

# SEND Information Report

## Introduction

At The Featherstone Academy we believe that the entitlement to a broad, balanced, relevant and differentiated curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special education needs or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment and testing, parental involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will already can meet them without support and structure.

At The Featherstone Academy, students are supported by a SEND Team. This team includes, a SENDCo, an Assistant SENCo, Inclusion Support Workers (ISWs), and an ESLA Specialist. This team provides a holistic approach to meeting the needs of all students at the Academy. The SEND department works alongside the pastoral and safeguarding team and believe that a holistic approach is essential to allow students to access high quality education and ensures a joined-up approach to meeting the needs of every child and the whole child. We do whatever it takes for as long as it takes, when they need it and because they need it.

### **The provision The Featherstone Academy makes for students with SEND:**

At the Academy we provide for a whole range of SEND needs. These include pupils with an EHCP and other additional needs. We are fully committed to provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to meet their potential.

For pupils with an EHCP, the amount of support is determined through the Local Authority SEN panel. This panel determines the level of funding that can be offered to the child.

We are committed to providing an inclusive education that creates an ethos, environment and culture that is sympathetic to, and understanding of, the issues involved in providing a fair and appropriate education for students with Special Educational Needs and/or Disability. In order to create a fully inclusive academy our aim is to:

- Educate children and young people in a mainstream setting wherever possible.
- Value all students equally.
- Highlight Quality First Teaching of students with Special Educational Needs and Disabilities.
- Use adaptive teaching so that all students have access to a broad, balanced and relevant curriculum that meets their needs.
- Consider the pupils views.
- Work in partnership with parents or carers.
- Support the work of the Local Authority and external providers so that the child's full potential can be reached.

To achieve this our staff, work closely with the SEND department and use a variety of 'reasonable adjustments' for pupils with identified needs.

The SEND department is led by Ms Andrea Dykxhoorn and Mrs. Tara Atkinson who can be reached at 01977 698000 or [send@featherstone.academy](mailto:send@featherstone.academy)

If you have any concerns regarding arrangements for pupils with SEND you can contact our skilled Pastoral Team or the SENDCO.

### **Frequently asked questions**

## **How do we identify the pupils with additional needs?**

The Featherstone Academy has a clear approach to identifying and responding to SEND. Our aim is to maintain a structured assessment process throughout Key Stage 3 that ensures early identification and intervention of SEND. Through our assessment programme we can identify any additional needs at the earliest possible stage and promptly implement effective provision to improve the long-term outcomes for all our learners. The assessments enable us to build a comprehensive view of our learners covering 3 core elements of them as learners: Responsibility, Aspiration and Pride. This provides the tools and insights to enable us to:

- Know every one of our learners well
- Tailor teaching and learning approaches accordingly
- Raise standards and maximise progress
- Help all our learners realise their full potential

Any learner who is not making adequate progress despite access to high quality teaching targeted at their areas of weakness and intensive Wave 2 support will be referred to SEND department to identify any possible areas of SEND. SEND is assessed through a range of methods including:

- Information from feeder schools including previous assessment data and reports from external professionals
- Analysis of academic data and progress to identify learners making less than expected progress given their age and individual circumstances
- Diagnostic assessments from outside professionals including the Educational Psychologist, and WISENDSS.
- A range of SEND targeted assessments to explore areas including reading accuracy; reading comprehension; reading speed; writing accuracy, legibility and writing speed (wpm); cognitive processing (e.g. phonological, auditory or visual processing, or working memory); emotional literacy & SDQs; working memory; and more.

Where the SEND Assessment identifies an area of need, a personalised profile is put in place to meet this specific need led by the SEND Department.

## **How do we make sure all children reach their potential?**

- SEND provision is made for students with learning difficulties resulting from a range of needs, including Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs. The use of highly personalised support programmes aims to promote progress across the curriculum as well as within the specific area of need and will vary according to the severity of need.
- All students have access Inclusive Quality First Teaching (QFT) that is monitored by highly experienced leaders.
- Teaching staff have access to detailed individual SEND information to inform their Teaching & Learning. This includes generic information and strategies for a broad range of areas of need; individual Learner Profiles with shared teaching strategies that are effective and person-centred information; and reports from external professionals such as Education Psychologists, feedback from WISENDSS etc.
- Period 7s are used as part of an extended timetable to offer further teaching and support to maximise potential.
- Where necessary, some learners have access support from an Inclusion Support Worker (ISW) which is effective in promoting the progress of SEND learners across the Academy in areas they might have difficulties.

A clear referral process to SEND Support is in place to support any concerns about teaching and learning and where the data has identified a potential area of need.

- Identified learners are assessed for Access Arrangements at the end of year 9 to allow for this support to be in place for year 10 GCSEs.

