



*Ludus Admirandus*

**Academy @ Worden**

**SEND Information Report  
2025-2026**

## **Introduction**

The SEND Information Report forms part of the Lancashire Local Offer for learners with Special Educational Needs and Disabilities (SEND). In accordance with the SEND Code of Practice (2015), all governing bodies of maintained schools have a legal duty to publish information about the implementation of their SEND policy and provision. This information must be available on the school website and updated annually.

At Academy@Worden, we are committed to working collaboratively with all members of our school community. Our Local Offer has been developed in partnership with pupils, parents/carers, governors, and staff to ensure transparency and shared responsibility. We welcome feedback and encourage ongoing involvement in reviewing and improving our provision.

For further information or to contribute to the review of our SEND offer, please contact:  
Mrs V. Dovey – Assistant Headteacher for SEND and Vulnerable Pupils

If you have specific questions about the Lancashire Local Offer, please visit the <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>.

Alternatively, if you believe your child may have SEND or require further guidance, please contact:

Mrs V. Dovey Assistant Headteacher for SEND and Vulnerable Pupils

Tel: 01772 421 021

[head@wordenacademy.co.uk](mailto:head@wordenacademy.co.uk)

All school policies, including our SEND Policy, are available on the Academy@Worden website.

## **Who is the SENDCO and how do I contact them?**

- The SEND co-ordinator is Mrs V Dovey  
Tel: 01772 421021 email: [head@wordenacademy.co.uk](mailto:head@wordenacademy.co.uk)
- Our SEND Governor is Mrs Maureen Woodall (Chair of Governors).

## **How Does the School Identify SEND and What Should Parents Do?**

A pupil is considered to have Special Educational Needs and Disabilities (SEND) if their learning difficulty or disability requires special educational provision that is additional to or different from that which is normally available to pupils of the same age. The SEND Code of Practice (2015) identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

The purpose of identification is to determine whether action is needed, not to label pupils. Early identification is essential, and we gather information through:

- Liaison with feeder primary schools
- Baseline assessments in Year 7
- Whole-school tracking and progress monitoring
- Analysis of Cognitive Ability Test (CAT) scores
- Teacher observations and parental concerns
- Medical information from health professionals or external agencies

Assessments may include CATs, dyslexia screening, and reading age baselines using the Star Reading test, which complements the Accelerated Reader programme in KS3.

Please note that slow progress or low attainment does not automatically mean a pupil has SEND, and equally, pupils achieving age-related expectations may still have underlying needs. If you have concerns, speak first to your child's class teacher or Head of Year. If concerns persist, contact our SENDCo, Mrs V. Dovey, for further advice and support.

## **How does the school make provision for pupils with special educational needs whether or not pupils have EHC plans and how does the school evaluate the effectiveness of its provision for such pupils?**

Academy@Worden provides support for pupils with SEND by offering interventions that are additional to or different from the high-quality, differentiated teaching available to all pupils. This ensures that barriers to learning are addressed and progress is maximised.

In line with the SEND Code of Practice (2015), we follow the graduated approach using the Assess–Plan–Do–Review cycle:

1. Assess – Gather information from teachers, parents/carers, and relevant assessments to understand the pupil’s needs.
2. Plan – Identify barriers to learning, set clear outcomes, and agree on the additional support required.
3. Do – Implement the planned support, which may include targeted interventions, specialist strategies, or learning aids.
4. Review – Evaluate the impact of the provision, measure progress against intended outcomes, and adjust support as necessary.

Effectiveness is monitored through regular reviews, progress tracking, and feedback from pupils, parents, and staff, ensuring that provision remains responsive and impactful.

### **How does Academy@Worden assess and evaluate the effectiveness of its provision for young people with SEND?**

Provision for pupils with SEND at Academy@Worden is regularly assessed and evaluated to ensure effectiveness and impact. Strategies include provision mapping, half-termly assessment and tracking, setting targets prior to intervention, and implementing a staged intervention programme. The SEND Support Register is reviewed and updated regularly to reflect pupils’ current needs.

Your child’s progress is continually monitored by class teachers and their Head of Year. Members of the Senior Leadership Team carry out Subject Reviews to ensure high-quality teaching and learning for all pupils. Parents receive updates through termly reports and Parents’ Evenings.

