

# Strood Academy



Student Support and Well Being  
Local Offer

**Mrs G Cox**

**Faculty Leader for Student Support and Well Being  
Special Educational Needs Co-ordinator (SENCo)  
Teacher in the Faculty of Mathematics**

At Strood Academy, all students are equally valued, encouraged and supported to achieve academic success and emotional wellbeing. A strong emphasis is placed on an equal entitlement for students to be able to effectively access the requirements of the curriculums that they study, in relation to appropriate consideration of individual needs.

The staff within the Faculty for Student Support and Well Being is critical in the on-going processes of identification, support and impact analysis of interventions for students with varying needs. The team work collaboratively with colleagues, external agencies, parents and carers, in order to reduce barriers to learning and increase the participation of students.

As Faculty Leader, I assist in the strategic development of personalised education and monitor the progress of students through tracking and self-review processes. I strive to ensure high standards of learning and teaching within the Faculty and the effective use of staff and resources, to secure the best possible outcomes for all students.

As the Co-ordinator for Special Educational Needs (SENCo) I work in partnership with the Assistant SENCo, to co-ordinate the day-to-day provision of education for children with special educational needs and/or disability.

Scrutiny and utilisation of internal and external assessments, specialist guidance and discussions with students, parents/carers and colleagues within the Academy enables individual identification, intervention and allocation of appropriate provisions and support. Additionally, regular analysis and evaluations of the effectiveness of provisions and interventions, allows a critical consideration of their ability to assist in enabling demonstrable improvements in student attainment, consequently leading to informed consideration of subsequent actions and interventions.

In order to secure high quality teaching for pupils with SEN and/or disability, I provide professional guidance and training to colleagues, alongside the sharing of pedagogical research and strategies to assist in planning differentiated learning experiences, which take into consideration the varying needs of individual students to assist in reducing potential barriers to learning.

### **Alternative Curriculum**

An alternative curriculum is crucial to ensure that all students are able to access the curriculum and to continue to progress and develop throughout their time at the Academy.

It is for this reason that an innovative and interesting education programme has been created and embedded within the Academy, with students studying qualifications

such as; Work Skills, Day release to Mid –Kent college studying practical and Employability Skills (mechanics, woodwork, building skills and hairdressing).

By following the alternative curriculum students will often have smaller class sizes and receive additional support, allowing lessons to be tailored around the specific needs of each individual, so that they are able to build their self-esteem and confidence whilst actively working to improve reading, writing, numeracy and I.C.T skills along with personal qualities.

It is my role to ensure that this curriculum is suitable for the students, offering a wide range of opportunities both inside and outside of the classroom for learning to take place. I also manage a number of teachers whose skills and knowledge is utilised to deliver the qualifications in an effective manner, whilst overseeing the external assessments for each qualification.

### **Mr A Kent**

**Assistant Special Educational Needs Co-ordinator (aSENCo)  
Designated Teacher for Children Looked After (DCLA)  
Teacher in the Faculty of Physical Education and Performing Arts**

#### **Designated Teacher for Children Looked After**

As the Designated Teacher for Children Looked after, it is my responsibility to ensure that colleagues understand the different factors that affect how looked after children learn and achieve, by offering advice about the differentiated teaching strategies suitable.

The role involves attending and leading a number of meetings throughout the year with external agencies, who are also involved with the students at Strood Academy who are looked after. These meetings help to reflect on progress being made whilst allowing the student to assist in setting learning targets to work towards.

I will also ensure that 1:1 tuition is arranged for the students as a matter of priority and to make sure that carers/parents understand the importance of supporting learning at home.

### **Mr G Matthews**

**Assistant Principal: Safeguarding (DSL) and Inclusions  
Teacher in the Faculty of Humanities**

The role of the Designated Safeguarding Person (LEAD) was specified in the Children Act 2004 and ensured every organisation had a “named person” for safeguarding children and young people.

The Designated Safeguarding Person has a responsibility at both a strategic level

within the organisation, and on a day to day basis.

**Key Aspects of Mr Matthews role includes:**

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records

**Inclusion at the academy**

Inclusion is our strength at the Academy and makes a real difference to the life chances of many vulnerable young people, allowing those in mainstream classes to work in a calm and productive manner. We support in class and withdraw children according to their needs, handling and interpreting data to intervene early and to enable progress to be accelerated.

We have access to a variety of external agencies, enabling us to organise alternative provisions for students who are unable to access mainstream education and who are at risk of NEET (Not in Education, Employment or Training). By doing this work in partnership with these agencies the success has opened up many previously untapped opportunities for young people.

