Inclusion & SEN at Whitley Academy

Supporting the needs of all students
The Inclusion Department
Welcome from the Inclusion Department

The Base provides all kinds of support for Whitley Students and their families. We are an experienced team of staff including mentors, learning support case workers, counsellors, teaching assistants, youth workers and home/school liaison officers. The team of staff will work with students to support their needs and a specialised SEN team lead by the SENCO supports specific learning needs.

We work with many students with a range of needs with the aim to enable and empower them to be the best that they can be. We hope you enjoy reading the following pages and we welcome your comments.

The Inclusion Team

Everyone at some point needs a bit of extra support whether that be emotional, behavioural or academic support. At the Base we provide that personalised support. The Inclusion Team mainly consist of non teaching staff allowing us to deal with concerns and problems quickly and efficiently. We use preventative measures and early interventions to promote good mental health, emotional well being and a positive attitude so that students achieve their full potential.

Emotional and behavioural support runs over a 6 week period and includes group sessions including:

- Anger management
- Motivation - raising attitude to learning
- Social Skills
- Healthy Well being
- Attendance Support
- Appropriate Behaviour
- Raising Self Esteem/Confidence
- Staying Safe
- Transition
- Building resilience
- Growth Mind Set/Positive Mental Health

1-1 work will vary in content but be based around motivational coaching. We also have a dedicated team of volunteer counsellors.
**Types of Support**

Although you can never predict every eventuality, the majority of the Inclusion Teams work is proactive and targeted support.

<table>
<thead>
<tr>
<th>Types of Support</th>
<th>Outline of Intervention</th>
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</thead>
<tbody>
<tr>
<td>Managing Anger</td>
<td>Group forum, 1-2-1 support - Looking at anger triggers – why do we become angry? Reactions to and appropriate methods of dealing with anger; time out etc. Managing our responses, recognising our emotions and learning how to manage them effectively to cope better under difficult circumstances, take responsibility; actions and consequences.</td>
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<tr>
<td>Taking Responsibility</td>
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<tr>
<td>Appropriate Behaviour</td>
<td>Group forum, 1-2-1 support - Staying safe, appropriate relationships, environmental and personal influences, peer pressure, learn to say NO! Appropriate boundaries – what age should we be allowed to hang out? Peer pressure and relationships. Acceptance of rules and boundaries.</td>
</tr>
<tr>
<td>Strictly Stress</td>
<td>Group forum, 1-2-1 support - What is stress? Stressful situations and environments and methods of dealing with them appropriately, recognising and removing ourselves from stressful situations; look at alternative methods; exercise and healthy eating, relationships.</td>
</tr>
<tr>
<td>Friendship Groups, Social Skills</td>
<td>Group forum - Forming friendships, appropriate friendships; Recognising benefits of relationship building, being aware of inappropriate friendships, people skills, peer pressure, learning, appropriate role models; speaking skills, learn to be more assertive... recognising different personalities, learn to compromise. New hobbies and social interaction.</td>
</tr>
<tr>
<td>Attendance Support, Aim to be there</td>
<td>Targeted attendance support, Causes and Consequences of truanting. Parental involvement and support. Academic achievement. EWO and home/school liaison support, realistic and achievable target setting. Look at school anxiety and refusal, relationships with students and staff. Strategies to support students and parents…</td>
</tr>
<tr>
<td>Raising Self Esteem</td>
<td>Group forum, 1-2-1 support - Confidence building, Learning to cope in situations, Have a voice! Believe in yourself, sharing emotions and active discussion, being yourself and proud of it! Recognising strengths and weaknesses and learning to embrace them, celebrating individuality, learning to compromise.</td>
</tr>
<tr>
<td>Self Awareness</td>
<td>Group forum, 1-2-1 support – Age appropriate - Staying safe, changing bodies, personal hygiene, sexual awareness, confidence and self esteem, appropriate role models. Acceptance of rules and boundaries, environmental and social influences.</td>
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<tr>
<td>Healthy Well Being</td>
<td>Group forum, 1-2-1 support. What does it mean to be healthy? How can students adopt a healthier lifestyle both mentally and physically.</td>
</tr>
<tr>
<td>Growth mindset/Positive mental health</td>
<td>Group forum, 1-2-1 support. Positive mindset, aspirations, eliminating negative though patterns, how attitude effects behaviour.</td>
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</table>

We also work closely with external agencies including CAMHS, IPMITS, COMPASS and CRASAC to provide specialist support to our students.
What is a Personalised Learning Programme (PLP) Co-ordinator?

