SEND School Information Report 2025-26

Date of Approval:	November 2024	**Date for Review:**	September 2026
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Section 1

INTRODUCTION Definition of SEND

Workington Academy recognises as stated in the SEND Code of Practice, April 2015 that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for students with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support students with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for students with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools and academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.
- Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a cohesive approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
- There is a focus on inclusive practice and removing barriers to learning.
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood.

Inclusion and Special Educational Needs and Disability (SEND) at Workington Academy

Workington Academy Values and Ethos

Workington Academy is an 11 -18 comprehensive school on the Northwest coast of Cumbria, serving the community of Workington and the surrounding area. Workington Academy is part of Cumbria Education Trust, a family of schools who share the same vision for our community, to '*Be the best that you can be.*'

Inclusion At Workington Academy, we prepare our students to be lifelong learners who will go on to contribute positively to the wider community. Above all, we aim to develop an enthusiasm and thirst for learning. We want our students to be confident, capable, and happy young people who are hardworking and prepared for adulthood. Our 3 core values are *Respect, Responsibility, and Resilience* and it is through these values that we support and guide our students to be tolerant of one another, to recognise individuality and, at the same time, embrace collective responsibility.

We have high aspirations for our students and expect the best from everyone in ensuring that our students succeed. We aim to make school an enjoyable and productive experience for everyone, where every young person looks forward to the possibilities of each day with energy and enthusiasm. We want all our students to have every opportunity to embark upon pathways that will allow them to thrive in all they do, both now and in the future.

MISSION STATEMENT AND AIMS

Workington Academy is an inclusive school. Our aim is to ensure that all young people, regardless of additional need, have access to high quality teaching, extracurricular activities and opportunities and the social and emotional support they need to make exceptional progress. We are committed to the inclusion of all students. Every individual is valued, and their achievement celebrated. We support the entitlement of all students to a broad and balanced curriculum. Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning and building on their strengths.

Workington Academy is committed to ensuring that the individual long-term hopes and aspirations of the students and their families form the basis of a personalised next step approach to their educational experience.

POLICIES AND LEGISLATION

This School Information Report is written with reference to the following government legislation and Trust policies.

Inclusion and Special Educational Needs and Disability (SEND) at Workington Academy

Government legislation and guidance

- SEND Code of Practice 2015
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable adjustments for disabled pupils 2012
- Data Protection Act 1998
- Equality Act 2010
- Keeping Children Safe in Education 2025
- Guidance for safer working practice for those working with children and young people in education settings (December 2023)

Trust Policies – these policies can be found on the Cumbria Education Trust website at www.cumbriaeducationtrust.org/policies/

- Attendance Policy
- Online Safety Policy (Part 1)
- Special Education Needs Policy (Part 1)
- Supporting Students with Medical Conditions Policy (Part 1)
- Suspension and Permanent Exclusion Policy – Part 1

School Policies – these policies can be found on the Workington Academy website – Policies - Workington Academy - Paper copies can be supplied by request.

- Behaviour Policy
- Online Safety Policy and Procedures (Part 2)
- SEND Policy (Part 2 and 3) - this includes intimate care and our accessibility plan.
- Supporting Pupils with Medical Conditions Policy (Part 2)
- Suspension and Permanent Exclusion Policy (Part 2

CUMBERLAND LOCAL OFFER

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

For links to the Cumberland Local Offer parents/carers can access the website by clicking here.

The SEND Code of Practice (DfE, 2015) sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages106 – 107). As a School we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for students with SEND. Below is information that you may find helpful about how we support students with SEND and their families.

Inclusion and Special Educational Needs and Disability (SEND) at Workington Academy

Questions about provision and support for students with SEND	Response to the question	Examples of support at Workington Academy
1) What are the different types of SEND that support is provided for at Workington Academy?	There are four broad areas of need. **<u>1 Communication and interaction</u>** (for example, Autistic Spectrum Conditions (ASC) or speech and language difficulties) **<u>ASC</u>** Students with ASC may find it difficult to: • understand and use non-verbal and verbal communication. • understand social behaviour, which affects their ability to interact with peers and adults. • think and behave flexibly, which may be shown in restricted, obsessional, or repetitive activities. **<u>Speech and Language</u>** Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops. These difficulties could be: • their production of speech • it may be hard to find the right words or to join them together meaningfully in expressive language • problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas	• Every student has a pastoral team and a SEND point of contact who they see frequently and will know if there are any concerns and identify needs. • The school has a large safeguarding team who are available to speak to all students. • The school ELSAs provides one-to-one support, small group work, home visits and parental support. • There is a strong safeguarding team who provide welfare checks, home visits and transportation if needed for our most vulnerable students. • Students with EHCPs are supported via a holistic provision, this ensures that individual needs drive support. • There is a clear positive behaviour system in place to ensure that students are praised for success and that behaviour and safety are outstanding. • All students with an EHCP will be invited to attend an extended transition on entry to Workington Academy. • Students on the code of practice have their needs communicated to teachers via the passport system. For many students this is a personalised passport and for others they are included on our additional need passports. • We have a comprehensive offer for students with Dyslexia. • We have a pathway for students with SLD moving into Ks4 that enables equal access to the curriculum whilst ensuring that the qualifications give them the best possible life chances.

	• difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. **2) Cognition and learning (**for example, dyslexia, dyspraxia, dyscalculia) **3) Attention deficit hyperactivity disorder (ADHD)** Attention Deficit Hyperactivity can seriously affect a student's concentration, behaviour, and learning. They will often feel overstimulated by external and internal factors, may be distracted by others, sounds and sights, be impulsive and find it hard to focus on curriculum content. **Moderate Learning Difficulty (MLD)** Students with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Students with MLDs have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. **Profound and Multiple Learning Difficulty (PMLD)** Students with PMLD have complex learning needs.	• The school works with many external agencies for specialist support, which includes the Deaf and Hearing-Impaired Team, Speech and Language, Occupational Therapy and the Visually Impaired team. • Workington Academy promotes inclusion, and all students have access to quality first teaching and specialist teachers. • Workington Academy provides interventions and small group work for social communication and for those with SEMH alongside mainstream lessons. We provide other intervention including additional literacy interventions, to support reading. Preparation for Adulthood interventions and social skills interventions. Entrance and exit criteria are identified so that impact on development and progress can be analysed. • We will work closely with agencies to quality assure the provision on offer, including the ADHD team and Community Peadiatrics. • Learning is personalised to ensure that the needs of all students, including those with SEND, are met within the classroom and through high quality teaching. • Students who need support to develop their reading benefit from several interventions that reflect specific need e.g., de-coding, reading fluency and passage comprehension. • Concrete resources/manipulatives are used for some students to develop skills in Maths. • The ELSA can provide small group work for students with social, emotional, and mental health difficulties and social skills concerns dependent on need. Group work would be provided alongside access to mainstream lessons. • Learning tools and aids can be provided for students with physical or sensory difficulties, such as laptops, easy grip pens and pencils, colour paper and overlays, line guides.

	In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment, or a severe medical condition. **Severe Learning Difficulty (SLD)** Students with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills. **Specific Learning Difficulty (SpLD)** "A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing)." (2015 SEN Code of Practice) **3) Social, Emotional and Mental Health (SEMH)** (e.g anxiety, attachment difficulties, Obsessive Compulsive Disorder) Students with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These	• Workington Academy is highly accessible, with wide corridors and lift access to all floors. • Workington Academy has an Accessibility Plan which outlines how we will ensure that all students have access to building, facilities and to the learning experience, please see the website on Policies - Workington Academy • Excellent facilities to support learners with Physical and Medical needs that promotes inclusion and provides all students with access to all aspects of the curriculum.

	students may struggle managing their emotions and building relationships with others which has an impact on their ability to learn. **4) Physical/ Medical needs** (e.g. hearing impairment or visual impairment)	

	Hearing Impairment (HI) Students with HI may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range. **Visual Impairment (VI)** A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. **Multi-Sensory Impairment (MSI)** Students with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. **Physical Disability (PD)** There is a wide range of physical disabilities. Some students can access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a SEND. For others, the impact on their education may be severe.	

	Some students may have primary SEND needs and additional or complex needs from more than one category. As a school, we will ensure that we are aware of each need and that learning is personalised to ensure that all these needs are met to enable the student to learn. If students are significantly falling behind their peers or are making lower than expected progress over a period due to barriers to learning, they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self-help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns. SEND can affect learning in many ways and students may have difficulty with: • Reading and writing • Numeracy and mathematics • Concentration and staying on task, e.g., attention deficit conditions. • Physical movement • Medical difficulties that affect health and wellbeing • Sensory processing, such as hearing or visual impairments • Social communication and socialising with others • Controlling and managing emotions, such as anger • Dealing with anxiety or stress	

2. Who is the named Special Educational Needs and Disability Co-ordinator (SENCo) and how does the school identify and assess the needs of students with SEND?	**THE SENCO** The SENCO hold statutory duties for the identification or and co-ordination of support for the school's code of practice register alongside the Headteacher and LAB member connected to SEND. Daily responsibilities are providing support for students identified as SEND, including those with Education Health and Care (EHC) plans, and their families. These members of staff are also responsible for communicating with parents/carers of students with SEND and external agencies who may offer support. **IDENTIFYING STUDENTS WITH SEND** **Transition** A student may be identified as needing support for SEND at transition from primary school to secondary school or across phases if they transfer mid-year. If this is the case the SENCo from the primary or secondary school will contact our SENCo to share information. This communication may include visits to the school and students, meetings with the SENCo/Director of Learning Provision, external agencies, attendance at review meetings and meeting with the student and parents/carers. **Identifying SEND Difficulties** If a student is not identified as having SEND difficulties before attending Workington Academy, their needs may be identified at a later date,	• Workington Academy's named SENCO is Katie Kinrade who is supported by the Assistant SENCo, Karen Potter. The school is supported by The Director of Learning Provision at Cumbria Education Trust, Sue Newstead. • The identified LAB member for SEND is Marie Steele. • Information with regards to SEND at Workington Academy, including the SEND policy, Accessibility Plan and link to the Local Offer can be found on the school website - www.workingtonacademy.org • The Year 7 group team, supported by the SENCO and Assistant SENCO will liaise with primary schools to ensure that transition into Year 7 is seamless. • The transition process includes extra transition sessions, meetings with the Year 6 teachers and the SENCo, Summer School opportunities and orientation days. • A referral process is in place for staff to refer concerns or student difficulties. This includes difficulties relating to a potential additional need or a barrier to learning. A comprehensive process is established for early identification leading to