A variety of local alternative curriculums are utilised and funded by the Academy, with students attending off-site courses for 1-2 days per week, including mechanics, woodwork, building skills and hairdressing. The Academy also uses the Fairbridge project which is sponsored by the Princes Trust as well as organizing extended work placements for pupils in KS4.

**Mr S Daly**

**Vice Principle for Alternative Provision  
Teacher in Faculty of Communications**

Responsible for line managing the Academy's Inclusion area, including the Zone, Exit room the Support Room. College pastoral teams, identify students who have increased exits, truancy, poor attendance and extreme behavioural concerns. Students are sent to the Zone to reflect and address disruptive behaviours that have been exhibited. This room is the precursor to any decisions that could be linked to a fixed term exclusion being agreed.

In the Zone, students work on restorative justice, with the aim of processing, understanding and changing behaviours to encourage progress and inclusion. Students are sent there for a limited number of days and then return to mainstream lessons. The room is also used to place pupils, pending investigations.

The Support Room, like the Zone, is a teaching room where students who need emotional support are placed. Students access the Support Room for a maximum of two lessons and attend mainstream for the other two. The time span that a student is placed in the Support Room is reviewed in order to avoid dependency. Students who have medical concerns/conditions can be placed in the Support Room for a longer period of time on the recommendation of medical professionals.

The Exit Room is for students who have been exited from the classroom. Students are made aware of classroom rules and the expectations of behavior in lessons and are given a formal warning if classroom rules have not been adhered to. If low level disruptive behaviours persist, students are exited from the lesson. The student is sent to an exit room within the department for the remainder of the lesson.

The following day the students spend the day in the Exit Room working and reflecting on their behaviour. The consequence for being placed in the Exit Room will be a one-hour detention after school that day, of which parents will be informed. If pupils are placed in the Exit Room twice in a rolling week, a meeting with parents is arranged.

Return to Learning (Lodge) is a new provision based at Strood Academy. Identified students are placed there for a week, a specific four-day timetable of support is in place to support literacy, numeracy, SEAL and emotional resilience. On the fifth day they are supported back into mainstream classes with 1:1 support and observations. Before pupils return to the main stream lessons within the Academy, they attend a re-integration meeting to reinforce expectations and set targets to support positive behavior and success.

The Vice Principal of Inclusions line manages the Student Well-Being Faculty (including SENCo) and the aforementioned teams including attendance and student services staff that work together at the school and in the community.

**Mrs S Edmonds**  
**Faculty Assistant for Student Support and Well Being**

My/our principle roles within the Academy, is to support the students, staff and faculty leader within Student Support and Well Being. I/we assist in helping the team work successfully with young people and adults, through improving and maintaining learning environments and supporting student behaviour within and between lessons.

I/we provide support for classes and small groups and cover absence of teachers when required. I work alongside the SENCo and Assistant SENCo, college teams, intervention staff and examination officer, in relation to student access arrangements and also administer and invigilate examinations.

I/we also support the Faculty, students and parents/carers through taking phone calls, processing student data and running reports, general record keeping, ordering supplies and by recording minutes of meetings.

**The Inclusions team**

The Inclusions area is based within the Faculty of Student Support and Well Being and consists of the following members of staff:

**Mrs. A Webster**  
**HLTA**  
**Support Room**

**Miss G Monteith**  
**Teaching assistant**  
**Return to learning**

**Mrs. S Higgins**  
**Teaching assistant**  
**Exit Room**

**Mrs. Mayle**  
**HLTA**  
**Zone**

In the Zone/Exit room the following process is implemented:

Restorative Justice Process provides a safe environment and opportunity for personal involvement for all parties concerned in an incident of harm. It provides an opportunity for the harmer to be confronted by the consequences of the offence/incident in a wider social context. The process is a future solution focused approach, which supports and encourages flexible and creative thinking.

Restorative Justice Process attends fully to the needs of the harmed and reduces the likelihood of subsequent re-offending; by reintegrating the harmer successfully back into the school or wider community. In addition to this it enables the harmer(s) to assume active responsibility for their actions. Moreover, it creates a community that supports rehabilitation and is active in preventing future offending; as a consequence, providing a means of avoiding escalation of behaviour for learning interventions.

