Year 11 to provide them with a real life interview situation to support them to understand the process in the real world.
- The school actively promotes the work of The Duke of Edinburgh Awards Scheme.

Extra Curricular Activities

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

What the school provides

- Breakfast is available each day from the Hotpot Dining Room.
- The library is open before school and afterschool to complete homework or independent study.
- There is a wide range of co-curricular activities available to all students; the activities range from sport, film, photography, art, music and drama through to animal club and Life Skills.
- All clubs, activities and trips are available to all students but are subject to risk assessment.
- Students can access support for their learning during the lunch break or after academy hours in the library.
- The school actively promotes the work of The Duke of Edinburgh Awards Scheme.
- Homework support is available after school and the library is available where computer and printing facilities are accessible to all students.
- In unstructured time, the Pastoral Room and the Learning Support Room are available to socially or emotionally vulnerable students and actively promotes social integration and friendship support under the supervision of adults.
- Vulnerable young people are signposted to key staff in Student Services for support.
- There is a summer school for students starting at Hodgson Academy.
- During some holidays, there will be extra study sessions and intervention sessions available for our Year 11 students.
- Some day trips and evening visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits in cases of hardship. Where places are oversubscribed parents will be informed as to how places will be allocated.
- There are a range of overnight visits and residential on offer for our students. We encourage families to contact the visit organisers if they wish their child to attend but are experiencing hardship. We try to offer reasonable payment plans to help families budget for these experiences on offer.