	following the assess, plan, do, review cycle outlined in the SEND Code of Practice. Evidence of need will be collected over a 10 week period to ensure that needs are identified in context. If a student is identified as requiring additional needs, they will be placed on the SEND register, the SENCo and/or the Assistant SENCo will contact parents/carers prior to the student being placed on this register. Workington Academy has a comprehensive approach to assessment and tracking of student progress, including those with SEND. Progress is tracked in line with whole school systems. At Key Stage 3 progress is tracked against Key Learning Indicators. In Key Stage 4 progress is tracked using qualification benchmarks, including Entry Level and Unit Award benchmarks. Sometimes students may make progress below age expected levels or make limited progress over a long period of time which could be linked to barriers to learning and SEND. It is the responsibility initially of class teachers to identify students who have these difficulties. The teacher would then refer to the SENCo so that they can speak to other staff, parents/carers and to the student to make assessments and plan the next steps for support.	intervention to ensure that all students receive the support they require to make maximum progress. • At each assessment point data is analysed and moderated. • Parents/carers are involved in their child's progress via parents' evenings, annual reviews, school reports and Learning Support meet and greets. • All students with an EHCP have an individual passport that will be shared with the student and parents/carers. This will include the wishes and feeling of the students, strategies to support them and development targets. • Students on the K cohort may have their own passport or have their needs captured on group passports for specific learning needs. • We work with several external agencies to ensure that all students who need specialist review have an open Early Help. Health diagnosis and health professionals are involved in planning for support, where needed. Working Together with other agencies and services will result in the best outcomes for families and students. Workington Academy also benefits from support from CETs Director of Learning Provision. • We have high expectations for Quality First Teaching in every lesson and teaching staff will adapt their practice to ensure that all students make excellent progress. •

	Parents/carers can contact the SENCo or Assistant SENCo if they have any concerns about their child's learning.	

3. What is in place at the Workington Academy for consulting with parents/carers of students with identified SEND needs and how do we involve parents/carers in their child's education?	The views and voice of our parents/carers is important to the school. There are many activities and events throughout the year where all parents/carers are invited to attend Workington Academy to discuss student progress and celebrate achievements, including where a SEND need is identified. The SENCo will also ensure that parents/carers of students identified with SEND have regular communication, meetings and are involved in the **'assess, plan, do and review'** cycle of support for their child. This will include: **Assess** - Parents/carers are contacted by the class teacher/ SENCo if any concerns are raised about barriers to learning to assess the needs of the student. Teachers may make a referral to the SENCo with regards to needs that have been identified during lessons. **Plan** – A meeting with parents/carers, the student and other agencies and professionals is held to discuss these concerns and planning for the right support. **Do** – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention. **Review** – We review the support and intervention to	**General and SEND** • The class teacher is the first point of contact for parents/carers if they have a concern. • The home school diary can be used to communicate with teachers and the SENCo about any concerns or to ask for them to call. This a way of parents/carers communicating with staff. • There are two parent's evenings a year. • Parents/carers of SEND students will be invited to meet with the SENCo at a minimum three times a year. • Each student is assessed on a regular basis and progress is reported to parents/carers every term. This includes attitudes to learning as well as performance. Assessment data of all students will be analysed to ensure that every student is making progress and is supported in their learning. • Once a year parents/carers receive a summary report of their child's progress. • Parents/carers are invited to celebration assemblies, open mornings, open days and other community events. • Senior leaders contact parents/carers for praise calls when a student has been successful, is making good progress or goes above and beyond, shows resilience, has a caring attitude, exhibits team work and aspires to achieve. **Students with SEND and their parents/carers** • Parents/carers of students with SEND can contact the SENCo and arrange a meeting to discuss any concerns and/or support. • The Class teacher will contact parents/carers and invite them to an initial meeting when a student is identified as having additional needs.