Primarily to work with KS3 students who for various reasons may have to be placed on 'Personalised Learning Programmes'. It is to ensure that PLP pupils who find education difficult and challenging are able to cope and be successful in their mainstream lessons. Each pupil has achievable targets to enable them to become more confident learners across a range of subjects and disciplines. I liaise with teaching staff and other professionals to support pupils when they return to their mainstream learning.

What is a Pastoral Support / Progress Manager?

A pastoral manager involves providing support, mentoring, and guidance to pupils. This involves everything from liaising with parents and teachers, so support can be unanimous and as effective as possible; to offering classroom support to pupils facing a range of difficulties. By working with tutors and senior leadership to put in place the most effective support available, I help to ensure pupils have access to everything they need to succeed.

They monitor and track the progress of transient pupils (students studying at different locations either temporarily or with an eye to move permanently), as well as pupils that have recently joined the Academy. This involves maintaining regular correspondence between the pupils themselves, or with the schools where they are currently studying to ensure they are making all possible progress.

What is a Learning Mentor?

A learning mentor aims to guide learners to achieve their full potential. In order to do this, they collaborate closely with the base team and other relevant professionals.

The learners will be supported to change behavioural and emotional problems affecting their learning. During weekly 1-1 and group work sessions, students with a wide range of complex issues have opportunities to develop coping strategies, raise their future aspiration, and address relationship difficulties.

What is a Home School Liaison Officer?

Home School Liaison Officers will provide support to both students and families to enable them to raise an maintain attendance, and help remove barriers to learning.

As part of the Inclusion team, they work closely with outside agencies who can support students and families, and signpost them to the best possible avenues of support. I also welcome any calls from parents/carers to discuss concerns or problems.

Our HSLO will meet with students on a weekly basis to help them work towards improving their attendance, punctuality, and attitude to learning. I also work to encourage parental involvement within the school by organizing events, or coffee afternoons. This gives parents opportunities to share in school life and meet other parents.

The government expectation for attendance is at least 95%, which is deemed to be the level that gives pupils the greatest opportunity to achieve the best of their potential in school, both academically and socially. Anything less than this percentage is a cause for concern, and may result in contact made to parents/carers, by either letter, phone, home visit, or an invitation to a meeting at Whitley Academy to discuss strategies to maximise school attendance.

What is a School Based Alternative Provision Coordinator?

This role at Whitley Academy is to watch over the ELC (Extended Learning Centre). This offers students in Key Stage 4 full time education in The Base that have been given a second chance. Students have additional support in lessons to manage their behaviour and their progress throughout the day.
Special Educational Needs Department
Mrs Barber
SENCO

Within Whitley Academy there is a proportion of students who have special educational needs and disabilities.

SEN
At Whitley Academy, we consider any student to have SEN where he or she falls within the description below:

- 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 if he or she has:
  A. A significantly greater difficulty in learning than the majority of others of the same age, or
  B. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others by the same age in mainstream schools or mainstream post-16 institutions

We aim for all of our students to realise their potential and be the best that they can be regardless of their gender, ethnicity, social background, religion, sexual identity and/or physical ability and/or special educational need.

The Learning Support Department at Whitley Academy currently consists of a Special Educational Needs Co-ordinator (SENCO), an Assistant SENCO, two Higher Level Teaching Assistants (HLTAs), and three Teaching Assistants.

The Department works very much as a team, led by the co-ordinator. Each member of the team is responsible for meeting the identified needs of individual students who are identified as having SEN. The SENCO will also consult with colleagues regarding the needs of students who have not been identified as having SEN. The Department establishes close working relationships between students, staff, parents/carers and outside agencies so that students can be helped in a fully supportive environment.

