



Worle Community School – an Academy Trust: SEND Statement

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Context

Worle Community School – an Academy Trust is a mainstream 11 – 16 academy and prides itself on being committed to delivering an inclusive education to all our students, to help ensure they reach their full potential. We value every child as an individual as we recognise that all students have individual strengths, weaknesses and learning needs.

Our Mission

We strive to ensure that all students are fully included in all aspects of school life. All young people in our care including those identified as having 'Special Educational Needs and Disability' (SEND) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As an academy we value and respect personal qualities and the needs of individual students. We are committed to providing a safe, secure but challenging learning environment where all students feel confident and able to flourish, regardless of their special educational needs or differences.

We understand that some students may require more support than others. If all students are able to achieve their full potential, we must recognise this and plan accordingly. Students may have SEND either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for students with SEND takes into account the type and extent of the difficulty experienced by the child. Some of these students may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

In order to succeed in the 21st century young people need more than just high-quality qualifications; they need the confidence, self-belief and other transferable skills demanded by colleges and employers.

As a school, we ensure our site is accessible to all and provides disabled facilities for those who require it.

Our Vision

Worle Community School – an Academy Trust is a beacon of excellence where learning is key to ensure future success and therefore becomes a first choice for parents and staff in the local community.

To support our vision and for Worle Community School – an Academy Trust to be an excellent learning community where we inspire all our learners, challenge them to make outstanding progress and enable all to have success we will:

Develop your child as an active learner through a broad and balanced curriculum which inspires them for lifelong learning through:

- Modular Curriculum – 4 learning cycles
- Options uptakes – Year 8 and Year 9
- Progress checks – linked to learning cycles
- Exam results
- Mapping of student participation – students involved in enrichment & extended school/participating in roles of responsibility

Provide your child with high quality teaching from committed and enthusiastic staff which increasingly personalises their learning through:

- Staffing updates
- Appraisal process

- Staff professional development records
- Monitoring and evaluation of all aspects of teaching and learning
- Student voice
- Teacher voice

Provide an environment where your child feels happy and safe and where they have access to the right support at the right time through:

- First choice by Year 6 (numbers)
- Achievement and Behaviour logs – non negotiables
- Health and Safety reports
- Support staff structures – workloads/referrals by staff
- Complaints
- Safeguarding updates
- Students and parent/carer voice
- Use of the Sir Richard Branson Centre

Challenge your child to achieve their best and develop skills that improve their life chances locally, nationally and globally through:

- Information, Advice and Guidance provision
- Destinations data
- Schemes of Learning
- Most Able and Talented programme and mapping of participation
- Student profiles information

Provide your child with access to opportunities that broaden their horizons in a global society through

- Number of employers in school
- Number of organisations working with the school
- Further Ed/Higher Ed opportunities
- Mapping of student participation – students involved in Period 6 activities

Our Ethos

The ethos of Worle Community School – an Academy Trust is to be professional and aspirational whilst being fully inclusive; this will be achieved through the following values and principles:

- Putting our students' success and progression as our highest priority
- Valuing, respecting and supporting students

- Staff acting as role models of professionalism and success
- Quality First Teaching - Staff delivering excellent teaching and learning
- Staff and students being treated with respect
- Promoting the values of being well behaved, courteous, self-confident and ambitious
- Continually strengthening our partnerships with all education providers and the wider community to enhance learning.

Role of the SENDCo

- Coordinating provision for the children with SEND.
- Advising on the approach to SEND support.
- Working in partnership with families and guardians of children with SEND.
- Maintaining the SEND register.
- Ensuring the SEND records are up to date.
- Liaising with external agencies.
- Liaising with colleagues on a regular basis within school with regard to SEND, the support students' receive.
- Making referrals to relevant internal and external services.
- Making referrals for interventions.

What is the Code of Practice?

The Code of Practice (2014) underpins the support for students for whom there are barriers to learning. The Code of Practice 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, Attention Deficit Hyperactivity Disorder (ADHD), 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 behaviour. These behaviours may reflect underlying mental health difficulties such as 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 – an Academy Trust we make appropriate provision based on their identified needs. However, not all children identified as having a disability will require this provision.

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 Plan. Therefore, if your child currently has a Statement, this should be in the process of being transferred to an EHCP and needs to be completed by 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, which cannot be provided from the school's current resources.

What school policies are in place for the identification and assessment of students with additional needs?

Worle Community School – an Academy Trust have a thorough and 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. Also, parents are given the opportunity to meet the SENDCo and SEND Manager to discuss their child's additional needs.

When students join us in Year 7, we ensure that we are aware of how to meet their needs. When students are with us, parents,

carers or the school may make a request for an assessment of needs. This can either be done internally by the SENDCo or SEND Manager or externally through the GP.

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 through Quality First Teaching. 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 Special Educational Needs and Disability register have Group Educational Plans (GEPs) which detail the best ways to meet their needs across a range of subjects. 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.

Students who have an allocated key worker have their own Student Profile which they collaboratively create. 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.

The Dyslexia Co-ordinator manages the needs of dyslexic students, ensuring that staff are informed of the appropriate strategies to support their learning. The co-ordinator liaises regularly with parents and offers students the appropriate support to access the curriculum. 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 use a cream background on all PowerPoints.