4. What are the arrangements for consulting with students with SEND and involving them in their education?	see if it has been successful and look at next steps for support. We meet with parents/carers and the student to find out what has worked and how we can better support their needs. This may include information from class teachers. Parents/carers will be consulted if ever there is a change to the planned support for the student or any changes to their needs. **Coming off the SEND Register** A pupil will be removed from the SEND register, in consultation with parents/carers if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEND Support and parents will be consulted at each stage. Developing strong relationships with students and members of staff are very important so that students feel comfortable and confident to have conversations about their education and any concerns. The student voice is important to us as the student is at the centre of everything that we do. We will	• The Class teacher will arrange meetings with parents/carers three times a year, at a minimum, to review support and intervention. This is supported by the whole school parents evening process. • Where a student has an Education, Health and Care Plan regular review meetings will be held with parents/carers and relevant agencies, to discuss support and progress on the plan. • During these meetings learning outcomes, targets and review dates will be discussed and agreed. • For information with regards to our Home School Agreement please visit our website. • To see our SEND Policy and other related polices please visit Policies - Workington Academy • We will signpost parents/carers to SENDIAS, the impartial information and advice service for SEND if parents/carers require further support. • School Newsletter and Facebook page.

	always speak to the student before any meetings about them to ensure that they are able to express how they feel and what they think. Sometimes students will also be invited to review meetings to express their thoughts and feelings. We will always record what the student thinks and feels and the SENCo will share this in meetings with parents/carers and external agencies. Regular discussions will be held with class teachers and students to review their progress and discuss any concerns. The class teacher will always listen to what the student needs and personalise learning to ensure that they are making progress. The student is heavily involved with their passport and reviews in order to ensure that their voice is listened to in terms of additional support that they require. Student voice is fundamental to ensure that their needs are being fulfilled.	• The PASSPORT template supports the capture of the student voice which is then translated to what that means for learning and academic outcomes. • As part of the identification process, PASS assessments (Pupil Attitude to Self and School) capture student voice outside of a time of crisis. • PASSPORT review meetings encourage student input. Student evaluations and surveys.

5. What arrangements are in place for assessing and reviewing student's progress towards outcomes, including the opportunities to work alongside parents/carers and students as part of this assessment and review?	Workington Academy has an overall approach to monitoring of progress and development. At each assessment point teachers, class teachers, the SENCo and Senior Leaders analyse data and decide if students need intervention. If a student is already receiving support and/or intervention the SENCo, alongside Senior Leaders will regularly monitor and track this support alongside general assessment criteria. The SENCo will also review progress against set targets and outcomes from the SEND plan, statement or Education, Health and Care Plan with the student and parents/carers. This will be part of the **Assess, Plan, Do and Review** Cycle for SEND students and their parents/carers. The school closely monitors the progress and attainment of SEND students through assessment, attendance data, reading and spelling testing, rewards, and work examples. The SENCo works with the Director of Learning Provision and designated LAB member to ensure that all students receive high quality provision.	• A SEND register is kept to ensure that all staff are aware of which students have identified needs. • This is available on SIMS. • The SEND register is reviewed and updated at the minimum every term. • Students can be taken off the SEND register if they make expected or sufficient progress in discussion with parents/carers. • Students can be added to the register where a need is identified in discussion with parents/carers. • Every student with SEND will have a PASSPORT and/or Education, Health and Care Plan. This sets out outcomes and targets which will be reviewed. • The new leadership of the school is aiming to achieve a full and comprehensive identification of need and support map for each year group. • Provision maps are developed by the SENCo and teachers. • Support and intervention are regularly reviewed in line management meetings and at senior leadership meetings. • There is a rigorous approach to monitoring, the evaluation and quality assurance of SEND support. • Learning observations and book looks are undertaken by the senior leadership team to ensure that SEND students receive high quality teaching. • SEND provision is based upon a graduated approach with a focus on the **Assess, Plan, Do** and **Review** cycle. • Ongoing monitoring by teachers is part of an overall approach to assessment and monitoring.

6. What arrangements are in place at Workington Academy to support students moving between phases of education and in preparing for adulthood, including aspirations, further or higher education, employment, independent living and participation in society?	All students including those with SEND are supported to make successful transitions, from year to year, from key stages and from primary to secondary school. It is our mission to ensure that all of our students are able to become rounded young adults with fulfilled lives.
	
	We have very high aspirations for all students and work to improve outcomes the outcomes of SEND and the most vulnerable by giving them guidance and advice.
		• The Year 6 teacher, along with SENCo and Headteacher, meets secondary school staff to share information while students are in year 6.
		• **Transition activities include:**
		  ○ Transition intake evenings
		  ○ Intake days
		  ○ Small group events
		  ○ Transition activities
		  ○ Extra visits to the Secondary School
		  ○ Open days for prospective year 6 students and parents/carers
		• The transition process includes extra visits, meetings with the SENCo and visits to Secondary Schools.
		• SEND students may also attend transition visits and events to develop their confidence and self-esteem.
		• Preparation for secondary school is discussed in all EHCP Annual Review meetings in consultation with parents/carers to ensure that the transition to secondary education is clearly mapped for pupils with SEND
		• If a student transfers schools mid-term the SENCo and/or Senior Leaders will attend hand over and review meetings prior to transition.
		• Senior leaders and/or the SENCo/ Director of Inclusion will lead an initial meeting with parents/carers and students, a tour of the Academy and a transition programme for new and mid-year transfers.
		• Our SENCo and SEN transition lead are also child protection officers, and they visit feeder schools to ensure that vulnerable students have support in Year 7 and mid-year transfers.