- A Pastoral structure with clear communication between Pastoral Leads and the SEND team to ensure the progress, attendance and behaviour of SEND learners is closely monitored and supported.
- A Positive Discipline system providing a very clear, structured process that includes the use of sanctions and rewards at all levels - in class and around school - which supports the SEND learners as they respond well to a clear, consistent approach.
- Pupils are in sets for English, Maths and Science. Subject Leaders have their own criteria but initially these are based on KS2 and Base Line Assessments. Sets are also determined by target grades and performance throughout the year. It is rare for a set not to change during a year to maximise individual progress for all. Some non-core subjects are grouped mixed ability or by gender. Subject specific individual targets are set for all students.
- There is a tiered approach to pastoral support ranging from the Assistant Heads of Key Stage and Heads of Key stage.
- Annual reviews for those students who have an EHC Plan allow for clear objectives to be established and the need for any areas of targeted SEND support or reasonable adjustments to be made.
- Students' views are key to their support. Students are invited to Parents' Evenings and annual reviews to contribute.
- Where appropriate, the Academy will engage with external agencies to ensure the delivery of effective special educational needs provision.
- Where possible the Academy will aim to encourage independent learners. Alternative provision and additional resources (including staffing) may be put in place if necessary to ensure students with special educational needs are fully included in all aspects of school life, including the curriculum, extra- curricular programme and school trips.

### **How are the different types of additional need and disability provided for at The Featherstone Academy?**

The needs of all students at The Featherstone Academy are met through well designed whole school systems and Quality First Teaching. Flexibility, timely intervention and targeted, data-led differentiation are key to the success of all students, and we understand that some children will need additional and / or different in order to achieve equal quality of education and experience.

Where additional and / or differentiation is required, we focus on ensuring that it is of equitable quality to the main offer and that each student's needs are considered on an individual and holistic basis. All provision is reviewed on a regular basis using the graduated approach (assess, plan, do, review) in line with our whole academy learning cycles and assessment process.

Further information can be found in our contribution to the Local Authority's SEND Local Offer (<http://wakefield.mylocaloffer.org/Home>)

**How we support children in each area of need**

<p><b>Specific Learning Difficulties (SpLD)</b></p>	<ul style="list-style-type: none"> <li>• Specific literacy and numeracy interventions for students in KS3</li> <li>• Personalised programmes with external professional input for those that need it.</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> <li>• WISENDSS team will triage to discuss key students in the planning meetings.</li> </ul>
<p><b>Moderate Learning Difficulties (MLD)</b></p>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning is well-monitored by highly experienced leaders and the SEND department to ensure that it actively meets individual needs.</li> <li>• Some identified students are placed on short term evidence-based intervention programmes</li> <li>• Referrals to outside professionals for assessment and interventions, including advice on internal support programmes and suitable resources.</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> <li>• Access Arrangements and exam support for those that qualify from the end of year 9.</li> <li>• WISENDSS referrals for additional support, observation, and assessment to inform recommendations for internal strategies.</li> </ul>
<p><b>Severe Learning Difficulties (SLD)</b></p>	<ul style="list-style-type: none"> <li>• Referrals to outside professionals for assessment and interventions, including advice on internal support programmes and suitable resources.</li> <li>• support from the ISWs.</li> <li>• targeted support programmes with external professional input</li> <li>• support in and around school where needed, for example break and lunch or school trips.</li> <li>• Support programmes to develop fine and gross motor skills for those that need it.</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> <li>• WISENDSS referrals for additional support, observation, and assessment to inform recommendations for internal strategies.</li> </ul>
<p><b>Social, Emotional and Mental Health (SEMH)</b></p>	<p>The three graduated levels of delivering SEMH interventions are as listed below:</p> <p><b>Wave 1</b></p> <p>(Implemented via Quality First Teaching)</p> <p>Most students achieve well through high quality classroom teaching. Quality First Teaching is part of a broad and rich curriculum that engages students in a range of activities and experiences to develop their skills, knowledge and understanding. In practice, regular SEND updates and support for all teachers via SEND Profiles, display of rewards, sanctions, emotional regulation posters, and provision guides are the main tools to facilitate Wave 1-SEMH Interventions. Year 7 general curriculum includes timetabled lessons, teaching students about resilience and aspiration which will support general SEMH development.</p> <p><b>Wave 2</b></p> <p>A few students will occasionally require additional support to achieve well. This can often be provided through short term small group and/ or time limited intervention programmes delivered by a member of the pastoral team that will advance students' progress and help them achieve in line with their peers.</p>