The support we offer to students can range depending on their need. Examples of how we support students with SEN are outlined below:

- TA support in lessons (1-1 support, small group support and class support)
- KS3 Interventions (Literacy and Numeracy based)
- KS4 Interventions (Literacy and Numeracy based)
- Supervised Break club
- Supervised homework, coursework and intervention clubs ran on Tuesdays, Wednesdays and Thursdays after school
- ASD support groups
- EAL support (1-1 support and small group support)

The SEN department also works closely with many external agencies such as:

- Educational Psychology Service
- CCT (Complex Communication Team)
- Sensory Support Team
- Speech and Language Therapists
- EMAS

We work very closely with the Inclusion team to co-ordinate the provision for students with a range of needs. At present the following people take up these positions:

If you have any questions regarding your child’s learning needs or the SEND Code of Practice please feel free to contact us at the school.
The SEN Department runs weekly intervention sessions targeted at improving and developing individual needs of SEN students. Interventions can support students in the short and long term to ensure they are making the progress they need to in order to be the best that they can be. Interventions are regularly reviewed and the progress students make is discussed weekly. We ensure the right level of provision is targeted for students and we can adapt support as and when needed.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>How it supports our SEN students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 Dockside</td>
<td>Dockside is a structured phonics based scheme for beginner and reluctant readers aged 10+. It is a unique programme that is designed for students who may struggle with their reading. The storylines combine technology and language to incorporate a highly visual approach to support learners with their development. It develops and boosts student’s confidence with their reading skills.</td>
</tr>
<tr>
<td>Year 8 Dockside</td>
<td>Dockside is a structured phonics based scheme for beginner and reluctant readers aged 10+. It is a unique programme that is designed for students who may struggle with their reading. The storylines combine technology and language to incorporate a highly visual approach to support learners with their development. It develops and boosts student’s confidence with their reading skills. This scheme follows on from Year 7 into Year 8 and students typically have two lessons a week to further develop their skills.</td>
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<tr>
<td>Year 8 Numeracy</td>
<td>This numeracy intervention is aimed at groups of up to 8 students who are working at levels below the national average. It continues to support students who struggle with their basic numeracy skills. Sessions include looking for patterns in number and identifying areas where students need to build their confidence using the four basic number operations using whole numbers, fractions and decimals.</td>
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<tr>
<td>Year 9 EAL support</td>
<td>The EAL groups focuses on students who have English as an additional language. The groups are very small which enables the learners to gain confidence in learning and developing their English skills. The students all have a different range of English and support each other in learning a new language. These skills can then be applied back into the rest of their lessons.</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>Year 9 literacy intervention is the next stage from Dockside and supports the KS3 curriculum. It is delivered to small groups of students who need support to reach their target grades. We focus on developing reading and comprehension skills to reinforce the work they are doing in class and build students confidence to apply their knowledge within mainstream lessons.</td>
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<tr>
<td>Year 9 Maths</td>
<td>This numeracy intervention continues to support students who struggle with their basic numeracy skills. It tackles the misconceptions students have with number and provides strategies to develop independent learning and perseverance. The sessions include revision of the basic number operations and problem solving.</td>
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<tr>
<td>Year 10 English</td>
<td>Year 10 literacy intervention supports students who are struggling to reach their target grades. We focus on comprehension skills and the skills needed to answer exam style questions to build up their confidence and support their progress into Year 11. A specific focus is on the development of reading, writing and comprehension.</td>
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<tr>
<td>Year 10 Maths</td>