**Key aims of Restorative Justice:**

- **RESPECT** – for everyone by listening to other opinions and learning to value them

- **RESPONSIBILITY** - taking responsibility for your own action
- **REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

**Mrs R Miller  
Teaching Assistant**

**Young Carers**

### **Young Carers Support Group**

Young Carers co-ordinate runs a support network for young carers at Strood Academy.

A young carer is an individual who looks after someone in his or her family who has an illness or disability. They will take on the physical or emotional responsibilities that would conventionally be the responsibility of an adult. An example of this could be assisting with medication or practical tasks like cooking and shopping.

Many carers find it helpful to talk to someone who is independent to their circle of friends and family about the pressure or stress involved in being a carer.

The Academy offers the following to our Young Carers:

- Regular team meetings
- Fundraising Activities
- Team building
- Breakfast/Lunch events
- Financial Support

Strood Academy is proud to be working closely with the Medway Young Carers Project. Further information about this group can be found on their website:

[www.medwaycarerscentre.org.uk](http://www.medwaycarerscentre.org.uk)

**Mrs J Pearce**

**Higher Level Teaching Assistant**

### **Literacy Improvement Programme**

As the Academy's Dyslexia specialist, Mrs Pearce is responsible for carrying out specific screening and diagnostic assessments. She uses a variety of informal and formal assessments which assess underlying ability, cognitive ability and attainment, for those pupils who are not progressing as expected, in order to identify strengths and any difficulties they may be experiencing, as well as supporting pupils who attend the Literacy Improvement Programme.

The Literacy Improvement Programme is an alternative provision for pupils who have been diagnosed with a specific learning difficulty such as Dyslexia or Dyspraxia. Students, parents and carers will be informed if placed on the Literacy Improvement Programme. Students will have specific and individual targets set on an Individual Education Programme to improve their key literacy skills, in order to support their progression in mainstream lessons. Pupils attend either one to one or small group sessions of up to 3 pupils, depending on their current needs.

Students are monitored after 12 weeks by myself, the SENCo/aSEnCo and Faculty of Communications. Tracking sheets are then updated accordingly. A student report is produced and sent to students, parents and carers to keep them informed of their child's progress.

We have a variety of programmes and resources at Strood Academy which support literacy. These include:

**Lexia Reading:** A systematic phonic reading programme, accessed via laptop or IPAD.

**Sounds Write:** A phonic teaching programme, delivered by an experienced Teaching Assistant.

**Read Write Inc:** A literacy programme that is proven to help support struggling readers.

**Alpha to Omega:** A phonics intervention

**Spelling Made Easy**

**Teaching Reading Using Games**



**Mrs L Barker**  
**Teaching Assistant**

**Numeracy Improvement Programme**

As the Academy's Numeracy Support specialist, Mrs Barker is responsible for the Numeracy Improvement Programme; an alternative provision for pupils who are working below the expected National Curriculum level. Identification onto this provision, follows an Access test (completed by all students within the Mathematics Faculty), which provides data such as the students' mathematical age, National Curriculum level and Standardised scoring.

Students, parents and carers will be informed if placed on the Numeracy Improvement Programme. Students will have specific and individual targets, set to improve their key mathematical skills, in order to support their progression in mainstream lessons. Pupils attend either one to one or small group sessions of up to 3 pupils, depending on their current needs.

The Numeracy Improvement Programme caters for a variety of learning styles and students have access to resources, enabling them to learn through kinaesthetic methods, discussing where they are having difficulties and using repetition to help them transfer the information and processes used to their long term memory. Students are also encouraged to use 'My Maths' an online interactive programme which helps reinforce learning.

Students are retested after 12 weeks and monitored by myself, the SENCo/aSEnCo and Mathematics Faculty. Tracking sheets are then updated accordingly. A student report is produced and sent to parents to keep them informed of their child's progress.

**Mrs J Vidler**  
**Teaching Assistant**

**Reading Improvement Programme**

Mrs Vidler along with Faculty of Communications are responsible for the Reading Improvement Programme; an alternative provision for pupils who are working below the expected National Curriculum level. Identification onto this provision, follows an Access test (completed by all students within the Faculty of Communications), which provides data such as the students' National Curriculum level and Standardised scoring.

Students, parents and carers will be informed if placed on the Reading Improvement Programme and on starting, students will be tested using a Diagnostic Reading Assessment, to ascertain actual reading age in comparison to chronological age. Test indicators can determine precise skills in literal, inference and analysis comprehension as well as vocabulary, enabling the identification of areas of need and production of

specific targets for improvement, set on an Individual Education Programme (IEP). Pupils attend on a one to one basis, whereby they can practice their reading and develop comprehension and greater analytical skills.

