

**Worle Community School Academy: SEND Statement**

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| **Name of school** | Worle Community School Academy |
| **Name of SENDCo** | Kirsty Fitzgerald |
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| **Date policy was agreed by Governors** |  |

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| **What kind of additional needs is provision made for at this academy?** | |
| Worle Community School Academy is a mainstream 11 - 16 provision, committed to delivering an inclusive education to all our students. | |
| **What academy policies are in place for the identification and assessment of students with additional needs?** | |
| We have a thorough a robust transition program for students coming to us in Year 7. SEND staff liaise with primary schools to ensure that we are aware of all additional needs. When students join us during an academic year, we may make a request for an assessment of needs. This can either be done internally by us or externally through a GP.  Furthermore, we use the reading and spelling data from their initial assessments to inform our interventions, as well as a child’s SATs scores. | |
| **What are the aims of our provision in regards to pupils with Special Educational Needs and Disability?** | |
| The aims of our policy and practice in relation to Special Educational Needs and Disability in this school are:   • To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. • To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND. • To use our best endeavours to secure Special Educational Needs and Disability provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum. • To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.  • To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.  • To work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. | |
| **What are Special Educational Needs and/or a Disability (SEND)?** | |
| At Worle Community School Academy we use the definition for SEND from the SEND Code of Practice (2015):  ***Special Educational Needs:*** *“*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:   * *A learning difficulty or disability 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” (Department for Education and Department of Health, 2015, pp. 15 – 16).   ***Disability:*** *“*Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition” (Department for Education and Department of Health, 2015, p. 16).  The Code of Practice also underpins the support for students for whom there are barriers to learning; it has a clear system of support based on the principle concept ‘assess – plan – do – review’. This process ensures that we plan support for students based on accurate and on-going assessment of needs, impact of interventions and outcomes for the child.  The Code of Practice focuses on four key areas:  ***Cognition and Learning***  Diagnoses which fall under the Cognition and Learning category are: Dyslexia, Dyscalculia, Dysgraphia, Global Learning Delay, short-term working memory and a range of other additional learning needs which are classed as Specific Learning Difficulty (SpLD) and Moderate Learning Difficulty (MLD).  ***Communication and Interaction***  Speech, language and communication difficulties fall in to this category which includes Autism and a range of expressive and receptive language issues which can affect a child’s social skills.  ***Social, Emotional and Mental Health***  Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorder such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.  ***Physical, Sensory and Medical***  Students in this category may have a physical, sensory and/or medical need which is long-term and has a substantial adverse effect on their ability to carry out normal day-to-day activities. This category includes epilepsy, vision and hearing impairment, cerebral  palsy and hypermobility syndrome.  At Worle Community School Academy we make appropriate provision based on their identified needs. However, not all children identified as having a disability will require this provision.  As a school we aim for all students to access the curriculum through the Wave 1 provision which is through Quality First Teaching and differentiation in the classroom. Students can then be placed on Wave 2 if they need additional intervention in place and Wave 3 if they need an additional highly personalised intervention. | |
| **What is an Education Health and Care Plan (EHCP)?** | |
| The ‘Statement of Special Educational Need’ was ceased in September 2014 and the Government has replaced it with the Education, Health and Care (EHC) Plan. Therefore, if your child had a Statement, this should have been transferred to an EHCP before 1st April 2018.  For a student to be eligible for an EHCP they will have been identified as having a severe need of individual or small group teaching (Wave 3 Intervention), which cannot be provided from the school’s current resources. | |
| **How does the school make provision for students with additional needs (with or without an EHCP)?** | |