<td>Year 10 numeracy intervention supports students who may be struggling to achieve their target grades. Lessons are developed around exam style comprehension questions and a focus is on how students read mathematical questions and apply their knowledge. There is a structured programme in place to ensure that students secure their knowledge before they move onto further topics.</td>
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<td>Intervention</td>
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<tr>
<td>Year 10 EAL support</td>
<td>EAL support is based on developing English skills and is tailored to the individual student. Support includes developing new vocabulary; improving grammar, pronunciation and language. A range of approaches are used such as structured activities and games to support learning. The sessions help to develop the confidence of students and allow them to access material in their mainstream lessons. Support continues to be aimed at developing writing, reading and communication skills, but can be aimed at other subject specific difficulties.</td>
</tr>
<tr>
<td>Year 11 English</td>
<td>Year 11 literacy intervention supports students to develop the skills needed to complete their English language exam at the end of the year. The skills learnt in Year 10 are further developed and reinforced with exam style questions and specific literacy techniques. Each week a structured programme is followed to ensure that students have secured the knowledge needed for their assessments before they move on. This develops student’s confidence and resilience to applying their knowledge within their English lessons.</td>
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<tr>
<td>Year 11 exam support</td>
<td>Exam support can be provided to students for several reasons. Some students receive additional support through interventions during school time or after school time to prepare them for the examinations. Some students may require access arrangements and these are applied for early on so that this becomes their usual way of working.</td>
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<td>Year 11 EAL support</td>
<td>EAL support is based on developing English skills and is tailored to the individual student. Support includes developing new vocabulary; improving grammar, pronunciation and language. A range of approaches are used such as structured activities and games to support learning. The sessions help to develop the confidence of students and allow them to access material in their mainstream lessons. Support continues to be aimed at developing writing, reading and communication skills, but can be aimed at other subject specific difficulties.</td>
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<td>Homework Club</td>
<td>Homework Club runs after school on Tuesday, Wednesday and Thursday from 3.10pm until 4.00pm. It is supervised by the TAs who offer support with homework set by teachers, in a caring, friendly and relaxed environment. Students are able to access computers and the internet during these sessions, as well as resources that they may not have access to at home. It is the ideal place to go for students who struggle to complete their homework at home independently or for students who may want to work on improving their levels - we can offer additional resources to help them to do this and to be the best they can be. Parents/carers must give permission for their child(s) to attend.</td>
</tr>
<tr>
<td>ASD support (Years 7-12)</td>
<td>Students with a diagnosis of ASD may require additional 1-1 support at some point during their time between Years 7-11. An in school Autism Champion will liaise with the Coventry Autism Team to provide observations and reports where necessary. Autism sessions are targeted at supporting student’s individual needs to develop their confidence, resilience and self-esteem. This support can also be targeted towards developing their academic skills.</td>
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<tr>
<td>1-1 support targeted at SEN support</td>
<td>Some SEN students are identified as needing 1:1 support in Literacy/English and/or Numeracy/Maths. These students are usually struggling to meet their target grades for various reasons and need specific intervention and support tailored to their individual needs. This support is highly personalised and directly targeted towards areas requiring further development.</td>
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All interventions are reviewed weekly by the SEN Department. The SEN Department works closely with Curriculum Leaders to ensure that students are identified early for intervention and a proactive approach is followed. If you would like your child to attend an after school club or intervention please contact the Academy and we will send out a consent form. If you would like to know anything specific about the above interventions or would like further information, please contact the Academy’s SENCO Mrs E Barber.
**What is an Assistant SENCo?**