The Reading Improvement Programme caters for a variety of learning styles and students have access to a range of resources including Kindles, IPADS, games and workbooks.

Students are retested after 12 weeks and monitored by myself, the SENCo/aSENCo and Faculty of Communications. Tracking sheets are then updated accordingly. A student report is produced and sent to parents to keep them informed of their child's progress.

**Mrs P Monk**

**Higher Level Teaching Assistant**

### **ASD/Asperger Syndrome Support**

Mrs Monk offers a consistent and reliable source of support for students who have a diagnosis of Autism Spectrum Disorder and Asperger Syndrome. She works in close liaison with students, parents/carers, colleagues and the SENCo/aSENCo, to offer strategic advice and guidance, to assist in reducing barriers to learning.

Mrs Monk works closely with students on a one to one basis and where appropriate, in very small groups. Within sessions, she assists students to explore social skills issues, such as communication, developing working relationships and friendships, emotions and managing anxiety. She uses a range of resources and visual tools and alongside the SENCo/aSENCo, liaise with Medway's Autism Outreach Service, in order to utilise specialist advice and support which is used with students and disseminated to teaching, pastoral staff, parents and carers.

Mrs Monk works closely with Key Stage 4 students diagnosed with ASD during their transition/ preparation for their work experience fortnight leading into further education, be it through College, 6th Form or an apprenticeship

**Miss J Parker  
Teaching Assistant**

**ADHD/ODD support**

Miss Parker leads school interventions including a team approach across multiple settings, consisting of both preventive and intervention strategies. Interventions are based upon assessment data that includes information about the student's strengths and needs as well as the environmental conditions in which the characteristics of ADHD occur.

Progress monitoring and strategy adjustments are critical to the success of any intervention plan

Academic Interventions include creating classroom supports for students with ADHD, understanding the students' strengths and needs. This involves formal and informal assessment, as well as collaboration among educational professionals and the students' families.

If a student is not responsive to behavioural strategies and interventions, more intensive interventions, such as functional behavior assessment and behavior intervention plans, should be considered. No one intervention is universally effective for all students with ADHD.

**Mrs F Hodge  
Teaching Assistant**

**Hand writing/OT support**

The National Handwriting Association describes handwriting difficulties:

*"Because handwriting is such a complex skill, there are many children who have difficulty mastering it. This may cause frustration and distress and affect a child's desire to write. It may also cause anxiety for the parents and teachers who watch the child struggle to put his or her ideas on paper."*

Gross motor control is the term used to describe the development of controlled movements of the whole body, or limbs (arms or legs) of particular importance in relation to handwriting is the development of good posture and balance. Activities such as dance, football, use of small apparatus, cycling, gripping climbing frames and building with large-scale construction kits all develop gross motor control.

Fine motor control is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes for children who communicate using touch sensitive pads with their feet). Fine motor control is best developed through activities which involve small-scale movements.

Mrs Hodge is responsible for supporting students identified with hand writing issues, she supports using exercise to improve dexterity and fine motor skill. Specific strategies to support process with writing is cascaded to relevant teachers, exercises are given to parents to support continued progress.

### **Mrs D Phillips**

#### **Family Liaison Officer Child protection officer**

As Family Liaison Officer, Mrs Phillips works closely with students from the Academy and their families, providing intensive home school support. Her work is structured around the Common Assessment Framework more commonly known as CAF. Mrs Phillips works alongside the MAfF Team at Medway Council who offer support through outside agencies who work within the family unit and alongside the school, looking after the well-being of the whole family.

A CAF's main aim is to work in partnership with parents and families in order to identify specific, meaningful and measurable actions to meet long term desired outcomes. Outcomes may include improving school attendance, improving behaviour at home and school, individual members of the family working toward employment, improving organisational skills.

The CAF also aims to identify whether support is needed from other agencies to assist the families in meeting their goals. If other agencies are identified or already involved, my role is to create a Team Around the Family (TAF) to facilitate and co-ordinate support in order to provide consistent and joined up support.

Mrs Phillips is also involved in setting up parenting classes after school and during the holidays with Coffee sessions for parents to attend to discuss their concerns or progress of their child

## Teaching Assistants

Teaching assistants work within the Academy community, to support students to develop within the key outcomes of the Every Child Matters framework. Specifically:

- Staying safe.
- Being healthy.
- Enjoying and achieving.
- Economic wellbeing.
- Making a positive contribution.

