



SEN and Disability

Local Offer: Secondary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Academy@Worden

School Number: 07503

School Name and Address	Academy@Worden		Telephone Number	01772421021
	Westfield Drive		Website Address	www.academyatworden.co.uk
	Leyland			
	PR25 1QX			
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	x			
What age range of pupils does the school cater for?	The school is a mixed sex 11 – 16 school			
Name and contact details of your school's SENCO	Mrs V Dovey SENDCO doveyv@wordenacademy.co.uk 01772421021			
Feedback	If you wish to give any feedback on our Local Offer, please contact Mrs V Dovey, details above.			

Accessibility and Inclusion

What the school provides

Building Access:

- 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.
- The main building spans two floors and is equipped with a lift for ease of movement.
- An additional lift is available in the B Block corridor for access to an upstairs classroom.
- The Science block is fully on one level and includes ramped access.

Outdoor Environment:

- The yard has been resurfaced with tarmac and features contrasting-colour slopes at entry points for improved visibility and access.
- A designated accessible parking space is located near the main entrance.

Safety and Navigation:

- Corridors are well-lit, and fitted with automatic sensor lighting.
- Handrails are installed on all staircases.
- Clear visual signage is displayed throughout the school and in classrooms.
- Evacuation chairs are available for emergency situations.

Auditory and Visual Environment:

- Classrooms have good acoustics, supported by carpeting, window blinds, and wall displays to reduce noise and glare.

Policies and Resources:

- All school policies are available in print and online and can be downloaded or adapted as needed.
- Height-adjustable tables are not generally used.

Teaching and Learning

What the school provides

- Teachers use Quality First Teaching strategies to plan and deliver lessons that are inclusive and accessible for pupils.
- Pupils with SEND have a One Page Profile that shares key information about their strengths, needs, and the best ways to support them.
- We identify pupils with SEND during the Year 6 to Year 7 transition and work with external specialists if further assessment is needed, always in consultation with parents/carers.
- Support can be provided one-to-one, in small groups, or in whole-class settings. Teaching Assistants help in some classes, and subject specialists offer extra support where needed.
- Literacy is a priority, and we use programmes such as Thinking Reading and IDL. Extra literacy and numeracy support is built into the curriculum for some students, especially at Key Stage 4.
- Targeted interventions include emotional support (ELSA), speech and language, fine motor skills, social skills, and overlearning. These follow the “assess, plan, do, review” approach and are checked regularly.
- Pupils have Individual Learning Plan that outlines their targets, strategies, and the support they need to achieve their goals.
- Laptops are available for students who need help with handwriting or recording work.
- We work closely with external agencies and the school nurse to provide advice and strategies for students with SEND and medical needs.
- All staff receive information about students’ needs at the start of the year and regular updates throughout. Training is provided both in school and through external courses.
- We follow official guidelines to make sure students have the right access arrangements for exams.
- Some students may be offered vocational courses in Key Stage 4, taught in school or by external providers.
- We work with the Chorley & South Ribble Learning Federation to promote inclusion and engagement.
- Attendance and participation are monitored closely by our pastoral team, and we work with families to support students where needed.

Reviewing and Evaluating Outcomes

What the school provides

- All Education, Health and Care Plans (EHCPs) are reviewed annually in line with statutory guidance.
- Reviews involve input from the school, external agencies, the pupil, and parents/carers.
- Documentation is shared in advance, and meetings are arranged at mutually convenient times. A summary of advice is sent to the Local Authority, parents/carers, and the school. All reviews are pupil-centred.
- The progress of all pupils receiving SEND support is monitored termly by the SENDCO and Learning Support Team, following school assessment procedures.

- Parents and pupils are encouraged to complete advice forms before review meetings. Internal tracking systems are used to monitor progress for individuals and identified groups.
- Progress data is shared with parents twice a year in written reports and during parents' evenings.
- The Learning Support Department operates an open-door policy and is committed to working in partnership with parents.
- The effectiveness of provision is measured by the progress pupils make over time, using nationally agreed standards and criteria, as well as progress towards individual social, emotional, and behavioural targets.
- Line management meetings are held half-termly to address issues and ensure the quality of whole-school and SEND policy implementation.

Keeping Children Safe

What the school provides

- The school site is risk assessed annually by the Site Manager to ensure safety and compliance.
- Before a pupil with SEND starts at the school, the SENDCO carries out a preliminary assessment to identify any specific needs.
- The main reception area provides a safe space for identified pupils to be dropped off or collected by a responsible adult. Pupils are only released once safeguarding checks have been completed.
- Access for parents onto the school site at the start and end of the school day is restricted unless special arrangements have been agreed.
- The Hubs and The Haven offer a supervised, supportive environment for pupils during break and lunchtimes.
- All school trips are processed through the Evolve system, with risk assessments attached to forms, checked by the Educational Visits Coordinator (EVC), and delivered by group leaders or responsible staff. A first-aid trained member of staff accompanies all trips where a risk has been identified.
- A significant proportion of staff, particularly in practical subjects such as Technology and PE, are first-aid trained. This accreditation is renewed every three years.
- The school's safeguarding policy is clear, inclusive, and comprehensive, with specific provisions for pupils with SEND.
- The school's anti-bullying policy is available via a direct link on the school website, and hard copies can be provided on request.