The role of assistant SENCo is to ensure that members within our team are placed in lessons to best support students with the most complex learning needs. They also coordinate the provision for students with SEN by working closely with the SENCO, regularly communicate with external agencies, parents/carers, teaching staff and students to ensure that support is being targeted at the right level to ensure they achieve their very best. As part of the role they analyse department data and student data to monitor if students are making their expected levels of progress and share this with all the necessary people to action if needed. For those students with statements or EHCP’s they support the planning and preparation for Annual Reviews along with the SENCO, and also oversee students with medical conditions and assist in the planning of vaccinations across the school.

Within the SEN department we have an Autism Champion for Whitley Academy. This means they ensure all the students with a diagnosis of Autism feel supported within their surroundings. They provide the students with 1-2-1 sessions as well as group sessions either ran by myself or the Complex Communication Team (CCT).

**What is a HLTA?**

Part of the role is to support students who have SEN needs by being in their lessons to support them to access the curriculum, also take small groups of students for intervention lessons in Maths and English where there is an identified need for extra support. The aim of the interventions is to develop student’s knowledge, skills, confidence and to prepare them for their assessments and development within their timetabled lessons. The groups are smaller in size so that the students are able to access more support. They oversee the after school provision for our students where they can complete homework and receive extra support when needed.

In addition they provide support to our students who have been identified as having speech, language and communication needs (SLCN) by completing one to one work with them as recommended by the speech and language service and completing referrals where a need is identified. They also provide support to students who have English as a second language by running small intervention groups to boost their language skills and arranging support from language specialists where needed.

HLTAs organise and plan Dockside and Numeracy interventions for Year 7 and Year 8 students that have been identified as needing extra help for them to obtain their target grades. These sessions aim to develop students’ reading, writing, speaking, listening and overall mathematics skills. Not only do these sessions encourage growth in academic achievement, but they also boost the confidence, social skills, and self-esteem of the students. They also support students on a 1-1 basis who need help in specific areas including social, emotional and behavioural difficulties.

In addition, HLTAs administer standardised assessments to SEN students in order for them to receive access arrangements during their GCSE and A Level examinations. They supervise and ensure that the students have access to these arrangements throughout all internal and external examinations here at Whitley Academy.
What else we offer at The Base
School Counsellors

Students are offered counselling for a range of issues including anxiety, low self esteem, behavioural difficulties in the classroom, emotional issues, arising from parental separation, and divorce, relationships with parents, peer pressure, bereavement, bullying and low attendance at school. As a school counsellor at Whitley Academy, they are part of the inclusion team at the BASE supporting the physical, mental health and emotional well being of students playing an active role in the safeguarding of young people.

It is important as a counsellor to establish a relationship of trust and respect with the students. On the initial counselling session a contract is discussed between counsellor and student to determine what will be covered in sessions (including confidentiality issues) encouraging the students to talk about issues they feel they cannot or find difficult to share with others, building up a therapeutic relationship. This can help students to make decisions and choices regarding possible ways forward, referring or signposting to other sources of help when appropriate. As members of the BACP (British Association of Counsellors and Psychotherapists) it is essential to uphold good practice as described by the BACP ethical guidelines, and attend regular supervision and have on-going training as part of CPD (Continued Professional Development).
In the event of ongoing unauthorised absence from school when strategies set up for improvement have failed, the Education Welfare Service has no alternative under Section 444 of the Education Act 1996 to prosecute. Please note that schools may decide to initiate a Fixed Penalty Notice and apply to the Local Authority with respect to any parents whose child has 10 or more sessions of unauthorised absence in any 5-week period.

It is also important to recognise that pupil absence during term time can seriously disrupt a pupil’s learning. We would therefore urge all parents to avoid booking a family holiday in term time. In certain circumstances at the discretion of the head teacher, the head teacher may choose to grant leave of absence of up to 10 days in any calendar year.

We appreciate the opportunity to work within the Inclusion Unit at Whitley Academy and be a part of the wide range of opportunities and care that they offer to their young people.

A CAF (Common Assessment Framework) is a new way of working with children and young people. It involves listening to you and your child to find out your child’s needs, and what is working well in your child’s life. An action plan, agreed with you and your child, is also put in place to make sure your child gets the right sort of help. The CAF is voluntary – you and your child can choose to be involved.

**How does it work?**

If you and your child agree, a worker will ask you and your child some questions to find out what help and support your child might need. This information is recorded on a simple form. You and your child will agree what is put on the form, and you will be given a copy of it.

**How will the CAF help my family?**

The CAF exists to help you support your child. It can lead to a quick solution or help to identify extra support if needed. The CAF will ensure that everyone involved with your child – such as teachers and other professionals – work together to support you and your child. The CAF will help your child receive the right support at an early stage before their needs increase.

**When is the CAF used?**

The CAF can be used if you or someone who works with your child would like your child to receive extra support. It will help to identify your child’s additional needs, and other workers required to support your family. Only workers who need to know about your child will share your child’s information. If a number of people are providing support to your child, one of these people may be appointed as a ‘lead professional’. This person will keep you informed, listen to your views and support you.

We are aware that there are many reasons which can affect school attendance and we do our very best to offer support and advice to parents/carers and young people to avoid prosecution proceedings.