The SENDCo monitors progress in any group interventions and ensures adjustments are made where necessary. For pupils with an Education, Health and Care Plan (EHCP), progress is formally reviewed at an Annual Review meeting, in line with statutory requirements.

### **How Will We Share Progress and Support Parents?**

Academy@Worden values strong communication with parents and carers to ensure pupils with SEND make sustained progress. Your child’s progress will be monitored continuously by class teachers and the Head of Year, with updates provided through termly reports, Parents’ Evenings, and additional meetings where needed. Senior Leadership Team members also conduct book scrutiny and lesson observations to maintain high standards of teaching and learning.

For pupils with an Education, Health and Care Plan (EHCP), an Annual Review is held in line with statutory requirements. These reviews are pupil-centred and include:

- Written advice from all parties prior to the meeting
- Contributions from all agencies involved
- Updated provision mapping to plan future support

For pupils on SEND Support, arrangements include:

- Access to the SENDCo for discussion and review at any time
- One-to-one meetings with the SENDCo as required
- Annual review and update of One Page Profiles

Parents are encouraged to contact the SENDCo, Mrs V. Dovey, at any point during the school year to discuss their child's support and progress.

### **How will the school staff support my child?**

Teachers provide differentiated learning opportunities for all pupils, ensuring that resources and materials reflect individual interests and abilities so every child can access the full curriculum. Pupils requiring additional support have a personalised Pupil Passport detailing strategies to meet their needs. All staff share responsibility for maximising achievement and opportunities for all learners, including those with SEND, and consistently demonstrate a positive and sensitive attitude towards every pupil.

### **Additional classroom support**

The school promotes an ethos of inclusion, valuing every child and their individual needs. Additional classroom support is provided in various ways, including teaching assistants working within classes to the Learning Support team, delivering small group sessions, or offering one-to-one support for pupils with additional needs. Where necessary, pupils may also be withdrawn for targeted interventions addressing specific needs that cannot be met within the classroom environment. This support may include academic, behavioural, or pastoral interventions to ensure all pupils can thrive.

### **How will the curriculum be matched to my child's needs?**

#### **Provision to facilitate access to the curriculum**

A range of facilities and strategies are in place to ensure pupils can access all areas of the curriculum. Every pupil with identified needs has a One Page Profile outlining personalised strategies to support progress in key areas. All classrooms are equipped with interactive anti-

glare touch-screen whiteboards to enhance engagement and accessibility for all learners. The school works closely with external agencies, including specialist teachers and healthcare professionals, who visit regularly to provide targeted support. Advice is also sought from the school's Educational Psychologist and other specialists as required, such as Occupational Health, Hearing Impairment (H.I.) and Visual Impairment (V.I.) teachers, and Speech and Language Therapists. Where necessary, the curriculum may be adapted to meet individual needs, with decisions made on a case-by-case basis to ensure every pupil can succeed.

### **How is the decision made about the type of support and how much support my child will receive?**

Decisions regarding the type and level of support are informed by a comprehensive assessment of your child's individual needs. This process is collaborative and involves class teachers, the SENDCo, and, where appropriate, external specialists such as educational psychologists or specialist teachers. We draw on information from previous settings, ongoing classroom observations, and formal assessments to build a complete picture of your child's strengths and areas of need. Support is carefully tailored to enable access to the curriculum and promote progress. This may include in-class strategies, targeted small-group work, one-to-one interventions, or specialist provision. Parents and carers are actively involved throughout, and all decisions are reviewed regularly to ensure that the support remains appropriate and effective.

### **What arrangements and adjustments are available for pupils with SEND during examinations at Academy@Worden?**

Appropriate arrangements and adjustments are provided for pupils with identified needs to ensure fair access to examinations. Where necessary, pupils are assessed at the end of Key Stage 3 or the start of Key Stage 4 to determine eligibility for access arrangements in line with JCQ (Joint Council for Qualifications) guidance.

Examples of possible exam concessions include:

- Scribe
- Reader or Computer Reader
- Use of a Word Processor
- Additional Time
- Supervised Rest Breaks

These arrangements are designed to remove barriers to learning and assessment, enabling pupils to demonstrate their knowledge and skills effectively.