| In the first instance, our highly skilled teaching staff ensure that all work is appropriately differentiated. If additional support is required, targeted interventions are offered and evaluated termly. Key workers are allocated to students with needs that cannot be met by teaching and intervention alone.  Students on the SEND register have Group Educational Plans (GEPs) which detail the best ways to meet their needs across a range of subjects. However, students who have an allocated key worker have their own Student Profile which they collaboratively create with parents. This profile outlines what they would like the teachers to know about them, explains what they find difficult, identifies key strategies to use with the student in the classroom and describes the type of support the student is receiving. Further to this, staff are made aware of these needs and learning forums deal with specific cases such as autism, trauma, dyslexia and dyscalculia. Where possible, we invite parents in to talk to staff as, we believe they are the “expert” on their child.  Our teaching assistants manage the needs of these students, ensuring that staff are informed of appropriate strategies. They liaise regularly with parents/cares and support groups are available after school (Period 6). Students in Year 7 and 8 who need specific help with English are withdrawn from Modern Foreign Languages (MFL) to improve their reading levels.  Student progress is evaluated four times a year. Data gathered from all teaching and intervention staff provides a clear picture about progress being made. We use this information to further inform what we do to support students. Also, additional data can be called for at any point during the academic year.  In addition to quantative data, we use qualitative data to judge the impact of what we do. For example, we use student questionnaires and forums to find out how they feel about the support they are getting. Our key workers liaise regularly with parents. Outside agencies or the local authority can be called to help us evaluate impact.  Once we have gathered data, we report to parents four times a year. In addition to these reporting periods, we offer annual parents’ evenings and target setting days. The SENDCo and SEND Manager regularly meet with parents, carers and students throughout the year, in addition to the formal opportunities.  As a school we follow the following process:   **Assess:** identifying the child’s needs  **Plan:** agreeing the support and intervention needed to meet the child's agreed outcomes **Do:** high quality effective teaching in the classroom plus targeted support where needed **Review:** evaluating the effectiveness of the provision and agreeing any changes needed | |
| **What is the provision we can offer?** | |
| * Fresh Start – a reading intervention which is a phonics based programme that focuses on students who have a reading age below 8 years and 0 months when they join Year 7. * Reading intervention * Spelling intervention * Numeracy intervention * Social skills * Handwriting * Touch-typing intervention * 1:1 mentoring * Core Booster (Year 9 and 10) * Year 11 Period 6 in English and maths * English as an Additional Language | |
| **What is the impact of the provision we can offer?** | |
| * Fresh Start – most students make accelerated reading progress and move on to the reading intervention. * Reading intervention – most students are above functional reading level which is 9 years and 11 months when completing this intervention. * Spelling intervention – this is a new intervention this academic year and aims to improve students’ spelling age to 9 years and 11 months and above. * Numeracy intervention – this focuses on the basic skills they need in maths lessons and is taught in a dyscalculia friendly way. * Social skills – all students develop a better awareness of social cues and increase resilience to deal with every day social situations. * Handwriting – aims to make students’ handwriting legible, however, if this is not successful students are invited to join touch-typing. * Touch-typing intervention – increases a student’s typing speed and accuracy. * 1:1 mentoring – this increases meta cognitive (learning to learn) skills and helps students to deal with emotional worries. Also it teaches them to be independent and more resilient. * Core Booster (Year 9 and 10) – it helps students to develop and practise their English and maths skills which runs alongside the curriculum. * Year 11 Period 6 in English and maths – helps students to learn basic skills and improve exam technique. * English as an Additional Language – aids students’ awareness of English and key vocabulary. | |
| **Examples of our support for SEND** | |
| The examples below describe some but not all of the wide range of support that we currently give or can provide. | |
| ***Type of SEND*** | ***Possible Support, depending on level of need*** |
| Dyslexia/Literacy Difficulties | * Individual Student Profile with clear strategies identified * Advice for subject teachers and tutors on teaching strategies * In-class support * Monitoring of progress and regular assessment * Referral and testing for Examination Access Arrangements * Text reader/speech to text accessibility features on computers * Referral to Vulnerable Learner Service (Educational Psychologist). |
| **Social, Emotional and Mental Health** | * Individual Student Profile with clear strategies identified * In-class support – individual instructions * Behaviour Reports to the Head of Year * Behaviour management programmes linked to a rewards system * Pastoral Support Plan (PSP) * Referral to CAMHS and the Vulnerable Learner Service (Educational Psychologist) * Modified timetables * Referral and testing for Examination Access Arrangements * Access to the counsellor |
