

Worle Secondary school

Name of school:	Worle community School
Name of SENCO:	Jacqui Scott, Rachel Brace SEND manager
Contact Details for SENCO:	01934 510777

<p>What kind of additional needs is provision made for at this academy?</p> <p>We are a mainstream 11-16 academy, committed to inclusive education for all students.</p>
<p>What school policies are in place for the identification and assessment of students with additional needs?</p> <p>We have a thorough and robust transition program for students coming to us in Year 7. SEND staff liaise with primaries to ensure that we are aware of all additional needs. When students join us in Year 7, we ensure that we are aware of how to meet 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 us or externally through the GP.</p>
<p>How does the school make provision for students with additional needs (with or without a EHCP)?</p> <p>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.</p> <p>Students on the special needs register have GEPs (group education plans) 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.</p> <p>Our dyslexic coordinator manages the needs of these students, ensuring that staff are informed of the appropriate strategies. She liaises regularly with parents and offers students the appropriate support to access the curriculum. Year 7 students are provided with cream exercise books in key lessons and all Power Points have a cream background.</p> <p>Student progress is evaluated three 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.</p> <p>In addition to quantitative data, we use qualitative data to judge the impact of what we do. For example, we use student questionnaire 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 upon to help us evaluate impact.</p> <p>Once we have gathered data, we report to parents three times a year. In addition to these reporting periods, we offer annual parents' evenings and target setting days. The SEN faculty are regularly meeting with parents, carers and students throughout the year, in addition to the formal opportunities.</p>
<p>How does the School adapt the curriculum and learning environment for pupils with additional needs?</p>

Worle Secondary school

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 in Year 7 to identify students for literacy and numeracy interventions. Other interventions are identified through lesson observations by our SEN staff. Students with very specific additional needs may receive some additional support from an adult in the classroom. Key workers are used in all year groups to ensure that students can adapt to life in secondary school. We use psychometric testing to assess students for Access Arrangements for external examinations.

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 sessions for students struggling in key areas such as social thinking.

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 are required, we have a "Return to Learn" centre. 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 into the main school fulltime.

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 prefect in Year 11.

Who will be coordinating the support for my child at Worle?

Rachel Brace is the SEND manager and coordinates the team of LSAs. Sue Hill is in charge of intervention and runs phonics programs alongside the dyslexic coordinator – Sarah Kane. Rachel Brace reviews the day to day provision for SEND and reports back to the Inclusion Manager, Dan Milford. Within the team, we cater for the following: autism, dyslexia, dyscalculia, trauma, Asperger's, PDA, low literacy and numeracy, Tourette's. All of our staff keep up to date with training and SEND developments.

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 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 of children with additional needs be consulted about, and involved in, the education of their children?

Worle Secondary school

The school hosts an open evening, two open mornings, annual parents' evenings and a target setting day. 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. Summer schools run in the six week holiday. All Year 6 students have individual appointments with their form tutors, prior to starting the school in September.

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.

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 Rachel Brace. 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.

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, we have a dedicated team of staff, gathering information from all teachers and pastoral staff to pass on.

Where is the local authority's local offer published?

The Local Authority Offer can be found on the North Somerset website.

Date of Report:

September 2016

Date of Review:

September 2017