



Wakefield City Academy SEND Information Report

SEND provision at Wakefield City Academy are:

Wakefield City Academy is a supportive and inclusive 11-16 school. We welcome all students into our Academy regardless of their individual needs and we will strive to fully meet their needs. We recognise our responsibility to nurture our students whatever their individual needs and to encourage and help each child to achieve their full potential, not only intellectually, but also physically, creatively, emotionally and socially.

We are able to cater for and provide for students with a variety of needs.

Policies for identifying children and young people with SEND and assessing their needs.

The following policies are attached for information about Wakefield City Academy:

- Inclusion policy
- Special Educational Needs Policy
- Safeguarding and child protection Policy including e safety policy
- Disability Equality Policy including access plan
- First Aid Policy
- Behaviour Policy

For further information please contact: Mrs S Wilkinson, SENCO, Mrs S Austwick, Mrs M Hunter, Co-Headteachers at Wakefield City Academy, 01924 298752



Arrangements for consulting parents of children with SEN and involving them in their child's education.

In line with the new SEN Code of Practice

“The Children and Families Act 2014 requires local authorities to provide children with information, advice and support relating to their SEN or disability. Many children will access information, advice and support via their parents. Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.”

SEND draft code of practice 0-25 years. June 2014

At Wakefield City Academy we will hold:

- **1 parent evening** per year for all students, and an additional settling in parents evening in year7 (where targets and or provision maps will be shared including specific targets for children with SEND.)
- Provide 2 progress review reports a year for attainment, behaviour and effort from the students subject teachers
- Provide a more detailed progress and attainment **report** at the end of the academic year with detailed comments and behaviour and effort grades.

In addition to this we also:

- Arrange meetings for parents to come into the Academy and discuss progress or concerns with the SENCO or external agencies. (Our Educational psychologist is in the Academy once a week.)
- Hold an **Annual Review** for Statements, Support plans or Education Health Care Plans (EHCP)
- We are currently developing **Students Profiles** for children with specific needs, which will require input from parents/carers and children.



Arrangements for consulting young people with SEN and involving them in their education

All students will be involved in :

- Discussions regarding their individual targets.
- Students with specific needs may spend some time with outside agency workers during the Academy day time, for example speech and language therapists, educational psychologists and learning support services. Parents will be informed of these visits and any outcomes involving their child's education will be shared.
- Students with specific needs may have additional classroom resources to support and involve them in their education. These may include: visual timetables, student profiles, resources provided by Occupational Therapy, positive behaviour charts etc.
- At the end of the year individual students with specific needs will also be involved in a transition plan. This may involve transition from KS3 to KS4 or transition to college or employment/training. At these important transition reviews there is usually input from our Connexions advisor: Sarah Sutton and a representative from one of the local colleges.
- The children may be supported by additional learning support staff or behaviour support staff who will be fully involved in the students target setting and be fully aware of the student's needs.



Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

In line with the SEN code of practice all children will be aware of their assessment targets and the outcomes for which they are aiming. The Academy strives to improve students' literacy and assesses students on a standardised reading and spelling test every year. Students receiving additional literacy interventions are assessed every half term to evaluate the effect of the intervention and change if necessary.

CATS (Cognitive abilities tests) tests are carried out with Y6 students in the Summer term at the Academy. These tests are in verbal, quantitative, and non-verbal skills and help the Academy identify students' strengths and weaknesses, providing additional support where necessary.

The Academy uses internal assessment data to show progress of groups of children against national expectations.

Small steps of progress are planned for each half term in line with the whole Academy target tracking systems.

We are currently in the process of developing support plans and beginning to transfer any statements on to Education Health Care plans.

When carrying out this process the child and parent will be at the centre of the assessment, review and planning process.

