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Academy @ Worden

SEN Information Report

Academy@Worden **SEND Information Report**

Introduction

Welcome to our SEND information report which is part of the Lancashire Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the school's policy for pupils with SEND and the information published must be updated annually.

At Academy@Worden we are committed to working together with all members of our school community. Hence, the local offer has been produced in collaboration with pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer and the best people to contact this year are:

- Mrs K Keane, SENDCO
- Mrs L Wood, Assistant Head teacher

If you have specific questions about the Lancashire Local Offer please look at the Lancashire Local Offer website by [clicking here](https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/) (https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/). Alternatively, if you think your child may have SEND or require any further guidance, please contact Mrs K Keane (SENDCO) on 01772 421 021.

All policies are available on the school's website.

Who is the SENDCO and how do I contact them?

- The SEND co-ordinator is Mrs K Keane.
Tel: 01772 421021, email: keanek@wordenacademy.co.uk
- Our SEND Governor is Mrs Maureen Woodall (Chair of Governors).

How does the school know if my child needs extra help and what should I do if I think my child may have SEND?

A pupil has SEND if their learning difficulty or disability calls for special educational provision, namely provision that is different from and/or additional to that which is normally available to pupils of the same age.

There are four broad areas of need which are used to articulate types of difficulties. The purpose of identification is to assess if action needs to be taken as opposed to categorising or labelling young people. The four categories are:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory or/and physical needs.

It is very important that SEN is identified at an early stage. We gather information to support such early identification in a variety of ways, including:

- Close liaison with our feeder primary schools
- Baseline assessments at the start of Year 7
- Whole school tracking system for early identification of children who are under-performing and who require additional support
- Analysis of CAT score data
- Identification by the class teacher through observation of behaviour or emotional difficulties
- Concerns raised by a parent
- Medical issues identified by a health professional or external agency. If you have any concerns as a parent; you should initially speak to your child's class teacher or relevant Progress Manager.

Assessments include Cognitive Ability Tests (CATs), Dyslexic screening, and reading age baselines using the Star Reading test, which complements the Accelerated Reader scheme used throughout KS3.

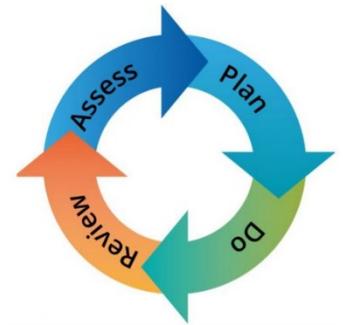
Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Equally it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. If you continue to be concerned that your child is not making progress you may wish to speak the Special Educational Need/Disabilities Co-ordinator (SENCo), Mrs Keane.

How does the school make provision for students with special educational needs whether or not students have EHC plans and how does the school evaluate the effectiveness of its provision for such students?

If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of a high quality, personalised teaching.

In accordance with the Code of Practice (2015) we engage in a four-stage process as outlined below:

- 1) **Assess** – this involves taking into consideration all the information from discussions with parents or carers, the class teachers, and assessments
- 2) **Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help the student overcome these barriers.
- 3) **Do** – providing the support, extra assistance for learning or learning aids as set out in the plan.
- 4) **Review** – measuring the impact of the support provided and considering whether changes to that support need to be made.



Assessment and evaluation of provision for young people with SEND

The provision for students with SEND is assessed and evaluated regularly using a range of strategies including:

- Provision mapping
- Half termly assessment and tracking
- Evaluation and targets set prior to intervention
- A staged Intervention Programme
- Regular assessment and update of SEN Support Register

Your child's progress will be continually monitored by his/her class teachers and Progress Manager. Regular book scrutiny and lesson observations will be carried out by the members Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible. Parents will be updated on how their child is progressing via termly reports and Parents' Evenings.

The SENCO will also check your child is making good progress in any group intervention they are part of. The progress of children with an EHC Plan will be formally reviewed at an Annual Review.

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

Arrangements for reviews of statements of educational needs or EHC plans.

Annual reviews take place for those students who have EHC plans. Reviews are always student-centred.

- Written advice is requested from all parties prior to each review
- All agencies are invited to attend and to make contributions during the meeting
- Provision mapping is updated to effectively plan provision
- The SENDCo can be contacted to discuss your child's support at any point in the school year.

Arrangements in place for children with other SEN needs

Arrangements for those children with other SEN needs are made including:

- SENDCo available to discuss and review a student's educational needs
- 1:1 meetings with the SENDCo as required
- Annual review of Pupil Passports.

How will the school staff support my child?

Teachers provide differentiated learning opportunities for all the students within the school and provide materials and resources appropriate to the student's interests and abilities.