Every Child deserves to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being
Circle time is a way students get to voice their opinion on a variety of topics in a safe environment. It is led by a trained member of staff and occasionally students ask whether they can lead it. The only person allowed to talk is the one holding the talking piece. A normal circle time begins with each student in turn saying out of 10 how their week has been. When the talking piece has been round once, the teacher may want to ask another question about why they said that number. This often leads on to students talking about an incident at school they may have found difficult to handle. Pupils then can offer advice/support/help to their peers. Target setting through circle time has proved to be really rewarding.

Students are encouraged to keep account to their peers for how they are managing with achieving their target.

Circle time is about getting the pupils to reflect on their own performance in terms of behaviour, academic success and any other factors. It also encourages them to reflect on each other’s performance and offer constructive criticism in some cases and honest praise in others.

A number of students really look forward to circle time as a refreshing change from normal lessons.

A pupils view:

“We do circle time every Tuesday. I look forward to it because it helps me know my friends more and teaches us how to work together. We are all honest with each other and once someone said to me how I had been better in my lessons - I liked to hear that from someone in my class. It encouraged me to do even better.”

Circle Time Rules

- Only talk if you have the talking piece
- Anything said in the circle stays in the circle
- Speak from the heart
- No put downs
- Only laugh if it is meant to be funny
Breakfast Club at The Base

Breakfast club at The Base is a great way to start your day at Whitley. This is a chance to eat a variety of healthy breakfast foods and drink tea completely free of charge whilst you meet friendly staff and your friends before your day at school starts.

There are many activities to do from playing on the Wii fit to Origami!

We would love you see you there every day from 7:30am - 8.30am

Community Events

We host regular community events, organised by the Inclusion team. The aim of these events is to engage parents in some enjoyable activities at school, and often give families time to have some fun together. Our events range from simple coffee afternoons, with free tea, coffee and sandwiches with the opportunity to meet some external support agencies, then to invite only events for targeted families, and whole school family fun events.

We try and plan these events to incorporate different activities, including crafts and manicures, which everyone can enjoy; although participation is optional, it is encouraged! These events open a gateway for parents to informally discuss their child’s progress, and meet some of the staff that support them. It is hoped that by attending these events parents will feel confident approaching school if/when issues arise. We also hope to help parents link with useful, relevant support agencies or information that could improve their current situation, which will help to improve the chances of our students at Whitley Academy.
Whitley Academy has excellent facilities, and for the first time ever, is able to offer feeder schools the unique opportunity to experience and have access to our Sensory room.

The Sensory Room is situated at The Base within Whitley Academy, and has been praised by many external agencies including OFSTED who deemed it to be a ‘very positive initiative’. The Sensory room is used for a wide range of activities and interventions, which include; reward sessions, circle time, mentoring and counselling, to name but a few. As well as these interventions the Sensory room is particularly significant in supporting pupils with sensory impairment. The sensory room gives students the opportunity for relaxation and down time, as well as providing them with a stimulating space for creativity and personal reflection.

The Sensory room is currently equipped with a sensory tent, various light resources including a wall of fairy lights, a projector which displays soothing images, a chalk board for students to write or draw their feelings, as well as objects to hold, squeeze or take anger out on.
Supporting the Needs of Looked After Children

Who are ‘looked after children’?

The term 'looked after' refers to children who are under 18 and have been provided with care and accommodation by children's services. Often this will be with foster carers, but some looked after children might stay in a children's home or boarding school, or with another adult known to the parents and children's services.

The aim is to ensure the health and safety of looked after children, who often come from families who have experienced extreme hardship and upheaval, whilst working as closely as possible with the birth parents.

Any disruption to home life often means that looked after children do not achieve their academic potential. Children's services also works to make sure the educational needs of each child are met.

Why do children become ‘looked after’?

A large number of these children coming into care will have a history of physical, sexual or emotional abuse. Some may have suffered the death of a parent, or have parents who can't look after them properly because of illness. Others may have disabilities and many different needs. A very small number are in care because of crimes they have committed.

Many children and young people in care have experienced great personal upheaval. This disruption to home life and education can prevent them from reaching their academic potential.

Children and young people in care often make up a large percentage of those that are excluded from school, fail to attend school, suffer from emotional behavioural difficulties or have special educational needs.