		• The SENCo and EWO will attend Early Help Assessment meetings and child protection review meetings for year 6 students and mid-year transfers. • Targeted students who may be at risk of not being in Education work with the EWO to develop confidence, motivation, and the skills to succeed. • If a student from Workington Academy transfers to another school documentation, student files, attendance information, assessment and information and copies of plans will be discussed with the new school and transferred. • Attendance is high priority, and our strategy supports and identifies absence relating to SEND so that this can be addressed. • Transitions between Key Stages and FE are also planned for and supported based on the individual needs of students. Support in identifying and applying for FE provision is part of the Yr 11 support curriculum for students with an EHCP. Inspira offer enhanced support for all students with an identified SEND need. • Preparation for Adulthood is a thread that runs through all Key Stages and targeted support is offered to ensure that young people have the skills, experiences and knowledge to confidently enter the next stage of their learning.

7. What arrangements are in place to ensure accessibility and access arrangements?	Workington Academy is accessible by wheelchair/mobility aids for students, staff and parents/carers with mobility difficulties. The school has wide corridors, an accessible bathroom and changing facilities. If parents/carers have English as an additional language, we will make our best endeavours to arrange for a translator to attend meetings where necessary and where leaders cannot be understood by any other means, to ensure that parents/carers are able to express their views. Alternatively, the school will use a translator App to ensure key messages can be given and understood.	• Please see the Accessibility Plan on our website at Policies - Workington Academy • We work closely with the Deaf and Hearing-Impaired Team and Visually Impaired Team if extra equipment is needed for students. • Accessibility arrangements for examinations and tests will be applied for by the SENCo when needed in consultation with parents/carers and students, for example a scribe or reader. • If parents/carers are considering whether their child should join Workington Academy they can contact office@workingtonacademy.org, kpotter@workingtonacademy.org or kkinrade@workingtonacademy.org.

8. What approaches are used to teach students with SEND?	We expect all of our teachers to be teachers of SEND and that there is Quality First Teaching in every classroom for all students. Our staff will personalise learning to ensure that every lesson meets the needs of every student within that class. This will consider the needs of SEND students to ensure that there are included in whole class experiences. Where it is recognised that a student may need additional support or intervention they may be withdrawn for short periods of time and brief intervention given to build on strengths and develop knowledge and skills to enable them to thrive in lessons. As a mainstream Secondary School, all interventions are delivered with the intention of complimenting the Quality First Teaching received within the mainstream classroom. Therefore, all intervention is offered with the intent of supporting students being successful in their mainstream lessons so is only ever short term. The SENCo alongside the wider SLT supports teacher with adaptive planning and teaching to ensure that the needs of all students are met in the classroom. The school closely monitors the quality of teaching and intervention that SEND students receive.	• Learning is adapted ensure that the needs of students are met in all lessons. Specialist support staff are utilised to support SEND students. • Strategic seating plans and personalisation mapping is used to ensure that groupings and seating meets the needs of students. • Work scrutiny by the Senior Leadership Team ensures that students have work with challenge, pace and differentiation that is suited to their needs. • Students access Quality First Teaching which is high quality and adaptive, within the classroom. • Students may access intervention where additional needs are identified, this is targeted support, which may include scaffolded work in the classroom and short-term group work and intervention. • Students may access intervention and may have modified or scaffolded tasks within the classroom, have access to regular 1:1 support and group work, and the involvement of multiple agencies to offer support. • If parents/carers have any concerns with regards to their child's progress in learning, they can contact the Year Group Team or SEND team SENCo on 01900 873926 and request a call/meeting.

9. How are adaptions made to the curriculum and learning environment for students with SEND?	The school's resources are allocated across the school and the SENCo has a budget to purchase resources, aids and services for SEND. The school budget is allocated to provide staffing, support staff, Educational Psychology services and resources, specifically used to provide learning opportunities for SEND students within and outside of the classroom, for example Numicon and the Ruth Miskin 'Read Write Inc.' phonics programme. We expect our teachers to personalise learning to ensure that all students are able to make progress. This includes ensuring differentiated outcomes and resources are used in lessons. If a student has a Statement of SEND or an Education, Health and Care Plan the school will ensure that they receive the provision described on their plan. This will be reviewed in partnership with parents/carers and students. As a school we have high aspirations for all students and try to give all students the opportunity to learn in a community where they feel included and valued.	• The Learning Support base is at the heart of the school, this promotes inclusion whilst providing holistic support for all students. • All curriculum maps have been expertly developed to ensure that all students can access a broad and balanced curriculum that stretches and challenges them whilst meeting their individual needs. • Targeted interventions are delivered to support reading, social and emotional wellbeing, and preparation for adulthood. • Disciplinary literacy is a whole school priority, and this is supported through reading passports for low level readers. • Quality first teaching is a priority in all curriculum areas and staff employ adaptive teaching practices to ensure that needs of learners are met. • Our school is accessible for those with a physical/medical need. • All students have access to our extra-curricular offer, this includes sports competitions including Boccia.

