

Woodkirk Academy

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The Sixth Form @ Woodkirk Academy

ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Schools have a duty to report to parents on the provision for SEND. Students with special educational needs require extra or different help from that given to other students of the same age. The SEND Code of Practice (2014) lies at the heart of the Academy's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of students. The Code describes a graduated approach which recognises that students learn in different ways and can have different kinds of SEN. At Woodkirk Academy, students may be on the SEND register as requiring 'Additional Support'. This is so step-by-step support can be put in place or specialist expertise can be sought to help students overcome their difficulties. Students with more complex needs may have an Education & Healthcare Plan (EHCP).

KEY PERSONNEL

SENDCo: Mrs C.Worsley (worsley.c@woodkirk.leodis.org.uk)

SEND Governor: Mr R Aiston

POLICIES

The Academy's SEND policy has been written in line with the SEND Code of Practice (2014). The policy is reviewed annually.

COMPLAINTS

The Academy has well established procedures for dealing with parental complaints. These are detailed in the Complaint Policy.

LOCAL OFFER

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care with information regarding services for children and young people from birth to 25 years.

As Woodkirk Academy is situated close to the Kirklees boundary, links to both Kirklees and Leeds Local Offer pages are provided below. Please use the appropriate link depending on the authority where you live.

<https://leedslocaloffer.org.uk/>

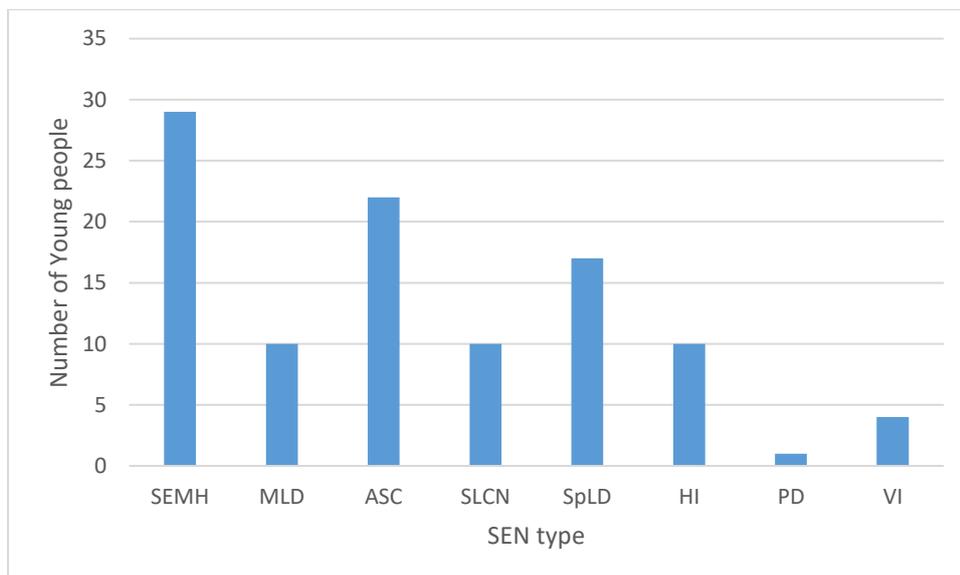
<https://www.kirkleeslocaloffer.org.uk/>

TYPES OF SEND

There are four categories of SEN outlined in the Code of Practice, these are shown below with examples.

<p>Cognition and learning</p> <ul style="list-style-type: none"> • Specific learning difficulties (SpLD) e.g. dyslexia and dyscalculia • Moderate Learning Difficulties (MLD) • Severe Learning Difficulties (SLD) • Profound and Multiple Learning Difficulties (PMLD) 	<p>Social, emotional and mental health</p> <ul style="list-style-type: none"> • Depression • Attention Deficit Disorder (ADHD) • Anxiety disorders • Mental Health Issues • Social disorders
<p>Communication and interaction</p> <ul style="list-style-type: none"> • Speech, language and communication needs (SLCN) • Autistic spectrum conditions (ASC) 	<p>Sensory and/or physical needs</p> <ul style="list-style-type: none"> • Visual impairment (VI) • Hearing impairment (HI) • Multi-sensory impairment (MSI) • Physical disability (PD)

PROFILE OF SEND AT WOODKIRK ACADEMY



THE SEND REGISTER AT WOODKIRK

The SEND register is the responsibility of the SENDCo. The register is reviewed on an annual basis and considers information from teachers, Learning Support staff, parents and students. If it is thought necessary to add a child to the SEND register, parents will be contacted by the SENDCo. Strategies for quality first teaching will then be made available to staff through the SEND database and OPT system. Most SEND students will have a bespoke profile (the 'pupil passport') outlining background information and strategies for support; this is written in consultation with parents and their son/daughter. Occasionally, a child placed on the SEND register no longer requires support; in these circumstances parents will be consulted before removing the individual from the register.