### **How will my child be included in activities outside the classroom including school trips?**

The school is committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), are fully included in activities beyond the classroom. This includes lunchtime and after-school opportunities as well as school trips.

#### Provision Offered:

- A wide range of lunchtime and after-school activities is available for all pupils.
- Sporting, arts, and additional curriculum clubs are provided during lunchtime and after school.
- The Haven Clubs including Crafts, Motor skills and Board Games Club as well as Homework Club.

#### Inclusive Practice:

All clubs and trips are designed to be inclusive by:

- Making reasonable adjustments so pupils with SEND, including disabilities, can participate. This may involve providing additional staff or one-to-one support where necessary.
- Supplying adapted or specialist equipment to enable full participation.

Our aim is to remove barriers so every pupil can enjoy and benefit from the full range of school experiences.

### **What pastoral support and inclusion strategies does Academy@Worden provide for pupils with SEND?**

Pastoral Team: Our Pastoral Team provides comprehensive support for pupils' wellbeing and includes:

- Pastoral Managers for Years 7–11
- Heads of Year 7-11
- Family Support and Attendance Worker
- Safeguarding Co-ordinator
- Attendance and Behaviour Administrator

#### Support Spaces:

- The Hubs: A welcoming area where pupils can freely access pastoral support.
- The Haven: A calm, safe environment offering targeted interventions and SEND support.

#### Community and Relationships:

- All pupils belong to House teams, fostering a sense of belonging and mutual support. House events help strengthen our school community.
- We maintain strong relationships with families and work collaboratively to resolve any friendship or social concerns promptly and professionally.

#### Positive Behaviour and Inclusion:

Academy@Worden prides itself on the outstanding behaviour of its pupils and actively rewards our school values as well as kindness and consideration for others. Visitors frequently comment on the respectful and supportive behaviour of our pupils, particularly towards those with additional needs or disabilities.

### **What support will there be for my child's overall well-being?**

We place a high priority on the emotional, social, and physical well-being of all pupils. Support is provided through a range of strategies and resources, including:

#### Pastoral Care:

- A dedicated Pastoral Team, including Heads of Year, Pastoral Managers, and a Safeguarding Co-ordinator, is available to provide guidance and support.
- Access to the Hubs for day-to-day pastoral support and The Haven for a calm, safe space offering targeted interventions.

#### Emotional and Social Support:

- Mentoring and small-group interventions to develop resilience, confidence, and social skills.
- Support for managing friendships and resolving conflicts quickly and professionally.

#### Health and Medical Needs:

- Individual care plans for pupils with medical conditions.
- Safe and secure procedures for managing and administering medicines, in line with statutory guidance and parental consent.
- Staff trained to administer medication and respond to medical emergencies.

#### Positive School Culture:

- A strong emphasis on inclusion through our values of Integrity, Aspiration, Respect and Commitment with recognition and rewards for positive behaviour.
- House teams, clubs and school events that promote a sense of belonging and community.

Our aim is to ensure every pupil feels safe, supported, and able to thrive both academically and personally.

### **How does Academy@Worden create and manage individual care plans for pupils with medical or personal needs?**

Individual care plans are developed for pupils who require them to ensure their health and safety needs are met. These plans are created collaboratively with parents/carers and relevant health professionals, including school nurses.

#### Key Features of Our Approach:

- All relevant staff are informed of the care plan and their responsibilities.
- All plans shared with relevant staff via Synergy.
- Any training specified within the care plan is provided to the appropriate members of staff.
- Plans are reviewed regularly and updated as needed to reflect changes in medical or personal requirements.

#### Managing and Administering Medicines:

- Medication is stored securely in line with statutory guidance.
- Clear procedures are in place for administering medicines, including accurate record-keeping and parental consent.
- Identified staff are trained to administer medication safely and respond to medical needs.

#### Emergency Procedures:

- Emergency protocols are in place for conditions such as asthma, severe allergies, diabetes, and epilepsy.
- Specific training in first aid and the use of emergency medication (e.g., inhalers, EpiPens).
- Risk assessments are completed for pupils with significant medical needs to ensure safety during all school activities, including trips.