10. What expertise and training is provided for staff to ensure the best support for students with SEND, including securing specialist expertise?	It is the responsibility of teaching staff, Senior Leaders, the SENCo and Head teacher to ensure that all students are able to make progress. It is important that these staff members receive regular information to help them to develop the skills and knowledge.
	
	The Director of Learning Provision, SENCo and Senior Leaders provides regular training for staff in implementing effective strategies to support students with SEND.
	
	Tailored CPD is offered via the CET CPD calendar and school CPD calendar.
	
	Cumbria Education Trust also lead Continuous. Professional Development days where all staff across the Trust receive training to enhance teaching and support.
	
	Where students make little or no progress, or where complex needs are creating significant barriers to learning, the school will make referrals for support from specialist and external agencies.
	
	If students and their families need additional specialist support, we can refer to a number of different agencies for specialist advice and expertise.
		• Regular staff training is held to develop skills in many areas of support for students including whole staff training from external agencies such as Educational Psychologists, Specialist Advisory teachers and medical staff.
		• The Trust hold Continuous Professional Development days for all staff, which has included pastoral training.
		• The SENCo attends regular training.
		• Phonics intervention group work is led by experienced members of staff that have attended CPD.
		• The school works closely with the LA SEND team to provide support, consultation, support for staff and families to ensure the needs of students are met.
		• The SENCo and Assistant SENCO attend training meetings and development opportunities within the trust.
		• Referrals are made, where threshold criteria is met, to numerous agencies and/or services, including:
		  ○ Educational psychologist
		  ○ Family Action (for support with social, emotional and mental health)
		  ○ Young Carers
		  ○ Speech and language services
		  ○ Deaf and hearing-impaired team
		  ○ Visually impaired team
		  ○ Child and Adolescent Mental Health Services
		  ○ Health and school nursing

11. How do we evaluate the effectiveness of the provision made for students with SEND?	By assessing and reviewing the services provided for students we can ensure that students are making progress towards planned targets and outcomes. This is important to make sure that students are achieving targets, narrowing the gap between themselves and their peers and making age expected progress. This evaluation includes formal assessment as well as verbal feedback to parents/carers and students.	• Ongoing assessment of data with regards to student progress in all curriculum areas. • Formal assessment of progress at assessment points. • Regular review of the PASSPORT with students and parents/carers evaluates progress towards targets on PASSPORTs and identifies clear next steps within the graduated response. • Parents evenings and events, and meetings with parents/carers. • Senior Leadership scrutiny of work, books and marking. • Lesson observations and line management to ensure consistent support for SEND students. • Learning walks to observe Quality First Teaching in the classroom with feedback and targets for staff. • Parental surveys, parent view and evaluation. • Student survey and evaluation. • Attendance data is analysed with specific groups, as identified. Intervention and support is in place where students have barriers to attendance. • Provision map which outlines the support and intervention for students. • Review meetings and annual reviews. • Multi-agency meetings, Early Help Plans, Child Protection plans and meetings and agency referrals.

12. How do we ensure that students with SEND are enabled to engage in activities available for students in the school who do not have SEND?	It is our aim that all students are able to fully participate in events and activities within the school. Extra-curricular activities are offered throughout each term to all year groups to encourage motivation, expand learning and promote health, wellbeing and team work. These cater the needs and interests of all students. If a student needs additional assistance or resources to access these activities this will be provided. Assistance will be provided for students so that they can engage in sports activities, visits, and trips.	• Extra-curricular activities at Workington Academy are accessible and inclusive of all students. • School trips are planned to include all students and support for students with SEND medical additional needs, including additional staff ratios, First Aid support and risk assessment.

13. What support is available for improving emotional and social development, including arrangements for listening to the views of students with SEND and prevention of bullying?	As a school we recognise that barriers to learning can have a lasting impact on students' ability to learn and their life chances. As a school we are proud that we are able to provide support for our most vulnerable students. We want to ensure that every student is able to fulfil their potential. To do this we ensure that all students have access to pastoral support to improve their social emotional development and resilience. We also have a zero-tolerance attitude to bullying of all students, including SEND. The Year Group Team is the first point of contact for students, they monitor attendance, offer support and track behaviour. Students also have a SEND point of contact to support them throughout their time at the Academy.	• All students have access to pastoral support from their class teacher, Year Group Team and wider pastoral team. • The Inclusion team provides 1:1 support, group work and parental support. The inclusion team leads therapeutic group work, around emotional regulation, building resilience, developing self-esteem and confidence and life skills. • Personal, Social, Health and Citizenship Education lessons raise awareness of bullying, e and online safety and healthy relationships, as well as many other key areas of student development. Pre/Post teaching takes place, when required, to ensure that key issues e.g., consent are delivered age and stage appropriately. • The school's mantra 'Not in Our School' permeates the corridors. • Positive discipline ensures that there are graduated and stringent sanctions for students who bully others, including restorative practice. • Reasonable adjustments are employed to support all learners. • The Year Group Team provides pastoral support, home visits, phone calls, monitoring of attendance concerns and support for students and parents. • School Councillors are nominated and represent the views of the student body.