There are significant gaps between what they and their class mates achieve. Special measures are needed to overcome this problem.

Personal education plans

To help children in care to do better at school, teachers and social workers work together to prepare an individual plan for each child. These are called 'Personal education plans' (PEP).

All looked after children of primary and secondary school age have a PEP. The child or young person meets with their social worker, carer and school representative to discuss how they are getting on at school and what could be done to help them achieve their academic potential.

A PEP can help to raise the child’s self esteem by identifying their strengths and abilities and learning to build on them. PEPs can highlight any problem areas for the child and find ways of overcoming them. A pre-school PEP is also being developed to identify the learning needs of children under five.

Bringing together all the key people involved in this way can make PEPs very effective in initiating positive change.

Designated teachers

All schools have a designated teacher for looked after children, who monitors their performance and attendance and is normally the person who attends the PEP meetings and reviews. They provide day to day educational support and advice for the child. Our designated teacher is Mrs Morgan and our LAC Co-ordinator is Mrs Winterburn.

Setting targets at schools

In addition to PEPs, the School Improvement Service team work closely with schools in setting achievable academic targets for all looked after children.

Recognition for achievement

An annual award ceremony celebrates the achievements of looked after children. Awards can be made for academic, sporting and artistic achievements, or social and emotional growth. The young people are nominated by their teacher, carer or social worker.

“Whitley saved my life. This school made me realise maybe I’m worth something.”

- Year 11 LAC student
These are some of the bespoke curriculum packages we use:

- Improving Behaviour
- Anger Management
- Learning Mentor Resource Book (covers motivation/anger/loss/stress attitude-family breakdown etc)
- Personal Development
- Welcome to Friendship
- Working with challenging behaviour
- Helping you manage grief fear and anger
- Pregnancy book
- Alcohol alert
- Emotional Survival
- Anger Control Activities
- Mental health
- Staying safe
- Getting There (transition)
- Personal Safety curriculum
- Making the best of me
- Strictly stress
- Facts of life
- Muddles puddles and sunshine (bereavement)
- On the booze, again
- Stoned
- Peer Mentoring
- Thinking out of the box
- World class emotional resilience
**ABSENCE FROM SCHOOL**

You are required to attend school for 190 days each year.

The LA target for attendance in secondary school is at least 95%

<table>
<thead>
<tr>
<th>Attendance during one school year</th>
<th>Equals days absent</th>
<th>Which is approximately weeks absent</th>
<th>Which means this number of lessons missed</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>9 Days</td>
<td>2 Weeks</td>
<td>54 Lessons</td>
</tr>
<tr>
<td>90%</td>
<td>19 Days</td>
<td>4 Weeks</td>
<td>114 Lessons</td>
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<tr>
<td>85%</td>
<td>29 Days</td>
<td>6 Weeks</td>
<td>174 Lessons</td>
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<tr>
<td>80%</td>
<td>38 Days</td>
<td>8 Weeks</td>
<td>228 Lessons</td>
</tr>
<tr>
<td>75%</td>
<td>48 Days</td>
<td>10 Weeks</td>
<td>288 Lessons</td>
</tr>
<tr>
<td>70%</td>
<td>57 Days</td>
<td>11.5 Weeks</td>
<td>341 Lessons</td>
</tr>
<tr>
<td>65%</td>
<td>67 Days</td>
<td>13.5 Weeks</td>
<td>402 Lessons</td>
</tr>
</tbody>
</table>

How does your attendance compare with this target?

**LATE ARRIVAL AT SCHOOL**

When you arrive at school you miss the teacher’s instructions and the induction to the lesson.

You may also feel embarrassed at having to enter the classroom late.

<table>
<thead>
<tr>
<th>Minutes late per day during the school year</th>
<th>Equals days worth of teaching lost in a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Minutes</td>
<td>3.25 Days</td>
</tr>
<tr>
<td>10 Minutes</td>
<td>6.5 Days</td>
</tr>
<tr>
<td>15 Minutes</td>
<td>9.75 Days</td>
</tr>
<tr>
<td>20 Minutes</td>
<td>13 Days</td>
</tr>
<tr>
<td>30 Minutes</td>
<td>16.25 Days</td>
</tr>
</tbody>
</table>

Frequent lateness can add up to a considerable amount of learning lost, And can seriously disadvantage your education.
**Quotes from students**

“I enjoy going to break club as I get to sit with my friends and play on computers.”