	<p><b>Wave 3</b></p> <p>For those students who require the personalised approach of a programme that is tailored to their specific, often complex, difficulties. Educational psychologist referrals for additional support, observation and assessment to inform recommendations for internal strategies which are shared via Learner Profiles.</p>
<b>Speech, Language and Communication Needs (SLCN)</b>	<ul style="list-style-type: none"> <li>• Referrals to outside professionals including advice on internal support programmes and suitable resources.</li> <li>• Experienced and trained staff provide interventions.</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> </ul>
<b>Autistic Spectrum Condition (ASC) Disorder (ASD)</b>	<ul style="list-style-type: none"> <li>• Referrals to outside professionals if needed.</li> <li>• Access to targeted intervention if needed.</li> <li>• Support on understanding of conflict, emotions and social situations using social stories when needed.</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> </ul>
<b>Hearing Impairment (HI)</b>	<ul style="list-style-type: none"> <li>• Support from the Hearing Impairment Team</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> </ul>
<b>Visual Impairment (VI)</b>	<ul style="list-style-type: none"> <li>• Support from the VI Team to offer advice on strategies and support.</li> <li>• Modified papers for assessments and examinations where required such as colour of paper, size of font.</li> <li>• Coloured overlays for those that need it as identified by specialist ophthalmic optician.</li> <li>• Information and support strategies are available on the SEND Register and within individual Learner Profiles for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</li> </ul>
<b>Physical Disability (PD)</b>	<ul style="list-style-type: none"> <li>• Accessibility plans and individual risk assessments to outline details for movement around the building including use of the lifts, leaving lessons early to avoid busy corridors, fire safety expectations etc.</li> <li>• Input and advice from Occupational Therapists to inform specific support programmes to develop fine and gross motor skills plus advice on differentiated PE curriculum.</li> <li>• Buddy system to support movement around school where needed.</li> </ul>
<b>Medical Needs (MN)</b>	<ul style="list-style-type: none"> <li>• Health &amp; Care Plans and Risk Assessment where applicable.</li> <li>• First Aid provision offered for those that needs this and specific First Aid training for staff from NHS professionals.</li> <li>• Interventions to support medical needs such as leaving lesson early, toilet passes, support at break and lunch if applicable etc.</li> <li>• Alerts for all staff on individual records accessible for all staff.</li> </ul>

**How is provision for students with additional needs evaluated for effectiveness?**

Progress and attainment for all students is assessed three times per year as part of our whole academy cycle of teaching and assessment and provision will be reviewed, and teachers target these students for interventions. This enables us to review the overall provision of each individual student and adjust accordingly.

The school evaluates its effectiveness against national targets, academic progress, individual pupil outcomes and school targets. This runs alongside consultations with parents and our pupils.

### **Our arrangements for assessing and reviewing the progress of pupils with special educational needs**

The Academy has a clear referral system in place for staff to raise concerns about a pupil. These referrals can be from a member of the teaching staff or our Pastoral Team. Assessments points are held at various times throughout the year and any concerns are discussed with parents at bi-annual parents' evenings. There may be occasions when a parent will be contacted to arrange a meeting in school to discuss the progress of their child.

Parents of pupils who have an EHCP are invited into school to review progress. Here, parents and the student can contribute their feelings about the impact of the support they receive. EHCP outcomes are also reviewed at the parents' evenings.

### **How are students with additional needs and their parents / carers consulted in order to involve them in their education?**

Students are encouraged and supported to share their opinions. Parent / carer contact is incorporated through 2 parent's evenings per year group each academic year and throughout the year the pastoral team will contact home to discuss concerns. Parents can contact us and arrange a meeting or phone-call at any time if they have a concern or would like an update on their child's provision. For students with an Education, Health and Care Plan the SENCD0 will arrange a yearly review of their provision (the Annual Review) for parents / carers, key school staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

### **The Academy's approach to teaching, the curriculum and learning environment for pupils with Special Educational Needs and/or Disabilities**

It is the Academy's belief that it is the responsibility of the whole school to teach pupils with special educational needs. Indeed, this is our primary approach to supporting all students with SEND. All staff have access to the SEND provision map and learner profiles. Any documentation from external professionals is available to teachers along with learner profiles.

**Wave 1** – Quality First Teaching. Teachers use a wide range of strategies and resources to ensure that all students can access the learning taking place. This might include visual aids and other reasonable adjustments as well as strategic seating plans.

**Wave 2** – Small group intervention depending on type of need. Again, because of our focus on Quality-First Teaching, wherever possible, small-group interventions will take place during a timetabled lesson. Where that is not appropriate, the intervention will be delivered as an additional session in the SEND setting.

**Wave 3** – Individual and/or intensive interventions for specific needs. This would typically include referrals to external agencies for their assessment and support.