IDENTIFYING STUDENTS WITH SEND

Primary schools are asked to complete a SEN transition form for any student they have identified as having SEND. Information from these is collated and a database of information is produced. Priority students are identified and invited to additional transition days. At the transition days, learning mentors and support staff monitor and observe students and any further information is added to the database. Students most likely to be added to the SEND register are highlighted. The SENDCo produces Year 7 SEND information which is shared with staff ready for the start of the new academic year. Parents of identified students are invited for a SEND appointment at the Year 7 Information Evening (first week in October) and passports are finalised with parents and students. The Year 7 SEND register is produced by the end of half term 1 and new SEN passports are shared with staff.

Existing students who may have SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring the progress of all students:

- The progress of every student is monitored termly. Where students are identified as not making progress in spite of Quality First Teaching they are discussed and intervention is considered.
- Class teachers are continually aware of a student's learning. If they observe that a student, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline;
 - fails to match or better the student's previous rate of progress;
 - fails to close the attainment gap between the student and their peers.

Staff may refer other concerns to the SENDCo, examples of these would include (but are not limited to) poor literacy skills, poor handwriting, and persistent lack of organisation, specific behavioural concerns (repetitive behaviour, lack of concentration).

- Parents sometimes ask us to look more closely at their son/daughter's learning. We take all parental requests seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the student may be placed at Additional Support (AS) on our SEN register (depending on the results of the investigations).

When a concern is raised, the SENDCo will endeavour to identify barriers to learning using a range of screening tools. Parents will be contacted and invited to discuss screening results with the SENDCo, Year Tutor or Vice Principal. If appropriate a pupil passport will be produced, the student placed on the SEN register and referrals to outside agencies made as necessary. Although the school can identify special educational needs, and make provision to meet those needs, we **cannot** offer diagnoses. Parents are advised to contact their GP if they think their son/daughter may have Autism, ADHD or any other disability.

Monitoring students with SEND

All staff are aware of the students who are SEND through the SEND database, SIMS and the OPT reporting system, with photo sheets and notes pages on each student available.

- The database provides generic and bespoke profiles outlining strategies to support SEND students within the classroom.
- Parents are invited to meet with the SENDCo as a minimum, twice a year.
- All past reporting data (behaviour, attitude to learning, homework, organisation, target grades and current grades) are readily available to inform staff of individual strengths and areas for development.
- All the teaching staff are regularly required to report on the progress of students who are SEND and intervention strategies for individuals are shared within and outside departments to further raise awareness.
- Teaching Assistants complete time sheets to record work done with students, strategies used and next steps.
- Quality Assurance, including lesson observations and data analysis is undertaken to measure the impact of the strategies.

WAVES OF SUPPORT FOR STUDENTS WITH SEND

At Woodkirk we have a policy of personalised learning for our students. Targeted support in most cases means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults.

Wave one: This is through Quality First Teaching (QFT). Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants, Learning Mentors or other specialised staff. High quality teaching is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Woodkirk regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

Wave two: Support may also entail in-class work or targeted group interventions by Teaching Assistants/Learning Mentors. Interventions include small group work for literacy and numeracy, Autism support and work on areas such as developing social skills.

Wave three: A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. In these cases, students will usually have had medical or educational assessments designed to identify their areas of need and report on how parents, schools, therapists and external experts and activities can help them make progress. These students may be assisted in class by Teaching Assistants/Learning Mentors or withdrawn from class for special teaching or other types of additional support.

THE WOODKIRK 'OFFER'

Wherever possible, SEND students are supported in mainstream lessons although withdrawal from these lessons can be implemented so that additional or different needs can be met. Any special arrangements are designed to allow students the opportunity to fulfil as much of their potential as possible.

EHCP/funded students are supported by Teaching Assistants and teaching staff as indicated by recommendations on their EHCP which are reviewed annually. Those identified as Additional Support (AS) students are supported as and when necessary.

In line with whole school policy, all students are taught in mixed ability groups in physical education, design and technology, art and design, RE/PSHRE, ICT and music. In all other curriculum areas it is the responsibility of the department to organise the structure of teaching groups.

Formal reporting to parents of SEND students, follows whole school policy. All students are closely monitored and tracked four times a year, with one full school report and one Parents' Evening. Additionally, parents of students with SEND will be consulted when documents such as support plans and pupil passports are updated. Parents of students who have an EHCP will be invited to attend the Annual Review meeting where progress towards the outcomes of the plan is considered.