Arrangements for supporting students and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

At Wakefield City Academy we have many arrangements to support transition, these include:

- Annual reviews for statemented students, attended by a Connexions advisor or local college representative.
- An Action plan drawn up with the Connexions advisor and student exploring college courses and career plans.
- Liaison with the SENCO and local colleges, transferring relevant information to support a smooth transition to college and ensure appropriate support is available
- Arranged taster sessions to the Academy and college to sample different lessons and courses.
- vulnerable student Academy visits to gain confidence and meet staff whilst doing a selection of different workshop sessions
- Y6 Induction day: a full day at the Academy in the Summer term. Students with SEN are supported during the day where appropriate.
- Attendance by the SENCO at primary annual reviews for statemented students in Y5 and Y6



- Individual visits made with the student and parent/carer and a chance to discuss needs in more detail with the SENCO
- Within the Academy we have transition plans between age groups and key stages and work particularly closely on transition with our students with ASD who find change of routine difficult.
- The SENCO is in close contact with Year 6 staff in the pyramid of WCA feeder schools and Wakefield City Academy Trust schools.
- All paperwork for individual students is updated, prepared and passed on to transferring schools and colleges
- Specialist Services are involved in transition meetings and providing additional advice and giving continuing support at transferring schools.
- Wakefield City Academy provides a large selection of after hours clubs and lunchtime clubs catering for student's interests and strengths.
- The Academy runs a Summer school for two weeks over the Summer holidays for year 6 students transferring to the Academy.

The approach to teaching children and young people with SEND

Wakefield City Academy has a shared vision with parents and students.

Students will leave the Academy equipped with the skills, confidence and ambition to be successful in their transition to college and beyond in the world of work and higher education



We will strive to achieve this by having teaching and support staff who will provide an excellent learning environment that supports and enables every child to reach their full potential. We have the highest expectations and recognise the importance of developing moral values, good conduct, respect, confidence and consideration of others.

To support children and young people with specific SEND we will constantly review implementation in line with the SEND Code of Practice and the Children's Family Act 2014.

We will provide quality first teaching that supports all students in our Academy.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN

At Wakefield City Academy differentiation is "key" to providing quality first teaching that caters for all children's SEN. The curriculum and environment are adapted to cater for and develop all children with SEN.

The Academy has developed a comprehensive **provision map** which shows what resources/interventions can be provided and are recorded for individual students. The provisions are grouped into Wave 1-differentiated teaching, Wave 2 –small groupwork, Wave 3 –intensive 1 to 1 work.

Students are placed into sets at the Academy using data and information from primary schools to ensure they can access the curriculum at the right level. At KS4 the Academy has different pathways including work related options.

The Academy has a homework policy for all students and clubs are available on different days after hours for students to receive support in completing their homework tasks

At Wakefield City Academy we are currently in the process of updating our **access plan** for students with a disability.

The SEN department will identify, with the support of other agencies students requiring access arrangements in external exams following the guidelines laid down by the exam boards. This may be in the form of a reader, scribe, extra time or the use of a word-processor depending on the needs of the student. Internal exams are also supported in the Academy for certain students.



Wakefield City Academy can provide support with administering medicines. Key staff have up to date first aid training as well as having training from an NHS nurse on administering epipens, supporting students with diabetes and specific care and medication.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The Academy works closely with a range of outside agencies to support students and their families.

As part of our local offer, Wakefield City Academy will have very close links with health services, social care and education services. We have very good relationships with a variety of outside agencies that come into school to work with and offer advice and support for individual children with SEND.

As a result of this all staff, including teachers, learning support assistants and lunch time supervisors are frequently involved in whole staff INSET focusing on specific SEND.

All staff are up to date and have at least L1 child protection training and are fully aware of the safeguarding procedures. Mr Adam Griffiths, Assistant Headteacher is the designated senior person in the Academy for safeguarding.

Evaluating the effectiveness of the provision made for children and young people with SEN

To evaluate the effectiveness of provision provided for our children with SEND, Wakefield City Academy use the following tools:

- A provision map which lists all provision throughout the Academy and is updated and reviewed regularly.
- Multi agency meetings take place as appropriate, involving all those involved in health, social and education to evaluate and review the most effective provision provided for individuals.