### **Additional support learning available for pupils with SEND**

Whilst our primary focus is on consistently delivering high-quality learning experiences in the classroom, our small SEND team can offer a range of Wave 2 and Wave 3 support to pupils with SEND. This support is allocated on a needs basis and only where a pupil is not making their expected progress with Quality First Teaching alone. To deploy our limited resources effectively, this support is frequently reviewed by the SEND department in conversation with classroom teachers and other colleagues. The support available includes:

- Small group intervention
- Social and communication intervention
- Social time support

- Work with external agencies
- Access to support from SEND and Pastoral teams

### **Enabling pupils with SEND to engage in activities alongside their peers including physical activities**

The Featherstone Academy is an inclusive school and every attempt is made to include all pupils in all activities, events available. No student will be omitted due to their specific needs. Risk assessments, care plans and PEEP's are available where needed to ensure staff are fully aware of any special educational needs and how to adapt appropriately. The academy offers pupils with SEND a quiet area at social times but this is fluid to how a pupil feels and allows them opportunities to socialise with peers.

Our Academy is equipped with;

- A lift to the upper floor.
- The main doors and corridors are wide.
- Several of the corridors have ramps for wheelchair access.
- There are disabled toilets on both floors and an EVAC chair on the main stairwell.
- There is a care/physio suite.

### **Supporting improvement of Social, Emotional and Mental development of pupils with SEND**

Our pupils have access to a Key Stage pastoral leader who supports pupils in school and will liaise with external agencies where applicable. Multi Agency meetings between members of the Pastoral Team, SEND team, the academy's allocated CAMHS practitioner and Children's First Hubs are held regularly throughout the year to discuss any concerns. This enables a wider approach to supporting the whole family along with the pupil.

### **Expertise and training of staff to support pupils with SEND**

Ongoing CPD sessions are delivered to staff by the SEND department. Training is delivered by the SENDCO and where necessary external professionals including:

- CAMHS
- WISENDSS
- Educational Psychology Service

Training can include but is not limited to; different needs and how to support in class, teaching strategies and effective use of Intervention Support Workers. All staff are kept up to date on individual pupils needs through staff briefings, learner profiles and access to EHCP's.

### **How are students with additional educational needs and other vulnerable learners supported when moving between phases of education?**

A successful transition from primary school is key to the success and wellbeing of any student and so a rigorous and supportive transition programme is in place for all admissions. Student information sheets are completed by the primary schools and received by us towards the beginning of the summer term prior to the student's transition. There are transition days for all students at the beginning of July each year and additional transition visits are arranged for vulnerable students. For students with an Education, Health and Care Plan the SENDco will liaise closely the primary school SENDco Visits to meet with the pupil, Year 6 teacher and SENDco will be arranged and this is key to ensuring we receive the most up to date information about the student's individual needs and provision is made available in preparation for their arrival at The Featherstone Academy.

The transition from KS3 to KS4 is guided through pastoral involvement, input from faculties and parental information evenings in order to ensure a high quality and appropriate KS4 pathway for every child. For students with an Education, Health and Care Plan staff ensure the chosen options are appropriate and allow for a broad and balanced curriculum offer. These are continually discussed and monitored through the Annual Review process.

When transitioning from KS4 to KS5 (Post 16) students with an Education, Health and Care Plan, in line with Local Authority guidance, will have an Annual Review will take place in the first half term to discuss their KS5 pathway then a Transitional Review will take place in the last half term to confirm

their preferred KS5 pathway choice. For all other students this transition is supported through their Head of Key stage, Form Tutor and SLT team.

### **How are specialist equipment and facilities to support students with special educational needs secured?**

We work closely with the LA SEND team and specialist teachers to ensure we have the appropriate equipment and facilities to meet the needs of our students with special educational needs. We seek appropriate expert advice when required and always work based on ensuring individualised and small group provision is of equitable quality to the main offer and built into academy life. Where a piece of equipment or facility is unique to a specific student, the provision will be identified, implemented and maintained through the EHCP and Annual Review processes.

### **How are staff supported to meet the needs of students with additional needs?**

Focused staff training and support is crucial to ensuring that the needs of all students are met inclusively, and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs and staff training and CPD is incorporated into staff induction and briefing. If a student requires specialist support or intervention that is beyond the current expertise of our own staff, external specialist support will be sought. This could take the form of staff training or regularly scheduled input from external specialists.

### **How we deal with complaints from parents of pupils with SEND**

We pride ourselves on working closely with parents and strive to resolve concerns quickly and effectively. If you have a concern regarding your child's educational needs, contact our SENDCO or Assistant SENDCO in the first instance. If they are unable to resolve the issue, then contact the Head of School's PA or refer to our website for the complaints procedure.

Our pastoral team will endeavour to resolve any concerns around issues not relating to your child's SEND.

### **Further information and support**

All our policies are available on our website [www.featherstone.academy](http://www.featherstone.academy)

Information on services available in Wakefield can be found at <http://wakefield.mylocaloffer.org/Home>