

The Featherstone Academy

SEND Information Report

“At the Rodillian MAT, we recognise the need to provide an inclusive, supportive and positive learning environment. The skill, enthusiasm and supportive attitude of the class teacher is the key to effective learning of all students, in particular those with SEND who need additional, targeted teacher input to meet their individual needs; improve their confidence and self-esteem; and enable them to achieve and maximise their full potential. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of inclusive ‘quality first’ teaching. Our Trust emphasises ethical schooling sustaining a welcoming, effective and inclusive school culture.”

-The Rodillian Multi Academy Trust

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.
- Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs.
- Take into account 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 Gwennan Roberts and Miss Emma Hayward who can be reached at 01977 698000 or send@featherstone.academy.

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

In 2020-2021 the number of pupils with identified SEND is as follows:

	No. of Students	No. SEND students	Percentage of SEND students
Year 7	93	24	25.8%
Year 8	87	14	16.1%
Year 9	88	14	15.9%
Year 10	77	11	14.3%
Year 11	53	10	18.9%
Total	398	73	18.3%

How the Academy identifies and assess pupils with SEND

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 of SEND and enables intervention. Where a member of staff has a concern regarding a pupil they will discuss it with their line manager in the first instance who will observe an appropriate teaching scenario and, if necessary, make recommendations. If concerns persist then a referral form will be submitted to the SEND department who will gather information from other areas of the curriculum before carrying out assessments and /or discussing the young person at consultation planning meetings with external professionals including but not exclusive to Educational Psychology Service, Learning Support Service and CAMHS. These conversations only happen with parental consent.

How the school evaluates the effectiveness of its provision

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. The SEND department frequently reviews students' needs and adapts provision where necessary.

The SENDCO has weekly meetings with a member of the Senior Leadership Team, responsible for SEND provision, who in turn reports to a representative of the governing body.

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.

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. Weekly staff meetings are held where pupils are discussed and any relevant information pertaining to a pupil with SEND is shared. Any documentation from external professionals is available to teachers along with learner profiles.

To support our pupils within the Academy a graduated approach is employed to through waves.

Wave 1 – Quality First Teaching. Teachers use a wide range of strategies and resources to ensure that all students are able to 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 the course of 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 are able to 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 it is clear that a pupil is not making their expected progress with Quality First Teaching alone. In order 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
- Physical resources and equipment
- 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
- Learning Support Service
- SENSS
- Educational Psychology Service
- Speech and Language 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.

Arrangements for consulting pupils with SEND and their parents

At our Academy we believe that the pupil and their needs are the centre of any decision making. Pupils' views are taken into account when setting targets, evaluating progress and their strengths and weaknesses. All pupils on the SEND register have daily access to staff within the SEND department as well as our Pastoral team.

All pupils with an EHCP will have an annual review. Here, students and parents have an opportunity to give their views about the support they receive and review the progress being made. This is over-and-above those opportunities to discuss progress at the bi-annual parents' evenings.

Arrangements for transition

Transition to Year 7

- Transition is very important for the Year 6 students transferring into Secondary School.
- Our SENDCO and/or Assistant SENDCO will endeavour to attend reviews or year 6 pupils
- 3 additional SEND transition mornings for the Year 6 SEND learners*.
- First day of term is for year 7 only
- A Resilience Curriculum is embedded in the timetable for all Year 7s and includes a Resilience Camp.

*This is currently under review due to school closure and is likely to be an additional full-day's induction in September where only students with SEND attend.

Transition to further education

Our Academy benefits from a NCOP officer/careers advisor that works closely with our students offering support with applications to colleges and apprenticeships. Taster days are held with local colleges and speakers are invited into school to talk with pupils.

Where a pupil has an EHCP, at the year 11 annual review a SEND representative from local colleges will be invited to attend.

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

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