At Strood Academy, teaching assistants primarily support children with SEN and/or disability in all areas of the curriculum, either individually or in groups. Teaching assistants are assigned to a mixture of students based on qualifications, knowledge and experience, which enables greater collaboration between Faculty staff and higher Curriculum knowledge and practices. Teaching assistants support students and staff through the preparation for and feedback of support groups, production of differentiated materials and resources and through liaison with parents and carers. Teaching assistants receive fortnightly training on areas of SEN and/or disability and are responsible for the production of information for display boards, fact sheets and assemblies.

### Teaching Assistants:

Miss K Sage  
All key stages

Mrs S Thomas  
Key stage 3

Miss N Giles  
Key stage 3 and 4

Miss J Vidler (NIP)  
Key stage 4

Mrs L Barker (NIP)  
All key stages

Mrs P Monk (ASD)  
All key stages

Mrs T Coe  
Key stage 3 and 4

Mrs S Mittoo  
All key stages

Mrs F De'ath  
Key stage 4 and 6<sup>th</sup> Form

Mrs R Miller (young carer)  
All key stages

## **Safeguarding Team**

Mr Matthews (DSL)  
Child Protection  
Protection & Domestic  
Abuse Officer

Mrs G Cox  
Child Protection  
& Domestic Abuse  
Officer

Mrs P Hunter  
Child Protection  
Officer

Mr A Kent  
Child Protection  
Officer

Miss D Cooper  
Child Protection  
Officer

Miss J Lindsay  
Child Protection  
Officer

## **Student Services**

Mrs A Saunders

Mrs D Bloomfield

## **Attendance Team**

Mrs P Jones  
Attendance Officer

Mrs K Pearson  
Assistant Attendance Officer

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

**How does Strood Academy know if young children need extra help and what should I do if I think my child may have special educational needs?**

During entry and in year transition periods, Academy staff will liaise with and visit feeder schools to collect academic data and information relating to other areas of needs. Furthermore, discussions with parents/careers and external professionals, will ensure that information is up to date and relevant. Open evening events, transitional visits and summer school for vulnerable students will be organised to develop familiarity with the Academy site and staff. All students who have been allocated a place at Strood Academy will attend a taster day where they will sample core lessons and receive information from Collage teams.

On entry and within each year group, scrutiny of prior data for students, including SATs test results, teacher predicted current attainment levels for GCSE, analysis of mandatory access testing in English and Mathematics, monitoring of attendance, and other wellbeing indicators, will allow suitable streaming in core subjects and trigger additional screeners and intervention programmes run by Collage teams, Faculty staff and the Student Support and Well Being department.

If a teacher or parent/carer perceives that there may be a difficulty which has not been previously identified, they can speak to the SENCo and Assistant SENCo by arrangement. The SENCo and aSENCo will then examine the most recent learning

data, liaise with relevant teaching staff and pastoral teams and may undertake or commission additional assessments and investigations. The views of parents/carers are important to us and vital to this process.

Students will receive guidance and support during key transitional periods from Collage teams, Senior Leadership, teaching staff, Student Support and Well Being team and external professionals such as Connexions for educational and career guidance.

### **How will Academy staff support my child's overall wellbeing and what specialist services are utilised?**

Academy staff, strive to follow the school visions of creativity, collaboration, distinctiveness, respect and sustainability. Within lessons, the incorporation of principles such as high expectations, provision of personalised support, accountability for supporting every child through clear target setting, timely interventions and careful tracking of progress, mirror the principles of 'Achievement for All' and assist in the delivery of quality first teaching. Academy staff are supervised and supported by middle and senior leadership teams who oversee and deliver Continued Professional Development. Additionally, termly quality assurance protocols are conducted which include learning walks, marking and homework scrutiny, lesson observations and student attainment review processes.