| **Autism/Social Communication and Interaction Difficulties** | * Individual Student Profile with clear strategies identified * Advice for subject teachers and tutors on teaching strategies * In-class support – individual instructions and prompts to keep the student focused * Advance notice of planned changes to reduce anxiety and distress and make relevant adjustments * Referral to CAMHS and the Vulnerable Learner Service (Educational Psychologist) * Modified timetables * Referral and testing for Examination Access Arrangements * Access to the counsellor * 1:1 Specialist Support |
| **Visual and/or Hearing Impairments** | * Advice to teachers about where to position students in the classroom * Individual copies or PowerPoint presentations and written instructions * Enlarged texts * Referral and testing for Examination Access Arrangements * 1:1 Specialist Support |
| **How does the academy adapt the curriculum and learning environment for pupils with additional needs?** | |
| When a student has an additional need, we either build on existing structures that we have in place to meet their needs, or we conduct an individual assessment. In the case where we do the latter, we involve the appropriate outside agencies who are able to recommend any adaptations we need to make, and to support our staff in doing so.  During the Year 8 options process, a select group of students are offered the “Core Booster” where they spend 3 hours a week in the Sir Richard Branson Centre working on English and maths in place of one option choice. This reduced curriculum and extra support allows them to focus and succeed in vital GCSEs.    Dyslexic students and those that suffer from Irlen Syndrome (visual stress) are provided with the correct coloured paper exercise books such as sky, leaf, apple, rose, cream, yellow, orange, salmon, purple and aqua. Also staff are advised to print resources out on cream paper and to use a cream background on all PowerPoints.  Access Arrangements:  Also, some students with additional needs will require Access Arrangements in order to access tasks in lessons and their GCSEs. This is to make it fair for all students and to remove any disadvantages they may have to make progress and achieve. However, Examination Access Arrangements must reflect the child’s normal way of working in a lesson and an assessor will need to asses their skills to identify if they are entitled to any in line with the JCQ Guidelines.  If the reasons for Examination Access Arrangement are medical, then the parent and student must provide evidence from their doctor/consultant to support their application.  There are a range of Examination Access Arrangements which reflect the individual needs of students, these include:   * Extra time granted for the completion of exams (25%) * Reader * Word-processor * Small group * Modified papers | |
| **What additional support for learning is available to students with additional needs?** | |
| Screening takes place if a concern of a student has been raised with the SENDCo.  Student data is analysed in Year 7 (Key Stage 2 data, reading and spelling ages) to inform us. Those students who are below their chronological age or have not met expected progress are identified and will access interventions. Other interventions are identified through lesson observations by the SEND staff.  Students with specific additional needs may receive some additional support from an adult in the classroom. Key workers are used in Key Stage 3 to ensure that students can adapt to life in secondary school. | |
| **What activities are available for students with additional needs in addition to those available in accordance with the curriculum?** | |
| The school offers a wide variety of trips, activities and P6 (after school) activities. Any student with additional needs is very welcome to apply to go on these. Consideration will be given to all requests and risk assessments will be carried out.  The Sir Richard Branson Centre (SRB) offers a bespoke program of tutor time activities for students struggling in key areas such as: social thinking, literacy, numeracy, handwriting and touch-typing. It also offers bespoke program of P6 activities for SEND students. | |
| **What support is available for improving the emotional and social development of students with additional needs?** | |
| The school has a “Student Service” faculty, which manage all medical needs. It also has a robust pastoral system to support all students with conduct. Where additional emotional and social support is required, we have a “Return to Learn Co-ordinator” who works with students on individual programs.  There is a safeguarding team and clear policies and training for all staff around these issues.  All SEND students contribute their views through regular “Student Voice” panels conducted by our SEND team. In addition to this, any student can run for school council or apply to be a Head Boy or Head Girl in Year 11 (or their deputies).  Also where students need support with their social development, the SRB offers small group and 1:1 targeted social skills sessions and mentoring. These sessions aim to support improved interaction skills, emotional resilience and well- being. | |
| **Who will be co-ordinating the support for my child at Worle?** | |
| Kirsty Fitzgerald (SENDCO) and all support is ultimately coordinated through her. In addition to this, the Intervention Lead (Sarah Kane) and the Support to Learn Co-ordinator (Laura Stockham) coordinate day to day provision.  Within the team, we cater for the following: autism, dyslexia, dyscalculia, trauma, Asperger’s, PDA, low literacy and numeracy, Tourette’s, Cerebral Palsy. All of our staff keep up to date with training and SEND developments. | |