14: How does Workington Academy involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of students with SEND and their families?	Meetings with parents/carers, students and agencies to identify other professionals from who can offer support, advice and guidance. We have many different agencies available to support our families. If our Inclusion team feel that a student may need additional support they will firstly contact parents/carers. We have a hub of agencies that we work alongside to support students and families. (please see the table on page 29 and 30 for useful contact numbers and websites)	• Katie Kinrade is DSL and SENCo, there are an additional 6 deputy safeguarding leads in school, and all are trained to Level 3 are complete frequent training in all areas of safeguarding and pastoral care. • The safeguarding team works closely with other bodies, including health and social care, local authority support services and voluntary sector organisations in ensuring that the wellbeing of students with SEND and their families is taken care of. • We work alongside agencies including the Mental Health Support Team, Safety Net, Family Action and CAHMs. • We have close working relationships with Children's Services to ensure that all children are safeguarded and safe from harm. • The school employs a school counsellor. • We can access financial support for families, including food banks, financial and housing support. • Local government agencies, such as Educational Psychologist, Children's Social Work Services, speech and language and complex needs • Health, for example the Child and Adolescent Mental Health Services, paediatricians, speech and language therapists and school nursing team. Please visit Cumbria's SEND Local Offer

15. What arrangements are in place to support Children Looked After (CLA) by the Local Authority and have SEND?	We believe that as Corporate Parents we have a special duty to safeguard and promote the education of students and children in looked after care. These students face life challenges so deserve sensitive and proactive support to give them equal life chances that every student deserves. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met. We will strive to: • provide a safe and secure environment which values education and believes in the abilities and potential of all students. • bring the educational attainments of CLA/previously CLA students nearer to those of their peers and to narrow the gap in attainment and progress. • identify the school role as Corporate Parents to promote and support the education of our CLA/previously CLA students. • Ensure that CLA/previously CLA and CLA SEND students have high aspirations for themselves and are prepared to move into the next stage of education and adulthood.	• The nominated member of staff for CLA and previously looked after children is a member of the senior leadership team. The person responsible for this is Katie Kinrade (Assistant Headteacher) • There is a nominated LAB member for CLA who is also the identified Safeguarding LAB member. The designated LAB member is Marie Steele. • Effective use of Pupil Premium funding to support resources for CLA students with SEND. • Attendance of SENCo/and key members of staff at CLA meetings and reviews including review of the Care Plan and Personal Education Plans (PEP) • Educational targets are set and reviewed with all staff. • Support from the inclusion team if needed. • Rigorous assessment and monitoring of students that are CLA/previously CLA and SEND. • Working alongside the Virtual School an other partner agencies.

16. What arrangements are in place for handling complaints from parents/carers of students with SEND about the provision made at the school?	All complaints should follow the school's complaints procedure as set out in the Trust policy. We want to ensure that the needs of all students are met. If you feel that you need to speak to a member of staff with regards to a complaint, please refer to CETs complaints procedure on our website Policies - Cumbria Education Trust	• SENDIASS can provide information and advice. They can be contacted at Cumbria SENDIASS • In the first instance, concerns should be discussed with the SENCO. If unresolved, contact the Headteacher on 01900 873926 to discuss any compliant relating to SEND practice within the Academy and where concerns remain, please contact CETs Director of Learning Provision, Mrs Sue Newstead snewstead@cumbriaeducationtrust.org. • For complaints related to statutory aspects of SEND e.g. the local authority's handling of the EHC application process please refer to the complaints procedure in the SEND Code of Practice at • https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25 • See other related policies, such as child protection on Policies – Workington Academy • The SEND LAB member is Marie Steele.

Inclusion and Special Educational Needs and Disability (SEND) at Workington Academy

Areas of SEND Needs and Types of Interventions/Support			
Communication and interaction	**Cognition and Learning**	**Social, Emotional and Mental Health (SEMH)**	**Sensory and/or physical needs**
Quality First Teaching Literacy and numeracy support Short term small group work Resilience, social communication, life skills and emotional regulation group work Restorative practice 1:1 EWO support Drop-in inclusion team appointments Solution focused support Social stories Phonics Speech and language support Literacy programmes Reduced timetable Visual timetable Praise reports Nurture space	Quality first teaching Personalisation and differentiation Small group work Guided reading Educational Psychology referral and support Literacy and numeracy programmes Literacy and numeracy intervention Maths manipulatives Scaffolding Handwriting intervention Coloured overlays Writing slopes Easy grip pens Triangular pencils Use of ICT/laptops Reading intervention Spelling intervention Dictionaries Access for exams 1:1 TA support	School counsellor 1:1/group inclusion team support Therapeutic group work Mental Health Support Team Safety Net Family Action External agency referrals Early Help Plan Small group work – resilience building, emotional regulation, cognitive behaviour therapy, social and communication, motivation and learning. Class teacher support Reduced timetable Drawing and Talking Children's Social Care Service Nurture space/ Sensory room Stress balls/Time out Positive Handling Plan	Specialist support – Hearing impaired/ visually impaired team Specific equipment tables/chairs Hearing/ visual aids Occupational therapy Physiotherapy Nurture space Sensory room Specialist equipment Tactile resources Intimate Care Plan Care Plan Ergonomic pens/pencils/writing slopes Use of ICT/laptops Coloured overlays Visual timetables Time out Medical pass Leaving 5 minutes early Toilet pass

