

WORKINGTON ACADEMY

SEND Information report

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Introduction

Workington Academy is a mainstream 11 – 18 secondary school. We are a fully comprehensive, non-selective school recruiting from a number of local primary schools.

We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

The school caters for students with a wide range of SEND and we are a Strategic Facility for students with Physical/Medical Difficulties. The school is fully accessible for wheelchairs. We have a base within school – Loweswater – with a classroom and small rooms for one to one or small group work. Staff undergo regular training in order to support the students' individual needs. We ensure that all children are included in both curricular and extracurricular activities including educational trips and visits.

How will we know if your child needs extra help?

When your child first comes to us we use information from:

- primary school teachers, end of key stage 2 levels
- base line testing, Cognitive Ability Tests and other initial tests in year 7
- parents/carers, application form information
- subject teachers
- specialist colleagues, external agencies

As you child gets older we use information or referrals from:

- termly assessments and interim data
- subject teachers and tutors
- parental concerns
- external agencies

If your child needs to be assessed we would:

- use a range of assessments depending on the area of need

If it is thought a family needs support we:

- work with outside agencies and a referral can be made to them.

How will we know how your child is doing?

The school will send home 3 reports each year (1 full report and 2 data) which will show current and target levels and report on Responsibility for Learning, behaviour and attendance. The subject and Learning Provision departments will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made.

In addition to the 3 reports, mentioned above, students who have a statement of SEN or an Education Health Care Plan (EHCP) will have an annual review, with a relevant member of the Learning Support Department and outside agencies involved with the young person. We give reports to the governors who check and review the work of the LP department.

Also, students with a statement/EHCP have a personalised Passport with targets generated by staff, students and parents. These are reviewed once a day in class by students and support staff. These also look at successes and barriers to learning. The data is analysed on a weekly basis and sent home on a termly basis.

We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through:

- parents evenings
- notes in planners
- email
- telephone calls
- appointments made with individual teachers
- annual reviews (for those with a Statement of Special needs/Education Health Care Plan)
- Keyworker sessions (SEND)

The school provides information for parents through:

- Information on the website and VLE
- Open evenings
- Letters home
- Information evenings (year 6 through to year 11)
- Target review termly overview (SEND)

How will we support your child?

All teachers will be told about your child's individual needs and will differentiate their lessons to meet these. Teachers have experience or are trained in doing this. This means your child can access the lessons fully.

Within school there are a variety of staff roles to help us fully support your child. Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities.

Students with statements/EHCPs are each allocated a keyworker from the Learning Provision team. The keyworker meets regularly with the student to work on self-esteem,

self-confidence and student voice activities. The keyworker also contacts home regularly and is responsible for initiating any additional resources, interventions or actions for that student.

Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed.

There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.

When your child is approaching the start of Key Stage 4 if we think it is needed we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

How will your child be included in activities outside the classroom?

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

How will we support your child's wellbeing?

At Workington Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.

There are additional members of staff at Workington Academy who are able to provide pastoral support, these include:

- The Director of Learning, Student Provision Officer (Pastoral Assistant), Behaviour Support Staff: Sue Carruthers and the Student Provision Assistants..
- We also have excellent relationships with a number of outside agencies including: Children's Services, the Police and the Youth Service.

If your child finds lunch or break times tricky we have two specialist areas (LPB and Loweswater) which are safe and supervised areas of the school within Learning Provision to which your child can have access.

Who is our Special Educational Needs Coordinator?

The SEND Coordinator is Mrs L Saunders (lsaunders@workingtonacademy.org), who can be contacted on 01900873926. The Learning Support Co-ordinator is Mrs L. Robertson (lrobertson@workingtonacademy.org).

We have a Learning Provision department which is made up of the SENCo, Learning Support Co-ordinator, 5 HLTAs, 6 STAs and 9 TAs. Within this team we have staff who have a range of experience and training covering various SEND needs.

Staff who are new to the school follow an induction programme which includes training and information on SEND.

Training is provided to all staff including teachers and support staff as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

As a school we can call on support from specialist organisations from within the Local Authority, health and social care services.

How accessible is our school?

The current building has full access for wheelchair users. Please refer to the school's accessibility plan for further information.

How else can you be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of homework
- Checking and signing planner
- Attending parents meetings
- Attending any meetings specifically arranged for your child

How can your child contribute?

Students are encouraged to:

- take part in student voice activities
- attend review meetings
- contribute to target setting and reviewing
- be the best they can be
- be respectful, responsible and resilient

What should you do if you have concerns?

In the first instance, contact the subject teacher or your pastoral team who may refer your concerns to a more senior member of staff if needed.

The school has a formal complaints policy which can be found on the website.

What other services are available through the school?

As a school we can access a range of services including:

- Child and Adolescent Mental Health Service
- Specialist Advisory Teaching Service
- Social Care
- Physiotherapy
- Occupational therapy
- School health
- Educational Psychology Service
- Career Advisory Service/ Inspira

These services are contacted when necessary and appropriate, according to your child's needs.

How will we help your child's transition into secondary school and beyond?

We liaise with junior schools, parent carers and health practitioners and provide an extended transition for students with additional needs on an individual basis.

All students with Special Educational Needs and Disabilities receive advice and guidance on careers and are encouraged to visit post 16 providers, to enable them and their families to make an informed and appropriate choice. We currently work closely with agencies such as Lakes College and Westhouse to ensure the best possible pathways for our students.

Where can you get further information?

- Contact the school on 01900 873926
- Look at the Local Authorities local offer
- Look at the school's policy on SEN/Inclusion which can be found on the school website