INTERNAL INTERVENTIONS/SUPPORT OFFERED

- In class support from teaching/support staff.
- Differentiation and reasonable adjustments at all levels of for those who are identified as requiring 'additional support.'
- Literacy support.
- Numeracy support.
- Accelerated Reader.
- Learning mentors.
- Life coach.
- Autism support.
- Access arrangements in examinations.
- Careers advice.

EXTERNAL AGENCIES

In addition to the internal support offered and depending on the needs of the student, Woodkirk will seek, or ask parents to seek the consultation and advice from a number of agencies.

These include:

- Educational Psychologists.
- Speech & Language Therapists.
- Deaf & Hearing Impairment Team (DAHIT).
- Visual Impairment Team (VIT).

- School Nurse.
- Child & Adolescent Mental Health Service (CAHMS).
- Occupational Therapists.
- Specialist Training in Autism & Raising Standards Team (STARS).

SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

Behaviour is not classified as SEND. If a student demonstrates unwanted behaviours, the class teacher will assess the student's needs and refer, if necessary, to the appropriate pastoral head. If a student's behaviour is felt to be a response to trauma or to adverse experience, for example bereavement or parental separation, then appropriate support will be sought through Leodis Support Services.

If parents and school are concerned a student may have mental health needs, we encourage parents to ask their GP for a referral to the Child & Adolescent Mental Health Service (CAMHS).

All students' behaviour is responded to consistently in line with our Positive Behaviour & Discipline Policy, although reasonable adjustments are made to accommodate individual needs.

ADAPTATIONS TO THE CURRICULUM TEACHING AND LEARNING ENVIRONMENT

The school is not currently accessible to wheelchair users. Leeds City Council have allocated funds and support for adaptations to Bruntcliffe Academy which has a much more readily accessible site and is recommended for wheelchair users in the Morley area. Other 'reasonable adjustments' will be made, as appropriate, to accommodate students with other sensory disabilities (e.g. use of ear defenders).

We encourage our classrooms to be inclusion-friendly: we aim to teach in a way that will support students with tendencies towards dyslexia, dyspraxia, Autism etc. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. It is the responsibility of all teachers to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

ACCESS TO EXTRA-CURRICULAR ACTIVITIES

All our students have access to before, lunchtime and after-school clubs. Trips and visits are part of our curriculum and we aim for all our students to benefit from them. No student will be excluded from a trip or visit because of SEND.

LIAISONS

Woodkirk Academy is part of Leodis Academies Trust. This includes the amalgamation of Woodkirk, Blackgates Primary Academy, East Ardsley Primary Academy, Hill Top Primary Academy and Westerton Primary Academy. With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our academies.

We focus on the breadth of curriculum; we value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools.

The SENDCo attends forum meetings with the main feeder primary schools and secondary schools in the area.

We particularly endeavour to facilitate a smooth transition for any student with SEND joining or leaving the Academy. To ensure smooth transition from primary school or on to college, the SENDCo meets with the relevant staff in the other phases to ensure that all key information is transferred and can be acted upon once the student moves from one setting to another. Additional visits/activities are built into the schedule for those students with complex needs.

EVALUATING THE SUCCESS OF PROVISION FOR STUDENTS WITH SEND

The Local Governing Board, in partnership with the SENDCo and other colleagues, will monitor and report on the success of SEND provision for students with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets using pupil passports, support plans and EHCPs.
- Evaluate the impact of tailored provision and programmes of study through careful monitoring of pupil progress.
- Analyse progress data for students with SEND.
- Analyse attendance and exclusion data for students with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.

PROFESSIONAL DEVELOPMENT & STAFF TRAINING

The SENDCo attends the SENDCo network meetings and any other external training that is deemed appropriate. The current SENDCo, Mrs C Worsley, holds the Level 7 National Award for Special Educational Needs, has Level 2 Autism training and is trained to deliver Lego therapy.

Miss S Blight is a trained assessor for access arrangements. She holds the National Award for Special Educational Needs Co-ordination, is a member of the British Psychology Association and is qualified to administer Educational, Ability/Attainment Tests. She works closely with the SENDCo to identify students who require access arrangements in examinations.

Other staff trained in SEN include Mr N Cook (Vice Principal) and Mrs L Roberts (Director of Student Support Manager and Deputy Designated Safeguarding Lead). They are both Level 3 Autism trained; Mrs Roberts also holds the National Award for Special Educational Needs.

The Academy has a comprehensive training programme for **all** staff throughout the year, which includes elements of SEND. This includes both mandatory and voluntary sessions. At the start of the academic year, training takes place in departments on the SEND database, SIMS and the OPT system where SEND information is available. This ensures that staff are aware of the needs of our students and the strategies that have been suggested to support them. Additionally, the SENDCo and Teaching Assistants meet on a weekly basis to discuss students and appropriate strategies.