| **What specialist services and expertise are available at or accessed by Worle Community School Academy?** | |
| * SENDCo * Intervention Lead * Dyslexia specialist * Dyscalculia specialist * Support to Learn Coordinator * Teaching Assistants * Learning Support Assistants * Educational Psychologist * Counsellors * Examination Access Arrangements Assessor * Lego Play Therapist   **Services bought in when required**   * Hearing Impairment Specialist Support   **Services provided by the Health Services**   * School Nurse Service * Child and Adolescent Mental Health Services (CAMHs) | |
| **How will equipment and facilities to support children and young people with SEND be secured?** | |
| The academy is currently wheelchair accessible with disabled parking bays and the appropriate changing and toilet facilities. Equipment is provided and adaptations are made for individuals as they join the organisation. We work with the appropriate services to ensure that adaptations are fit for purpose. At every step, we include the family and the student as we make decisions. | |
| **How will parents and carers of children with additional needs be consulted about, and involved in, the education of their children?** | |
| The academy hosts an open evening, an open morning, annual parents’ evenings and a information evenings. In addition to this, there is a robust transition program for Year 6 students, with additional transition days for those identified as having additional needs. The SEND team meet all students with needs prior to them starting at Worle.  Once a student with additional needs starts with us, we make regular contact, initially through the form tutor. Parents who want weekly contact with the SEND team tend to prefer e-mail. However, the SEND team are also happy to have regular phone contact. A number of parents have got involved in SEND and supporting other parents. This is something that we encourage. | |
| **How will parents know how their child is doing?** | |
| Four times a year parents and carers will receive a Praising Stars report which outlines how their child is performing academically (current grade and predicted grade) and an evaluation of their effort in lessons.  If a child is accessing a SEND intervention, the parents will be informed in writing and will receive an update on their progress during the intervention (if it is for the year) and at the end of the intervention to outline their progress. We also send out certificates of achievement. | |
| **How will children and young people with additional needs be consulted about, and involved in, their education?** | |
| All students receiving support and intervention take part in the annual “Student Voice”. They enjoy giving their views to our staff. | |
| **What are the arrangements made by the governing body relating to the treatment of complaints from parents of students with additional needs concerning the provision made at the school?** | |
| In the first instance, parents should contact Kirsty Fitzgerald (SENDCO). If there is no resolution here (which there most often is) then the complaints procedure should be followed. This can be found on the academy’s website: [**http://www.worle.n-somerset.sch.uk/policies/ComplaintsPolicy.pdf**](http://www.worle.n-somerset.sch.uk/policies/ComplaintsPolicy.pdf) | |
| **What are the academy’s arrangements for supporting students with additional needs in transferring between phases of education or in preparing for adulthood and independent living?** | |
| The academy works closely with the local colleges to ensure a smooth transition into post 16 education. Here at the academy, we have a dedicated team of staff, gathering information from all teachers and pastoral staff to pass on. | |
| **Where is the Local Authority’s Offer published?** | |
| The Local Authority Offer can be found on the North Somerset website:  <http://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/> | |

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| **Glossary of Terms** | |
| **Abbreviation** | **Meaning** |
| ASD | Autism Spectrum Disorder |
| CAMHS | Child Adolescent Mental Health Services |
| EHCP | Education, Health and Care Plan |
| EP | Educational Psychologist |
| HI | Hearing Impairment |
| IBP | Individual Behaviour Plan |
| IEP | Individual Educational Plan |
| PCP | Person Centred Plan |
| PDA | Pathological Demand Avoidance |
| PSP | Pastoral Support Plan |
| SENDCo | Special Educational Needs and Disability Co-ordinator |
| SEND | Special Educational Needs and Disability |
| VI | Visual Impairment |
| YES | Youth Employment Service |

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| **Links to Further Information and Support** | |
| British Dyslexia Association | <http://www.bdadyslexia.org.uk/> |
| DFE SEND Code of Practice: 0-25 | <http://www.gov.uk/government/publications/send-code-of-practice-0-to-25> |
| DFE SEND: guide for parents and carers | <http://www.gov.uk/government/publications/send-guide-for-parents-and-carers> |
| North Somerset’s Local Offer | <http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel> |
| Supportive Parents: Supporting families of children with SEND | <http://supportiveparents.org.uk/sevices-in-n-somerset/> |
| The National Autistic Society | <http://www.autism.org.uk/> |