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 quantitative 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.

How will equipment and facilities to support children and young people with SEND be secured?

Most of the school is currently wheelchair accessible. Equipment is provided and adaptations are made for individuals as they join the organisation. This includes assistive technology such as accessible software applications, or multimedia products such as audio navigation. 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 does the School adapt the curriculum and learning environment for students with additional needs?

When a student has an additional need, we either build on existing structures that we have in place to meet 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.

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.

The Examination Concessions Officer uses psychometric testing to assess students for Access Arrangements for external examinations in Year 9 (summer term).

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.

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.

What support is available for improving the emotional and social development of students with additional needs?

The school has a medical team who manage all medical needs.

Where additional emotional and social support is required, we have a "Return to Learn" provision in the Sir Richard Branson Centre (SRB). This provides individual programs, through discussion with the pastoral team.

There is a safeguarding team and clear policies and training for all staff around these issues. The SRB is available for vulnerable students who need some specific intervention before going back in to the main school full-time.

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. There are also opportunities for students to be on the Student Leadership Team and in Year 11 apply to be Head Boy and Head Girl (or their deputies).

Who will be coordinating the support for my child at Worle Community School – an Academy Trust?

Kirsty Fitzgerald is the SENDCo who co-ordinates the SEND provision, writes applications for Education Health and Care Plans, applies for Top Up Funding, ensures the SEND register and key documents are up-to-date and reports back to Jacqui Scott (Head of School).

Rachel Brace is the SEND Manager who co-ordinates the team of Learning Support Assistants (LSAs) and reviews and manages the day-to-day running of the Sir Richard Branson Centre and reports back to Kirsty Fitzgerald.

Sarah Kane, the Dyslexia Coordinator, leads the dyslexic interventions and provision in the school which is overseen by Kirsty Fitzgerald.

Within the team, we cater for the following: autism, Asperger's Syndrome, dyslexia, dyscalculia, trauma, Pathological Demand Avoidance (PDA), Tourette's Syndrome, ADHD and low literacy and numeracy. All of our staff keep up to date with training and SEND

developments.

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.

<i>Type of SEND</i>	<i>Possible Support, depending on level of need</i>
Dyslexia/Literacy Difficulties	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Individual Student Profile with clear strategies identified.• In-class support – individual instructions.• Behaviour Reports to the Head of Year.

	<ul style="list-style-type: none"> • 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.
<p>Autism/Social Communication and Interaction Difficulties</p>	<ul style="list-style-type: none"> • 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.
<p>Visual and/or Hearing Impairments</p>	<ul style="list-style-type: none"> • Advice to teachers about where to position students in the classroom. • Individual copies or

	<p>PowerPoint presentations and written instructions.</p> <ul style="list-style-type: none"> • Enlarged texts. • Referral and testing for Examination Access Arrangements. • 1:1 Specialist Support.
<p>What specialist services and expertise are available at or accessed by Worle Community School – an Academy Trust?</p>	
<ul style="list-style-type: none"> • SENDCo • SEND Manager • Dyslexia Co-ordinator • Teaching Assistants • Learning Support Assistants • Counsellors • Examination Access Arrangements Assessor 	
<p>Services bought in when required</p>	
<ul style="list-style-type: none"> • Educational Psychologist • Hearing Impairment Specialist Support 	
<p>Services provided by the Health Services</p>	
<ul style="list-style-type: none"> • School Nurse Service • Child and Adolescent Mental Health Services (CAMHs) 	
<p>Examination Access Arrangements</p>	
<p>Some students will require Examination Access Arrangements (EAAs) in order to access tasks in lessons and for the 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.</p> <p>Teachers and tutors can make a referral and provide evidence to the SENDCo, who will then arrange for the student to be tested for Examination Access Arrangements. The assessor will speak and assess the student to discover what they are entitled to in line with the JCQ Guidelines.</p>	

If the reasons for Examination Access Arrangement are for medical reasons, then the parent and student must provide evidence from their doctor/consultant to support their application.

If a parent feels that a student is at a disadvantage in a particular area and feels they would benefit from having an Examination Access Arrangement in their lesson, they must speak to the subject teacher first and then they should provide suitable evidence to the SENDCo.

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.

How will equipment and facilities to support children and young people with SEND be secured?

Most of the school is currently wheelchair accessible. Equipment is provided and adaptations are made for individuals as they join the organisation. We work closely 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 school hosts an open evening, two open mornings, annual parents' evenings and operates a policy where parents/carers are contacted within 24 hours. 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. All Year 6 students have individual appointments with a member of the Leadership Team or SENDCo or SEND Manager, prior to starting the school in September.

Once a student with additional needs starts at Worle Community School – an Academy Trust, we make regular contact, initially through the form tutor. Parents who want weekly contact with the SEND team tend to prefer to be sent emails at the end of the week updating them on how their child has done during that week.

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 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 school's website: <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 school works closely with the local colleges to ensure a smooth transition into Post 16 education. Here at Worle Community School – an Academy Trust, 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://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=szkgL83PAFA>

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

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/