SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Academy@Worden

School Number: 07503

Lancashire County Council

School Name and Address	**Academy@Worden** **Westfield Drive** **Leyland** **Lancashie PR25 1QX**		**Telephone Number**	01772421021
			Website Address	www.academyatworden.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	**No** **x**	**Yes**	**If yes, please give details:**	
What age range of pupils does the school cater for?	**The school is a mixed sex 11 – 16 school**			
Name and contact details of your school's SENCO	**Laura Wood SENCo** woodl@wordenacademy.co.uk 0177242101			
Feedback	**If you wish to give any feedback on our Local Offer, please contact Laura Wood, details above.**			

Accessibility and Inclusion

What the school provides

- 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. The main building is spread over two floors and there is one lift. In the B block corridor, there is another lift to one classroom that is upstairs. The Science block is separate and all on one level, with ramped access. All parts of the building are fully accessible.
- There is a designated access parking space near the front entrance.
- Our physical environment is safe and welcoming.
- Corridors are wide and well lit.

  An audit of the auditory environment has shown good acoustics in most classrooms which are carpeted and have window blinds and wall displays.
- There is one pupil toilet with disabled access.
- There are handrails on all stairs.
- There is clear visual signage around school and in all classrooms.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted, as necessary.
- The school does not use height adjustable tables as a rule.
- The school also has the use of Evac chairs in the event of an emergency evacuation of the building.

Teaching and Learning

What the school provides

- Students with SEND are identified in the Y6/7 transition process.
- The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.
- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available for a limited number of classes via Teaching Assistants.
- Literacy intervention is available through timetabled lessons and activities, and is a priority of the school designed to promote independent learning and curriculum access. Programmes including Accelerated Reader, IDL. Additional Literacy/Numeracy support is built into the curriculum for a small number of identified pupils at KS4.
- 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.
- Each teaching and non-teaching member of staff is given relevant information at the start of the school year.
- School nurse and agencies can provide advice and strategies for students with SEND and medical conditions.
- Updates are made available to staff, by the SENCO, via staff briefings, the weekly bulletin, email, or face to face meetings.
- Training and staff development are given in house and through external courses.
- School 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 through QFT.
- Where appropriate pupils may be offered vocational alternatives at KS4. These may be provided by external organisations or taught in-house.
- The school subscribes to the Chorley & South Ribble Learning Federation who provide inclusion, collaboration, and engagement initiatives at Shaftesbury
- Attendance and engagement are monitored regularly by the school's pastoral team ensuring high levels of attendance and working with the pupil and parents where this does not occur.

Reviewing and Evaluating Outcomes

What the school provides

- All statements and EHCPs are reviewed on an annual basis.
- Reviews are carried out in line with statutory guidance.
- Advice is provided by the school, external agencies, the pupil, and the parent/carer.
- Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the LEA, the parent/carer and school. All reviews are 'Pupil-Centred'.

- Progress of all pupils with SEND support is monitored termly by the SENCo/Learning Support Team in line with school assessment procedures.
- Parents and pupils are encouraged to complete Advice Forms prior to the meetings. Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents twice a year, in written format as well as face to face at parent's evenings.
- The Learning Support Department operates an 'open door' policy, and the school is committed to a working partnership with all parents.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.
- Line management meetings are held half termly to discuss issues arising and to quality assure the implementation of whole school and SEND policy.
- Learning Support components are included each year as part of the school's SIP (School Improvement Plan). This is produced by the SENCo and Line Manager and is reviewed on a termly basis.

Keeping Children Safe

What the school provides

- The school site is risk assessed annually by the site manager.
- Preliminary assessment is made by the SENCO prior to a pupil with SEND starting at the school.
- The main reception area at the front of school is a safe place for identified pupils to be dropped off or picked up by a responsible adult. Pupils are released to adults subject to safeguarding procedures having been carried out.
- Access for parents onto the school site is restricted at the start and end of the school day unless by special arrangement.
- The Hub provides a haven and supervised support for children at break and lunchtimes.
- All school trips are processed through the "evolve" system and risk assessments are attached to forms, checked by EVC and delivered by group leaders/responsible staff. The school site is risk assessed annually by the site manager. A first aid trained member of staff will be present on all school trips where a risk has been identified.
- A considerable proportion of the staff, particularly in practical areas such as technology and PE, are first aid trained. This accreditation is renewed every 3 years.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for pupils with SEND.
- The school's anti-bullying policy is available by a direct link on the school website and hard copies are available on request.