This ensures that all students have full access to the school curriculum. All students who require additional or specific support/strategies have a personalised Student Passport.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Staff are aware of their responsibilities towards the learners and a positive and sensitive attitude is always shown towards students.

Additional classroom support

The ethos of the school is one of inclusion, and each child at Worden is valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways:

- Teaching assistants working in classes to support students' learning, or in small groups, or 1:1 as required with students with additional needs.
- As well as in class support, Teaching Assistants may also withdraw students for specific targeted maths and English intervention.
- Progress Managers may withdraw pupils in small groups or on a 1:1 basis to provide an intervention or bespoke provision if a pupil(s) requires specific support that cannot be addressed directly in the classroom environment. This provision can also include behavioural or Pastoral support as necessary.

How will the curriculum be matched to my child's needs?

Provision to facilitate access to the curriculum

A range of facilities are used to enable students to access all areas of the curriculum including:

- Every student with identified needs has their own Pupil Passport with strategies to enable them to make progress in key areas
- The use of interactive anti-glare whiteboards with touch screen in every classroom facilitates access to a range of learning activities for all
- Support from outside agencies including specialist teachers or health care professional who visit school regularly
- School also take advice from the school's Educational Psychologist (LEA) and specialist teachers and agencies as required, i.e. Occupational Health, H.I. specialist teacher, V.I. specialist teacher and Speech and Language Therapists.
- The curriculum may be adapted to fit the needs of individual children and this decision will be made based on the individual needs of the child.

How is the decision made about the type of support and how much support my child will receive?

SEN provision map

A SEN provision map is in place and is reviewed and updated regularly by the SENDCo to make adjustments, such as the allocation of 1:1 support or inclusion in intervention groups as the need arises. Monitoring and assessment of students' progress informs the level of provision required.

Arrangements and adjustments for Examinations

Appropriate arrangements and adjustments are made for those students who have an identified need. Where necessary, students are tested at the end of Key Stage 3/start of Key Stage 4 so the necessary access arrangements can be made for the pupils who require them.

Examples of exam concessions are:

- Scribe
- Reader/Computer Reader
- Word Processor
- Extra time
- Rest breaks

How will my child be included in activities outside the classroom including school trips?

The school provides a range of provision including:

- Lunchtime and after school activities are on offer for all students
- Sporting, arts and additional curriculum clubs are offered at lunchtime and after school.

Inclusion

All clubs are inclusive by:

- Making adjustments so that students with any SEN including disability can attend, including extra members of staff or 1:1 support within a club or on a trip if necessary
- Provide equipment that enables all students to take part.

Pastoral Care

- The Pastoral Team comprises of the Pastoral Support Officer and the Progress and Behaviour Managers. The Hub is an area in school where pupils can freely access Pastoral support, whereas The Base offices provide safe, calm environments where interventions and more intensive pastoral / behaviour support can be provided.
- All students will be in House teams throughout the school and support each other; House teams events develop our 'school family'
- We have good relationships with our families and we aim to resolve any issues with friendships quickly and professionally
- Worden prides itself on the outstanding behaviour of its students and actively rewards kindness and consideration of others. Visitors to our school regularly comment upon the behaviour of our students towards one another and particular towards those who have additional needs or disabilities

What support will there be for my child's overall well-being?

Managing and administering the safe keeping of medicines

Parents are asked to refer to the school's website to view the 'Supporting Pupils with Medical Conditions' Policy.

Individual Care Plans

Care plans are put in place for those students who require them. They are devised in conjunction with parents and health professionals including school nurses. All relevant staff are made aware of the content of care plans for individual children. Any required training specified in the care plan takes place for the necessary members of staff.

Medical emergencies

Teaching and support staff, including lunchtime assistants, have first aid training.

Staff training for particular needs

Staff are trained as appropriate for particular needs including:

- First Aid
- Moving and handling
- Specific training is undertaken as required e.g. EpiPen, diabetes.

What specialist services and expertise are available at or accessed by the school?

If a student displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help identify the provision required.

This may include:

- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)
- Educational Psychologist
- Physical and Occupational Therapists
- Lancashire SENDo
- Speech and Language Therapy service
- Specialist teachers e.g. H.I. and V.I.
- Play therapists

What training have the staff supporting SEND had or what training are they having?

All teachers and TAs have regular CPD on specific learning needs. All our TAs have had training in speech, language and communication, with regular training opportunities to update and refresh.