APPENDIX 1 - Staff experience and qualifications: SEND Leadership Team

NB: the staff below are supported by 18 Learning Support Teaching Assistants who support students in accessing learning.

Name	Role	Responsibilities and Strengths
Katie Kinrade	Assistant Headteacher, SENCo and DSL	Quality first teaching for students with additional needs. Safeguarding Lead School Improvement Lead (SIL) – for SEND across Cumbria Education Trust (Secondary) Leads on complex cases
Karen Potter	Assistant SENCo	Leads on the Annual Review process. Trained teacher – delivers Ks4 courses as part of the options process. Line manages SLSTAs.
Sarah Pattinson	HLTA – Intervention	Oversees the day to day running of the learning support timetable. Co-ordinates all Learning Support interventions and monitors impact of each intervention.
Nic Kelly	SLSTA – Extra Curricular	Extensive experience with inclusive extra curriculum opportunities – enabling students with additional needs to participate in competitive sports and attend enrichment opportunities.
Anna McTear	SLSTA Phys/Med	Leads on administering medications, in line with IHCPS, to ensure that students with a medical need access medications at the appropriate time enabling them to thrive in school.
Emma Shervinton	SLSTA Phys/Med	Leads on Phys/Med training
Amy Clifford	SLSTA Phys/Med	Leads on administering medications, in line with IHCPS, to ensure that students with a medical need access medications at the appropriate time enabling them to thrive in school.
Anita Little	SLSTA - SEMH	Runs Kick-Start breakfast club. Lead on Draw and Talk intervention with the learning support area. Pre/post teaching linked to Personal Development.

Serina Barker	SLSTA - EBSA	Targeted work for students with EBSA who have an EHCP
Carly Harrison	SLSTA - Preparation for Adulthood	Targeted intervention linked to the PFA guidelines.
Danielle Nicholson	SLSTA - Student Passport and Additional Need Passports	Is responsible for keeping passports up to date and providing teaching staff with information that can support them in meeting the needs of learners.

APPENDIX 2 - Support, advice and guidance for Parents and Carers

Type of Difficulty	Name of Organisation and Telephone Number	Links to website/information
General information, advice and factsheets		http://www.afasic.org.uk/
Category: Communication and interaction		
Autistic Spectrum Conditions (ASC)	Young Minds Parent helpline - 0808 802 5544	https://www.youngminds.org.uk/young-person/mentalhealth-conditions/autism-and-mental-health/ You can access the Parent Helpline at the following address - https://www.youngminds.org.uk/parent/parentshelpline-and-webchat/#ParentsHelpline
	National Autistic Society Parent to Parent Service - 0808 800 4106	www.autism.org.uk
	NHS support and advice about autism	https://www.nhs.uk/conditions/autism/
Speech and Language	Talking Point	http://www.talkingpoint.org.uk/parents/speechand-language/some-children-struggle
	iCan website Advice, resources and information	www.ican.org.uk/
Category: Cognition and Learning		
ADHD	Young minds Parent helpline - 0808 802 5544/ https://www.youngminds.org.uk/parent/a-zguide/adhd/	https://www.youngminds.org.uk/young-person/mentalhealth-conditions/adhd-and-mental-health/

	Childline	https://www.childline.org.uk/info-advice/you-yourbody/disability-learning-differences/adhd/
Dyscalculia	Dyscalculia.org Advice and information	www.**dyscalculia**.org
Dyslexia	National Dyslexia Society	*www.bdadyslexia.org.uk*
		*www.nhs.uk/conditions/**Dyslexia**/Pages/Introdu ction.aspx*
Category: Social, Emotional and Mental Health (SEMH)		
Mental Health	ChildLine is a free and confidential helpline. Call 0800 11 11 or visit	www.childline.org.uk
	Child and Adolescent Mental Health Service (CAMHS) provides specialist emotional support	Child and Adolescent Mental Health Service (CAMHS) West Cumbria - CNTW254 - Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust
	Beat can help if you're affected by eating disorders or other difficulties with food, weight and body image. Call them on 0845 634 7650.	https://www.b-eat.co.uk/
Category: Sensory and/or physical needs		
Deaf and hearing impaired	For disability information call free on 0808 800 3333	www.scope.org.uk
Visually impaired	Support line - **0800 781 1444**	www.blindchildrenuk.org/
Physical disability	For disability information call free on 0808 800 3333	www.scope.org.uk