

Workington Academy – Inclusion Strategy Overview

Appendix D



At Workington Academy inclusion is the essence of who we are. Rooted in our core values of Respect, Responsibility and Resilience, and guided by our motto “Be the Best You Can Be,” we are unwavering in our commitment to ensuring that every student, regardless of background, need or identity, is seen, heard and supported to achieve, belong and thrive.

“An inclusive school is one in which every learner is given the support and opportunity to succeed.” At Workington Academy, inclusion is woven into every aspect of school life — not as a bolt-on, but as a foundational principle that is rooted in the belief that all children belong.

We are proud to foster a culture where:

- Every student is valued for who they are, with high expectations for all — not just academically, but personally and socially. This is seen through:
 - Quality first teaching for all students.
 - Equitable access to specialist assessments to accurately identify areas barriers to learning
 - A student support offer that proactively intervenes and addresses barriers to learning.
 - An enrichment programme that is actively promoted and is accessible for all.
- Adaptive teaching is a core principle in every classroom, ensuring that learning is ambitious, accessible and responsive to need. In our classrooms you will see:
 - Teachers who know their students and use a graduated (APDR) approach to meeting their needs so that all students thrive.
 - High expectations of all students so that all students can be the best they can be.
 - A curriculum that considers the needs of all students and prepares them for adulthood.
 - An intervention programme that enhances teaching and supports progress.
- Our inclusive extra-curricular programme and character curriculum ensures participation for all, with clubs, leadership opportunities and enrichment designed to remove barriers and build confidence. This includes:
 - Sports, Performing Arts, Maths, Learning Support Clubs, Lunchtime Support, Radio Club and Golden Club.
 - A wide range of clubs because of student voice – Debate Club, Dungeons and Dragons
 - An extra-curricular programme that is tracked to ensure that all cohorts are represented and included.
 - Trips and visits that enhance the learning and life experiences.
- Students of all protected characteristics are understood, welcomed, celebrated and empowered, ensuring that diversity is not merely tolerated — it is embraced through:
 - Our Not in Our School mantra and explicit teaching of protective characteristics
 - Through our Personal Development and wider Tutor Time programme.
 - Bespoke support and intervention where barriers to understanding exist or are identified.
- Belonging is not assumed; it is actively cultivated. As Sir Tim Brighouse states, *“The best schools are those where pupils feel known, valued and believed in.”* This is reinforced in school through:
 - The promotion of Trusted Adults

- Prioritising relationships
- A comprehensive student support offer via Learning Support and the Student Support Centre.
- CET's Parent Engagement Framework, personalised for WA
- A carefully designed, Praise, Reward and Celebration strategy
- A carefully designed, sanction systems which embraces restorative practices.

Our commitment to inclusion is not just policy — it is practice, it is culture, it is our collective responsibility. At Workington Academy, every child is encouraged to *be the best they can be* — and more importantly, every child is given what they need to get there.

Workington Academy PP strategy One Pager 2025-2028



	Challenge
1	The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils
2	Disadvantaged pupils generally have lower levels of reading comprehension than their peers
3	Number of behaviour incidents, and internal and external suspension rates, show a disproportionate representation of disadvantaged pupils
4	Ensuring all students experience a sense of Belonging and sense of connection
5	Poor attendance of some disadvantaged/SEMH students impacts on learning

Teaching

Activity	Challenge
Use of CPD to promote Quality First Teaching in relation to - Curriculum - Literacy/Oracy - High quality curriculum implementation (T&L).	1, 2
Implementation of disciplinary literacy - Promote a whole school reading culture and promotion of oracy in the classroom. - Research led literacy CPD across school. - Visual acuity testing to identify interventions and support.	1, 2

Targeted Academic Support

Activity	Challenge
Literacy & Numeracy - Deploy a range of strategies to increase number of students reading at an age-related standard (diagnosis, intervention via NGRT). - Deployment of English and Maths HTLA's to provide one to one and small group support, literacy HLTA, TA reg sessions, peer support/tutoring.	2, 3
School based Tutoring/intervention Programme - School based tutoring programme (Girls/PP focus) and Lexonik leap programme. - KS4 Tutor time interventions and study programmes (revision strategies).	1
Emotional based support - Life coach and ELSA provision/support. - Targeted Year 11 progress evenings.	2, 3, 4

Wider Strategies

Activity	Challenge
Attendance Monitoring and support for our disadvantaged students. (YGT's/Attendance/welfare officer)	4

• Build relationships with disengaged students (Getting to know you, trusted adult) • Breakfast clubs, morning bagels and break time toast.	
Raise aspirations • Creation of Student Support Centre to support students experiencing vulnerability. • Disadvantaged students access to enrichment opportunities and cultural trips. • Support for students in their wellbeing and resilience, especially disadvantaged students	3, 4, 5
Parental engagement • Establish parental working party and regular parental surveys. • Provide information to parents about learning and how to support their child.	5

SPOTLIGHT – VULNERABLE GROUPS: Student Support @ Workington Academy

At Workington Academy, inclusion is at the heart of everything we do. We believe that every student deserves the opportunity to thrive, and this begins with providing tailored support to remove barriers to learning—whatever they may be. Our commitment to inclusion goes beyond the classroom; we prioritise strong, trusting relationships and strive to create a culture where every individual feels seen, supported, and valued.

Our Student Support Centre plays a key role in this vision, offering a wide range of targeted interventions designed to help students achieve and thrive—both now and as they approach adulthood. The menu below outlines the range of interventions available to ensure that every learner receives the support they need to reach their full potential.