Our priority is to provide a safe, supportive environment where pupils' health needs are managed effectively and promptly.

## **What specialist services and expertise are available at or accessed by the school?**

In accordance with the SEND Code of Practice, where a pupil demonstrates a higher level of need that cannot be met through school-based provision alone, we follow the graduated approach (Assess, Plan, Do, Review) and seek advice from external agencies. This ensures that decisions are evidence-based and person-centred. Specialist professionals may be involved to carry out detailed assessments and recommend appropriate strategies or interventions. These professionals work collaboratively with the school, parents/carers, and the pupil to ensure provision is tailored to individual needs.

Examples of external support include:

- Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) – impartial advice for families.
- CAMHS – Child and Adolescent Mental Health Services – for assessments, diagnosis, therapeutic interventions, advice and guidance
- Educational Psychologist – for cognitive, learning, and emotional assessments.
- Physical and Occupational Therapists – for mobility and functional skills support.
- Lancashire SENDo (Special Educational Needs and Disabilities Officer) – for statutory processes and advice.
- Speech and Language Therapy Service – for communication and language development.
- Specialist Teachers (e.g., Hearing Impairment [HI] and Visual Impairment [VI]).
- Play Therapists – for emotional and social development.

Referrals to these services are made with parental consent and in line with local authority procedures. Recommendations from external professionals are incorporated into the pupil's learning plan and reviewed regularly.

## **What training have the staff supporting SEND had or what training are they having?**

All teachers and teaching assistants (TAs) receive regular Continuing Professional Development (CPD) focused on meeting the needs of pupils with a range of specific learning difficulties. This ensures that staff are equipped with up-to-date strategies and approaches to support inclusion and progress.

Our TAs have received specialist training in all 4 broad areas of SEND with ongoing opportunities to refresh and update their knowledge. Additional training is provided as required to meet the needs of individual pupils and to ensure best practice across the school.

## **What ongoing support and professional development does Academy@Worden provide for staff working with pupils with SEND?**

All school staff are provided with opportunities for their development. This includes:

- TA training development
- Regular TA meetings with the SENDCO.
- INSET in-service training days and SEND CPD sessions throughout the year
- Training opportunities are identified for support staff who are working with children with particular needs.
- Training focuses on strategies to support different children's needs and how to use TAs effectively
- SEND Toolkits and Strategy sheets are available electronically for staff

## **How accessible is the school both indoors and outdoors?**

### **Accessibility of the school environment**

Worden was originally built in 1955, and the layout has not significantly changed over this period. However, adjustments have been made to make the school more accessible, including:

- Designated disabled parking space in school car park
- Two lifts in school, providing access from the ground floor to first floor in both M block and next to the Sports Hall, up to the Science laboratories.
- Access ramp at one side entrance
- The Science block is a separate building and all on ground level, with ramped access.
- All parts of the main building are fully accessible
- Wide, well-lit corridors
- Handrails on all stairwells.

### **Accessibility of information**

We are committed to ensuring that all parents and carers can access information easily. As a predominantly paperless school, most communication is shared digitally to promote efficiency and sustainability.

How we Communicate:

- Synergy is our platform for communicating with parents.
- Key information is also available on our school website.
- A weekly newsletter is emailed to parents to keep them informed of updates and events.

- School policies can be viewed on the website or provided as hard copies upon request.
- Latest news and updates are shared via our official Facebook and Twitter feeds.
- Alternative formats (such as printed copies or accessible versions) are available on request to ensure inclusion for all families.

### **How are equipment and facilities to support children and young people with special educational needs secured?**

Where pupils have specific needs, appropriate resources and equipment are provided to support their learning and well-being. All resources are age-appropriate and tailored to the individual pupil's needs.

Specialist equipment is purchased and provided for pupils who have been identified as requiring additional support, including:

- Resources to alleviate visual stress, such as overlays and reading rulers.
- Pencil grips
- Laptops for pupils with poor handwriting or specific learning difficulties.
- Fidget toys or time-out cards, to support emotional regulation.

These adjustments are designed to remove barriers to learning and ensure full participation in all aspects of school life.