“I went down to The Base in year 7 for anger management—it calmed down my behaviour.”

“I went to The Base to improve my confidence, it helped me a lot and now I put my hand up more in class.”

“I have miss ******* every fortnight. It does help because I can express myself and tell her everything that goes on in the classroom.”

“The Base has helped me to concentrate and to be motivated.”

“My literacy group makes learning some key skills easier to understand because I have more chances to go over things.”

“My support group helps me with my spelling and my writing and I really enjoy the extra help.”

“I have been to The Base for 4 different courses. I have been there for anger management, Moving Forward, Mentoring management, Raising my Attitude to my Learning, and it has helped out a lot. I don’t get angry as much.”

“The staff are attentive and nurturing, if you ever have a problem The Base is always reassuring.”

“In year 8 I went down to The Base for one to one with miss ******* It has helped me stay in lessons and not sent out.”

“My support helps me to remember the work and help me go over things that I am struggling with. I feel more confident with the support.”

“I find it easy to talk to any of the teachers at anytime as I know they will help and this helps as I always know I have support.”

“I think that at The Base it is good because you have some one to talk to about your problems.”

“I have miss ******* every fortnight. It does help because I can express myself and tell her everything that goes on in the classroom.”

“I enjoy going to break club as I get to sit with my friends and play on computers.”

“When I went to The Base I had a class with Miss ******* it was about my confidence and it helped a lot.”

“I love lunch club because I can play games and be social with my friends.”

“Break Club is fun and I feel relaxed when I am there.”
Outreach Work

Staff have worked with other schools both Secondary and Primary to help improve the development and progress of their students.

This work can be at senior level looking at whole school strategies; SEN support and peer review or at individual level which includes mentoring, coaching and developing bespoke packages to groups of students.

If you would like to learn more about support we offer please contact the Principal's P.A at s.baker@whitleyacademy.com.

ELC at the Base

The Extended Learning Centre is another strand of the provision within the BASE. It is a class made up of 6 KS4 students (years 10 and 11) whom have been referred to us by Head of Alternative Provision and other educational settings. For whatever reasons unfortunately these students have experienced difficulties at previous schools, and due to the significant barriers preventing them from achieving their full potential, they have been referred on to The BASE at Whitley.

The students follow a timetable in line with the national curriculum where they undertake their GCSE English, Maths, Science, Art and Design, Catering and Citizenship. The students are also given the opportunity to study Health and Fitness where they are able to experience physical education in variety of settings. Some of the activities which they partake in have included orienteering, go karting, abseiling, lazer-quest, swimming to name but a few. The students receive roughly 50% of their provision in their classroom at The BASE and 50% in mainstream classrooms in order to enable them to access a more holistic approach to school life. During this time, the students remain in a small teaching group of 6. This allows them to establish, build upon and maintain positive working relationships with both staff and peers. This positively impacts on their learning due to intensive support from the teacher and teaching assistants. Each student has access to a mentor or counsellor throughout their time at Whitley Academy as there is a strong focus on their emotional well-being/development as well as their academic achievement.

Our Extended Learning Centre has been widely acclaimed by external audiences such as HMI OFSTED Inspector Dave Smith and the Head over alternative provision with compliments including

“The organisation of the provision is excellent. A significant amount of time is devoted to meeting the needs of individual students”, and “The outcomes of the students working within Whitley’s school based ELC at The BASE are second to none”.

Similarly, the students themselves as well as their families are extremely grateful and complimentary with regards to their time at Whitley Academy.

Our ELC students make significant progress at Whitley Academy with previous cohorts achieving 100% 9-3 GCSE grades, we ensure all ELC students have secured a positive next step post Whitley, with all students entering either further education via Post 16, college, apprenticeship or training.

The staff here are passionate to ensure the Extended Learning Centre continues to go from strength to strength and hope to continue to make a significantly positive difference to the lives of the young people who are referred to us.