Student Support Staff:

Vera Agnew
Jan Wilson
Sandy Coleman
Jasmine Roberts
Craig Charters

The student support centre can be contacted via: studentsupport@workingtonacademy.org and 3965/3925

Intervention Menu

*Interventions for those on the SEND register

<u>Ordinarily Available Provision</u>
Form Tutor Mentoring Year Group Team Support Report Card Personal Development Curriculum Tutor Time Programme Quality First Teaching Additional Needs Passports*
<u>Tier 2 – via Student Support Referral and Triage</u>
ELSA – SEND* ELSA – Student Support Anxious Feelings Managing Behaviour Confidence and Resilience A 5 is against the Law Managing Emotions Self Esteem

Anger Healthy Friendships Responsibility for Learning Key Worker* Personalise Student Passport*
Tier 3 – Bespoke Intervention via Student Support Referral and Triage
Seasons for Growth Mental Health Support Team Always Another Way Life Coach – The Circle Life Coach – 1:1 support SLT mentoring SAT Involvement* EHCP Needs Assessment Request* Referral to Children’s Specialist Hub*
Tier 4 – Complex Case + Multi-Agency Pathway
The Bridge The Circle – Bridge Provision EBSA Pathway Alternative Provision Offsite Direction SPACES Parenting and Child Course Trauma Informed Bespoke Plan EHCP – Statutory Provision outlined in Section F*

Referral Process:

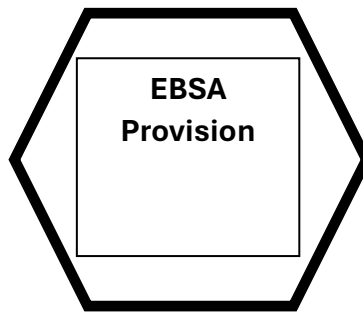
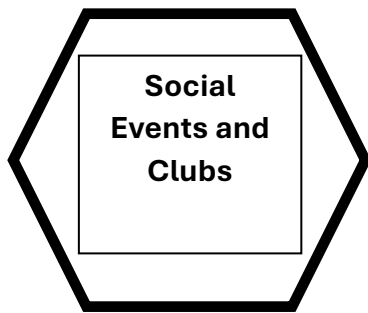
- Referrals should be completed via the SSC referral form - [Student Support Referral.xlsx](#)
- Student Support Centre Triage takes place fortnightly on Wednesday
- Allocations will be communicated to year group teams – YGTs to log the outcome of the referral on CPOMS.
- SSC staff to update the spreadsheet to indicate when an intervention has begun and communicate to the YGT when the intervention has finished.
- YGTs should complete the exit ticket and log this with a summary of impact on CPOMS.
- Students should not access more than one intervention pathway at a time, unless this is approved via triage, this ensures that the impact of each intervention can be measured.

SPOTLIGHT: SEND -Learning Support @ Workington Academy

At the heart of our provision is **quality first teaching**, which underpins the learning of all students, including those with additional needs. Our approach ensures that every child has access to high-quality lessons that are engaging, accessible, and inclusive.

For students who require further support, our ordinarily available offer for students with SEND includes:





Where a student is not thriving and all universal strategies have been explored in full, we will work in partnership with families and professionals to consider applying for an **Education, Health and Care Plan (EHCP)**. This ensures that the right level of tailored support can be put in place to help each young person achieve their potential.

Departmental Staffing:

We benefit from a large and skilled team within the Learning Support Department. Mrs Kinrade is our Senior SENCO who oversees whole school provision for students with SEND, she is supported by Ms Potter – Assistant SENCO and Ms Pattinson– Team Leader who oversee the day to day running of the learning support department. In addition, we have several Senior Learning Support Teaching Assistants who focus on different areas:

Ms Little – ELSA

Miss Nicholson – Barriers to Learning and Student Passports

Ms Harrison – Preparation for Adulthood

Ms McTear – Physical/Medical Support + IHCPs

Miss Clifford – Physical/Medical Support + IHCPs

Miss Shervinton – Physical/Medical Support + IHCPs

Mrs Barker – EBSA support

Ms Kelly – Enrichment and Extra Curricular

We are also fortunate to have 11 Learning Support Teaching Assistants who go above and beyond to support all of our students.

Parent testimonials:

'Every parent will know the anxious feeling of your child moving from Primary to Secondary school, but as a parent of a child with additional needs this feeling was amplified for us as a family transitioning our daughter to a much bigger school. I wish I'd known then what we have learned over the last 2 years, the care, compassion, patience and love Workington Academy have shown our daughter and us as a family has made us feel like part of a community within the school and above all our daughters' individual needs heard. The SEND department have helped our daughter's confidence grow because there is always an ear to listen to the smallest worry and a "what can we do to help?" Without the SEND department, our daughter wouldn't have been able to progress how she has with her education. Thank you to you all!'
Parent of a student in year 9

'Accessing provision and school life with the right support has always been a challenge for our child, and our family. This changed when she joined the Academy. The support she receives from the SEND department is beyond anything we have experienced before. The staff are knowledgeable, firm and fair,

and recognise when and how to support her. Equally as important, they also recognise and celebrate her successes with her too. Our child has settled comfortably into school life, a result of the school maintaining communication with us, to ensure we feel included as parents, but most importantly to ensure consistency in the support that our daughter receives. We are confident that she is being supported to be her best.' Parent of a student in year 8

'The Learning Support Department has been exceptional in every sense. The genuine care and dedication shown towards my child makes us feel as though the department is truly an extension of our family. Of course, there are inevitably bumps in the road—that's part of life—but what stands out is the unwavering commitment of the team to support, encourage, and keep things moving forwards in a positive way. As a parent, I feel confident that my son is not only receiving the very best education to achieve strong academic outcomes but also developing the social skills and resilience he needs to thrive in the next phase of his life. The department's holistic approach ensures that he will leave school prepared, confident, and ready for the future. Thank you for everything you do.'

Parent of a Year 11 Student