On-going support and development for staff

All school staff are provided with opportunities for their development. This includes:

- TA training development
- Regular TA meetings with the SENCo
- INSET in-service training days and SEN CPD sessions throughout the year
- Training opportunities are identified for support staff who are working with children with particular needs.
- Training focuses on strategies to support different children's needs and how to use TAs effectively
- SEN Toolkits and Strategy sheets are available electronically for staff

How accessible is the school both indoors and outdoors?

Accessibility of the school environment

Worden was originally built in 1955, and the layout has not significantly changed over this period. However, adjustments have been made to make the school more accessible, including:

- Designated disabled parking space in school car park
- Two lifts in school, providing access from the ground floor to first floor in both M block and next to the Sports Hall
- A disabled pupil toilet
- Access ramp at one side entrance
- The Science block is a separate building and all on ground level, with ramped access.
- All parts of the main building are fully accessible
- Wide, well-lit corridors
- Handrails on all stairwells.

Accessibility of information

We are predominantly a paperless communication school, meaning all information is disseminated to parents digitally. Synergy is our main method of communicating with parents, as well as information being made available on our school website, www.academyatworden.co.uk/news/parent-letters. School policies are available also to view via the school website, or as hard copies upon request. Latest news can also be found on our Facebook and Twitter feeds.

How are equipment and facilities to support children and young people with special educational needs secured?

Accessibility of provision

Every care is taken to ensure that all students have equal access to all provision. Children who have specific needs are provided with the necessary resources and equipment, all of which are appropriate to the age and ability of the individual student.

Specialist equipment

Specialist equipment is purchased and provided for those children who have been identified as needing provision including:

- Resources to alleviate visual stress including overlays, reading rulers and coloured paper
- Pencil grips for Dyspraxia
- Laptops for students who have poor handwriting
- Appropriate equipment to relieve stress or anxiety e.g. Stress balls or time out cards
- Use of buff paper in examinations for students with Dyslexia

How can parents communicate with staff at Worden?

Informing parents about roles and responsibilities

The school ensures that parents are aware of the roles and responsibilities of particular staff. Roles and responsibilities of all staff are identified on the school website.

Communication with key staff

We have an 'open door' policy and encourage parents to contact us, either in person, by phone, email or letter, to discuss any concerns about their child. Our school telephone number and Head teacher's email address are on every school letter. These details can also be accessed via the website, along with a staff list of names and job roles.

Updates for parents

Parents are updated on their children's progress and the provision provided by the school in a variety of ways including:

- Parents' Evening
- Interim reports
- End of year report
- Options evening for Year 9 students
- Informal Coffee and Cake evening for parents of Year 7

- Open Evening - an opportunity to meet all teachers and SEN staff
- Additional Y7 transition meetings for parents of SEN students to discuss the needs of their child and the provision to be put in place.

Parental feedback

This is sought formally, via parental questionnaires, but we also welcome conversations about things parents have enjoyed or constructive comments on any issues.

How will Worden consult with my child and how will they be involved in their education?

Opportunities for Student Voice

We have an active School Council which influences areas of school life such as the action plan and the use of resources. The students at Worden are extremely considerate and thoughtful to students with special educational need and this is often reflected in their decisions.

Students' views are also sought through:

- Target setting for personal performance including reviews and IEPs
- student questionnaires

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transition

SEND support includes planning and preparation for the transitions between phases of education and preparation for adult life. Transition planning begins as early as possible. Often this is initiated by parents within the locality at year 6. Children with SEND, along with their parents, are encouraged to visit Academy@Worden throughout the summer term of Year 6 in preparation for the transition to secondary school. The Learning Support Department actively encourage the co-production of a transition booklet to allow the pupil to become familiar with the structure, support and physical environment of Academy@Worden.

Since 2014, young people in England are required to continue in education or training until at least their 18th birthday. This has significant implications for young people with SEND. If a child / young person has an Education, Health and Care Plan (EHCP) the annual review in Year 9 is particularly important as it will include discussions and plans for the transition into further education and adult life (25 years old). The Year 9 annual review may involve all those

people and organisations who will play an integral part when leaving school. Information, advice, support and guidance is available to all young people with special educational needs regardless of whether they possess an EHCP.

Arrangements for handling complaints

Any concerns or complaints raised by parents / carers can be referred initially to the school SENCO. This can be done either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way, then the issue would be referred to Mrs L Wood (Assistant Head Teacher).

If the matter remains unresolved then the complaint would follow a line of referral via the head teacher and / or the school's Governing Body.

Where will I find information on where the Local Authority's Local Offer is published?

http://www.academyatworden.co.uk/schooldata/pages/Main_Menu/Our_Academy/Documents%20and%20Policies/2020/SEND%20Local%20Offer%20FGB%20171220.pdf

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>