

FAQs for parents/carers about SEND provision at Wakefield City Academy

How does the academy know if my child needs extra help and what should I do if I think my child may have special educational needs?

Information is shared and passed on during the transition process from primary schools and we are fully informed of the students' individual and individual needs coming to our Academy. Communication with the school SENCO, Mrs Wilkinson, is recommended to discuss your child's needs in more detail. This may be through An Plan Do Review Meeting if your child has an Educational Health Care Plan (EHCP), or through a parents evening consultation, or an appointment can be made to arrange a meeting with the SENCO.

All staff at the Academy have a responsibility for the progress of students with SEND and will endeavour to meet the needs of the child as part of joint partnership with parents/carers and support services.

How will the academy staff support my child?

The new Code of Practice for SEND 2015, emphasises the importance of ensuring that all staff are responsible for the progress of students with SEND. The academy places great importance on staff training and development in this area. The SENCO will oversee the support and provision for students with EHCPs and students needing additional SEN support in school. This will include the assessments of the child's needs, liaison with external agencies to ensure joined up working, deployment of resources including teaching assistants, the additional interventions to support the student and liaison with pastoral and teaching staff. We have a small team of TAs and HLTAs who work with students with SEND in class and a dedicated pastoral support team to support students' social and emotional needs. Parents/carers are fully involved in this support and expected to be proactive in their child's education at the academy.

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

Your child's timetable will be created after consideration has been given to the information received from primary school or a previous establishment.

The academy will consider the child's ability, friendships and appropriate level of support required when placing them in a group. The academy uses setting at KS3 and different pathways at KS4 to ensure that the curriculum is differentiated to meet the student's needs. The academy is fully inclusive and endeavours to provide an appropriate and balanced curriculum to all its students, making reasonable adjustments wherever possible.

How will I know how my child is doing and how well will you help me to support my child's learning?

All students at the academy receive a termly progress report from subject teachers and form tutors informing you of your child's progress, behaviour and effort. This is explained and discussed at parents' evenings in more detail. In addition the SENCO will report on progress at the annual review for EHCP and also be available to discuss the outcomes of assessments and additional interventions at SEN support stage. We will discuss ways parents/carers can

help and support their child eg in terms of reading, homework and behaviour to ensure the student is making good progress.

How are the academy's resources allocated and matched to childrens' special educational needs?

The academy receives funding to support students based on their level of need. This is used in a variety of different ways including staffing, learning resources, ICT, additional aids and specialised equipment and advisory support from the LA. The support and provision are reviewed regularly to assess its impact and changed where necessary. The Academy aims to support students with SEND to become independent and consequently will be flexible in the type of support given.

How will the academy support my child in making transitions to new schools/colleges or employment?

The academy liaises closely with other schools and establishments, ensuring that information is shared to meet the child's needs. Where necessary a meeting will be held with the other establishment to discuss the child's needs. The academy arranges a number of transition days for y6 students to the academy prior to them starting in September. Vulnerable students with SEND have the option of coming for some smaller group sessions to give them more support and confidence. There is also a summer school event for 1 week in the summer holidays offering a range of different activities for vulnerable students.

We work very closely with the careers service (Connexions) and students meet with the advisor in Y9 to draw up an action plan to start thinking about options choices for GCSE and future plans.

The academy has well established links with local colleges and businesses and works closely with them to ensure the transition is as smooth as possible. This often includes taster days at college and/ or a work placement and individual accompanied visits when appropriate.

Who can I contact for further information?

If you need any further information about SEND at Wakefield City Academy, please ring and ask to speak to the SENCO, Mrs Wilkinson.