- Key members of staff have been trained to implement a range of different provisions and will constantly monitor and review the effectiveness of the provision. This will be shared with the class teacher, SLT, the child, parents/carers and other individuals involved with the child.
- An SEN department action plan is developed and shared with the SLT and governors highlighting provisions and its effectiveness.
- Support staff are involved in monitoring interventions and being supported in delivering and using these interventions by outside agencies.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Wakefield City Academy is fully inclusive and aims to meet the needs of all our students and their parents/carers. We have achieved the Inclusion Quality Mark and intend to work with one of our feeder primaries to become a centre of excellence for Inclusion. We strive to involve all students and ensure all students including those with SEND can engage and be active in the whole academy life. This is firstly through support within the mainstream classroom by providing quality first teaching.

At Wakefield City Academy we also:

- Complete and have up to date risk assessments which ensure risks are covered so allowing access to all activities.
- All students have the opportunity to attend visits (including trips abroad) and risk assessments are again completed ensuring access and where required one to one support is provided.
- Reasonable adjustments are made on sports day so all students can participate.
- In P.E adjustments can be made to support the P.E curriculum.



- We have some specialist equipment to ensure all students are engaged in activities, including Alpha Smart laptops, tablets, writing slopes etc. We work in close liaison with agencies such as OT, hearing and visually impaired services to support students and make reasonable adjustments where necessary.
- After hours and lunchtime clubs are adapted to involve all students: these includes reading clubs, film clubs, computer clubs and sport clubs to name a few.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

At Wakefield City Academy we actively encourage and promote the social and emotional development of all students.

- We have a 'student council' who speak on behalf of the students and are well represented by students with SEND.
- Our pastoral and behaviour support team work with vulnerable students throughout the Academy and are available for when a need arises.
- We have close links with the Behaviour Support Services, Educational psychology service and CAMHS to support the emotional needs of students and their families.

To support our parents we have had drop in sessions with Educational Psychology Services and the Communication Interaction and Access Team to support individual parents/carers and their children.
The Academy has a prefect system and also Jubilee mentors, who are students who have received training in supporting other students who may be experiencing problems.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families



Wakefield City Academy has very close relationships with the local authority, social and health services. These include: Education Psychology services, Behaviour Support Services, Occupational Therapy, The NHS school nurse, Social services, Learning Support Services, Visual and Hearing Impairment, Speech and Language therapists, Communication Interaction and Access Team. The authority also have a central team for children with high needs and they are involved at statutory assessment meetings.

Within the Academy we have a senior safeguarding designated person and parent liaison manager and pastoral manager/CAF manager who work very closely with all parents/carers making close links with outside agencies.

- Assess Plan Do Review meetings with outside Agencies and parents.
- We involve other bodies by holding regular multi agency and CAF meetings to support individual parents where required.
- CAMHS have good links out of the Academy supporting parents and children.
- We work closely with TYS to support our students' needs.
- The authority have a parent partnership worker who can advise parents and attend meetings with them.
- We have close links with our feeder primary schools

Arrangements for handling complaints from parents of children with SEN about the provision made at the school 6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

If you have any concerns about your child's provision you should contact **Mrs S Wilkinson, SENCO** and/or the **Co-Headteachers, Mrs Austwick and Mrs Hunter** who will be pleased to arrange an appointment. A multi-disciplinary meeting may be held where input can be provided from all agencies involved with the child to best meet the Special Educational need.



If your concern is unresolved and you wish to pursue it further, the Education Authority has drawn up a complaints procedure (required under Section 409 of the Education Act 1996), which you may wish to consult.

The chair of the governing body is: **Kevin Swift**

In line with the new SEN code of Practice:

“11.71 The proprietors of academies, free schools and independent schools **must**, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents. The procedure **must** allow for a complaint to be considered informally in the first instance and then, if the parent remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parent is still dissatisfied the complaint can then be heard in front of a panel of at least three people one of whom **must** be independent of the management and running of the school. Should the parent still not be satisfied they can complain, in the case of academies and free schools, to the Education Funding Agency (EFA) acting on behalf of the Secretary of State or, in the case of independent schools, to the Secretary of State directly. Both the EFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint.”