Health (including Emotional Health and Wellbeing)

What the school provides

- Medication for pupils is administered by pastoral staff with written consent from parents/carers.
- All medication is stored securely in a locked cabinet in a central location.
- For safety reasons, pupils are not permitted to carry medication in school. The cabinet is clearly labelled, and only designated staff have access to the key.

- Each medication is clearly labelled with the pupil's name. Staff check names and instructions carefully before administering and record every instance.
- Instructions for administration are kept with the medication and/or the pupil's Care Plan.
- Medication is checked regularly for expiry dates, and parents are contacted to replace items when necessary.
- Rescue medications that require refrigeration are stored in a clearly marked container inside the fridge.
- A Care Plan is created in partnership with parents, the pupil, and a medical professional.
- Care Plans are stored centrally in the pastoral office, with copies available in every subject area. They are reviewed annually by the school nurse or sooner if circumstances change.
- Staff are regularly briefed by the SENCO about pupils with medical needs. Additional training for staff or first aiders is arranged through the school nurse or specialist practitioners.
- In a medical emergency, staff make an initial assessment and contact a first aider. The first aider decides whether treatment can be given on site or if an ambulance is required. For serious incidents, an ambulance and the emergency contact are called immediately.
- External services may visit pupils on site with parental permission and in line with safeguarding protocols.
- The school nurse visits regularly to support pupils and staff.

Communication with Parents

What the school provides

- The school website provides contact details for all departments, the main school telephone number for general enquiries, and full guidance on how to contact the school, including direct Synergy mailboxes.
- At the Year 6/7 transition evening, key staff members are introduced to parents and pupils.
- Staff visit all feeder primary schools during the transition process to support pupils and families.
- Annual Parents' Evenings are held, along with additional information evenings focused on specific activities and careers at key points during KS3.
- Parental feedback questionnaires are completed at each Parents' Evening to gather views and improve provision.
- Parents can arrange appointments to meet with a member of the Pastoral Team.
- There is strong parent representation on the School Governing Body, reflecting the broad demographic of our school community.

Working Together

What the school provides

- The school has an active Pupil Council led by the Head Leadership Team, prefects, and form representatives. Form reps meet regularly, and information is shared both upwards and downwards to ensure pupil voice is heard.

- Staff recruitment includes a pupil panel that meets candidates, asks prepared questions, and provides feedback to the appointments panel.
- Pupils regularly complete questionnaires about school life, learning, and wellbeing, including after key events such as Parents' Evenings.
- Pupils with additional needs share their views during Annual Reviews, alongside feedback from parents.
- The Governing Body includes parent representatives as required by its constitution. When vacancies arise, they are advertised via the school website and letters home, and parents can apply following the set process.
- A Home/School Agreement is signed at the start of each academic year, explicitly supporting safety and safeguarding for all.
- A designated governor for SEND reports to the full Governing Body, highlighting involvement and impact from key agencies. This ensures regular, comprehensive reviews of provision.
- The Headteacher is available to meet parents by appointment.

What Help and Support is available for the Family?

What the school provides

- Administrative support, such as help with completing forms, is available through the main school office on request.
- The school website clearly signposts where parents and pupils can find support and guidance.
- The school meets its statutory duty to provide impartial careers advice and guidance through an independent Careers Advisor.
- A wide range of external agencies and colleges are invited into school to support careers education and guidance.
- Pupils receive help with completing post-16 application forms to ensure a smooth transition to further education or training.

Transition from Primary School and School Leavers

What the school provides

- The school works closely with local primary schools from Year 6 through to the start of Year 7 to ensure a smooth transition.
- An annual Open Evening is held in September, and parents are encouraged to attend. Follow-up one-to-one meetings with the SENDCo are available after the event.
- Transition visits begin in the spring term for some pupils following early liaison with feeder schools.
- All Year 6 pupils, including those with SEND, attend a Taster Day and a Year 6 Evening during the summer term.
- All pupils, including those with SEND, receive Careers Education, Information, Advice and Guidance (CEIAG) from a named specialist teacher.
- Local colleges attend Parents' Evenings from Year 9 onwards to provide information and advice.
- The SENDCo works closely with pupils, parents, and external providers to ensure a smooth transition to post-16 education or training.
- College Taster Days are offered in the summer term of Year 10 and Year 11 and are usually well attended.

- Additional advice and information are shared with colleges and training providers, with the agreement of the pupil and family.
- Subject departments collaborate with universities and colleges to provide specialist visits and experiences.
- The school offers work-related learning and work experience opportunities for pupils in Year 10.
A Careers Fair is organised for pupils in Years 7–11, featuring local employers, colleges, and training providers.

Extra Curricular Activities

What the school provides

- A wide range of extra-curricular activities is available to all pupils.
- The school operates a House System that promotes teamwork, healthy competition, and a sense of belonging through inter-house activities and events.
- The Learning Support Department offers additional lunchtime and after-school activities, including a Homework Club.
- All clubs, activities, and trips are open to all pupils, subject to appropriate risk assessments.
- Trips and visits may require a parental contribution. Where places are oversubscribed, parents will be informed of the allocation process.
- The Learning Support Haven provides a safe and supportive space for socially or emotionally vulnerable pupils during break, lunchtimes and after school clubs, promoting social integration and friendship under adult supervision.
- Teachers, welfare staff, and other adults actively signpost vulnerable pupils to the Learning Support Department for additional support.