Health (including Emotional Health and Wellbeing)

What the school provides

- Where a pupil requires medication, it is routinely administered by pastoral staff with parental written consent.
- All medication is kept under lock and key in a central place.
- For the safety of all the community, students are not allowed to carry medicines in school. The locked cabinet is clearly labelled and designated staff have access to the key.
- Medications in the cabinet 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 in a Tupperware box in the refrigerator.
- A Care Plan is drawn up in conjunction between the parents, child and medical Professional
- Care Plans are held centrally in the pastoral office and copy is in every subject area. They are reviewed by the School Nurse/School at least annually or if circumstances change.
- All staff are briefed by the SENCO regularly 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. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- 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

Communication with Parents

What the school provides

- School website provides contact details for all departments and general school telephone number for general enquiries. Full details on how to contact school is given on the website as well as direct email links.
- At the Year 6/7 transitions evening for newcomers to the school, key staff members are introduced to parents and pupils.
- Staff visit all feeder schools during transition.
- Annual Parents' Evenings are held. Additionally, further information evenings relating to specific activities and careers are held at key points during KS3.
- Parental feedback questionnaires are completed at each Parents' Evening.
- Parents can meet with a member of the Pastoral Team by appointment.
- There is a strong parent representation within the School Governing Body. This representation covers the entire, broad demographic of our school community.

Working Together

What the school provides

- The school has an active Student Council which is led by the Head Girl and Boy, Student Leadership Team and Perfects and form reps. We have Form representatives on the School Council who meet regularly, and information is fed upwards and downwards.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions, and feeds back information to the appointments panel.
- Pupils are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.
- Parents are encouraged to complete questionnaires after events ie Parents' Evenings.
- Pupils with additional needs can make their views known in the student's feedback 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 constitution.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.
- The Headteacher is available by appointment.
- There is a governor linked with SEND who reports back to 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?

What the school provides

- Administrative support (e.g. help with completion of forms) is supplied via the main school office on request.
- The school website clearly signposts where support can be found.
- The school fulfils the statutory requirement to provide impartial advice and guidance through an independent Careers Advisor.
- A wide range of external agencies and colleges are invited into school to assist in this delivery.
- Students are given support in completing POST 16 application forms.

Transition from Primary School and School Leavers

What the school provides

- The school works with local primary schools from Year 6 through to arrival in Year 7.
- The school holds an Open Evening each year in September and parents are encouraged to attend. Follow up meetings are available on a one-to-one basis with the SENCo, following Open Evening.
- Transition visits start in the spring term for some pupils, following early liaison with feeder school.

- All Year 6 pupils including those with SEND attend a Taster Day and the Year 6 Evening during the Summer Term.
- All students including those with SEND are offered Careers Education Advice Information and Guidance (CEIAG) from a named specialist teacher.
- Local Colleges attend Parents' Evenings from Year 9 onwards.
- The SENCo works closely with pupils, parents, and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by pupils in the summer term of Year 10 and Year 11.
- Additional advice and information are provided to colleges and training providers by the school, with the agreement of the pupil and family.
- Subject departments engage with universities and colleges for subject specialist visits.
- The school provides opportunities for work related learning and work experience opportunities in Year 10.
- A Careers Fair is organised for Years 9-11 which includes, local employers, colleges and training providers.

Extra Curricular Activities

What the school provides

- There is a range of extra-curricular activities available to all pupils.
- The Learning Support Department has a wide range of extra-curricular activities available at lunchtime and after school in the Homework Club
- All clubs, activities and trips are available to all pupils, but may be subject to risk assessment.
- Trips and visits are subject to a contribution from parents/carers. Where places are oversubscribed, parents will be informed as to how places will be allocated.
- The school makes the Learning Support rooms available to socially or emotionally vulnerable pupils, and actively promotes social integration and friendship support under the supervision of adults.
- Teachers, Welfare staff and other adults will signpost vulnerable young people to the Learning Support Department for support.