Collage teams and form tutors provide pastoral and additional academic review and support for students, ensuring that holistic needs are being met and a culture of success is embedded through a process of personalised support and learning. Collage teams ensure that students are able to enjoy and achieve, make a positive contribution, stay safe and healthy and achieve success through the achievement of good outcomes in public examinations. Collage teams work closely with the Senior Leadership Team, Faculty leaders, SENCo/aSEnCo, teaching, support staff, external professionals and parents/carers and are considered to be the most consistent and stable point of contact for the overall wellbeing of students. Additionally, they co-ordinate and participate in Common Assessment Frameworks and Pastoral Education Plans to support more vulnerable students and families

The aforementioned staff within Student Support and Well Being, provide an enhanced team of support who work in collaboration with external professionals such as Medway's Physical and Sensory Service, School Counselling Service, NELFT formally known as CAMhS, Social Services, the School Health Service, Educational Psychology Service, Behaviour Support Service, Educational Welfare Officer and careers advice from Connexions to facilitate practices that encompass the principles of holistic development to assist students in their academic attainment. A designated student services area is an invaluable service aimed to provide daily assistance for queries, advice and support to cater for the everyday needs of students. The SENCo and aSEnCo are responsible for the deployment and monitoring of teaching assistants, specialist interventions and resources to ensure that students with SEN and/or disabilities are effectively supported through impact analysis.

## **How will the Curriculum be matched to my child's needs if they have SEN and/or disabilities?**

Within core subjects, students are streamed according to ability, in order to facilitate progression and experiences of success. There is appropriate academic and social provision for Gifted and Talented students as well as those whose learning may need significant support. In KS4, students are able to access alternative curriculums such as Work Skills, Day release to Mid –Kent College studying practical and Employability Skills (mechanics, woodwork, building skills and hairdressing).

The inclusions team support students through the completion of teacher directed set work, Restorative Justice and the implementation of the Unit Award Scheme (UAS) (a 'can do' accreditation scheme for recognising learning and success. It rewards participants for personal progress and achievements which are often not recognised by more formal qualifications.

Used with students of all ages and abilities, the Scheme covers virtually all subject areas and activities from Pre-entry to Level 3).

In order to ensure that students are able to demonstrate success within external examinations, access tests are completed from year 8 onwards and subsequent liaison with examination boards, allows the implementation of appropriate access arrangements and the facilitation of guidance to teachers on classroom provisions may include the use of laptops, additional time to complete learning tasks, the use of readers and scribes.

## **How are the Academy's resources allocated and matched to children's special educational needs?**

Documentation of student academic, medical, SEN(D), pastoral, provision and intervention information are stored on a Student Information Management System (SIMS). This resource is utilised by all staff within the Academy and allows costed information of provisions and interventions to be stored and analysed.

Consequently, impact analysis of resources and provisions for individual students can be evaluated in order to consider value for money and efficient deployment of resources. The Academy implements Medway's banding system for SEN and/or disability, which is scrutinised by the local authority and can be subject to external and independent moderation.

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

Decisions about the amount of support that is allocated, is dependent on the level of need and impact of interventions. If a student has a statement of SEN(D), the SENCo/aSENCo will always ensure that the statutory requirements are met as a minimum. We also seek and follow guidance from other professionals working with the student and their family and take into consideration the wishes and feelings of the student and their parents/carers. Students and parents/carers are consulted and informed during intervention planning processes, completion reviews and considerations of further actions of intervention if required.



## **How will Strood Academy help parents/carers to support their child's learning?**

We welcome and encourage the development of strong partnerships and involvement of parents/carers and recognise the value and positive impact that this has on the academic attainment of students. The views, knowledge and expertise of Parents/carers are vital in enabling the formation of mutually supportive relationships. The expertise of your child's needs is a valued source of information, to assist staff in planning personalised and inclusive educational experiences. There are regular opportunities to engage with subject, pastoral and Student Support and Well Being teams, to discuss, advise and review progress.

The Academy promotes the support of parents/carers through:

- Welcome events.
- Parent evenings.
- Work experience event.
- Support your year 11 event.
- Face to face, telephone, planner and email correspondence.
- Access to the Academy's on-line Portal.
- Parent forums.
- Food technology workshops.
- Mathematics workshops.
- Open evening.
- Dyslexia workshop.
- Morning literacy/numeracy programmes.
- Parenting classes.
- Lexia reading software.

## **How accessible is the Academy environment?**

Strood Academy is a fully accessible and inclusive environment. Stairwells, lifts and wide corridors allow full access to all areas of the building. Classrooms have large viewing windows and toilets are open planned, promoting principles of safeguarding. There are disabled toilets throughout the Academy which also contain shower and changing facilities. The site is large and hence teaching assistants can be deployed to facilitate mobility across the Academy.

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

Strood Academy actively seeks to ensure that all students are included in out of class activities and trips, should they wish to attend. All out of class activities and trips are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact on the students who are participating. Out of class activities and trips are a valuable opportunity to enhance social skills, cultural development and subject knowledge and are considered as a valuable element of pastoral and curriculum development.