### **How can parents communicate with staff at Academy@Worden?**

#### 1. Informing Parents About Roles and Responsibilities

- The school ensures parents know the roles and responsibilities of staff.
- Full staff roles and responsibilities are listed on the school website.

#### 2. Communication with Key Staff

- Worden operates an open door policy.
- Parents can contact staff:
  - In person
  - By phone
  - By Synergy
  - By letter
- The school telephone number and the Headteacher's email appear on every school letter and are also available on the website, along with a staff list and job roles.

### 3. Updates for Parents

Parents receive updates on their child's progress and school provision through:

- Weekly newsletter
- Parents' Evenings
- Interim reports
- End-of-year reports
- Options Evening (Year 9)
- Open Evening (meet all teachers and SEND staff)
- Parental Forums – McDonald's meet on the first Thursday of every month
- Additional Year 7 transition meetings for parents of SEND pupils to discuss needs and provision.
- SEND termly drop in days

### 4. Parental Feedback

- Formal feedback is collected via parental questionnaires.
- Informal feedback is welcomed through conversations about positive experiences or constructive comments.
- Monthly McDonald's Parental forum

### **How will Academy@Worden consult with my child and how will they be involved in their education?**

Academy@Worden values the opinions of its pupils and provides several opportunities for them to contribute to school life:

#### School Council

- An active School Council influences key areas such as the school action plan and resource allocation.
- Decisions often reflect pupils' thoughtfulness and consideration for peers with special educational needs (SEND).

#### Additional Ways Pupils' Views Are Sought

- Target setting for personal performance, including reviews and Learning Plans.
- Pupil questionnaires to gather feedback on school experiences.
- Pupil voice surveys, interviews and discussions to explore ideas and concerns in more depth.

## **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

At Academy@Worden, we recognise that transitions—whether joining our school, moving to a new setting, or progressing to the next stage of education and life—are significant moments for every child. For pupils with Special Educational Needs and Disabilities (SEND), we provide tailored support to ensure these transitions are smooth and successful.

### Transition Planning

- Early Planning: Transition planning begins as early as possible, often initiated by parents during Year 6.
- Visits and Familiarisation: Children with SEND and their parents are encouraged to visit Academy@Worden throughout the summer term of Year 6 to prepare for secondary school.
- Enhanced Transition which includes extra visits to the school before the official start date and opportunities to meet key staff and explore classrooms.

To help pupils feel confident and prepared, Worden runs a Summer School for new starters. This provides:

- Familiarisation with the school environment.
- Fun activities to build friendships and ease anxiety.
- Opportunities to meet staff and peers before September.

## **How does Academy@Worden prepare and support pupils with SEND for adult life and the next stage of education?**

For Pupils with an Education, Health and Care Plan (EHCP):

- KS4 Annual Reviews
  - A key milestone in planning for adulthood and further education (up to age 25).
  - Focus areas include:
    - Post-16 education options
    - Independent living skills
    - Employment pathways
    - Community participation
  - The review should involve all relevant people and organisations who will support the pupil when leaving school (e.g., careers advisors, health professionals, social care, colleges).

For All Young People with SEND (with or without EHCP):

- Access to information, advice, and guidance on:
  - Education and training opportunities
  - Employment and careers
  - Preparing for independent living and adulthood

Additional Support Activities:

- College Visits
  - Opportunities to explore post-16 settings and understand available courses.
- Careers Assemblies & Events
  - Sessions to raise awareness of career pathways and employability skills.
- Individual Careers Advice
  - Tailored guidance to help pupils make informed decisions about their future.

### **What is the procedure for raising concerns or making a complaint about SEND provision at Academy@Worden?**

- Initial Contact
  - Any concerns or complaints raised by parents/carers should be referred first to the school SENDCO, Mrs V Dovey.
  - This can be done via:
    - Telephone
    - Synergy
    - In person
- Escalation Process
  - If concerns cannot be resolved at this stage, the issue will be referred to the Headteacher.
  - If the matter remains unresolved, the complaint will follow the school's formal procedure:
    - Referral via the Headteacher
    - Involvement of the Governing Body

### **Where will I find information on where the Local Authority's Local Offer is published?**

[Documents and Policies | Academy @ Worden](#)

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer.aspx>

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>