



Welcome to the Integrated Resource

A provision for pupils who have complex communication and interaction needs

Our SEND Information Booklet 2024/25

Featherstone Academy

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Ages 11 – 16
@FeatherstoneAca



'My son has done amazingly well in the resource.'

Parent Comment

Welcome

Our Integrated Resource is one of Wakefield Council's provisions for students with complex autism or speech, language and communication needs.

This guide tells you everything you need to know. After reading it, if you still have questions, please get in touch – we'd be happy to answer.

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*'The children are supported according to their own individual needs...
Adjustments are made when appropriate and the children are listened to.'*

Parent Comment

Nine Quick Facts

1. A Communication Resource is a school placement for students who have complex autism or speech and language needs. It gives the students access to both specialist staff and an adapted mainstream environment.
2. We have places for 20 students (4 per year group).
3. Our students go to mainstream classes, but also spend 10% (or more) of their week in the resource.
4. You may hear us described as:
 - Communication Resource
 - Integrated Resource
 - Resource Provision
 - Resource Base

All these terms do refer to us and our excellent place for learning.

5. We adjust the school day to allow for more time for social skills, communication and managing emotions.
6. Every student has an Education, Health and Care Plan (EHCP) and places are accessed via SENART and the Wakefield Council EHC Panel.
7. Students are supported by specialist staff from Wakefield Council.
8. We typically provide support on a 1:2 basis, but there are times when 1:1 staffing is provided (e.g. some interventions).
9. At the end of Y11, students will typically move on to local sixth forms or colleges.

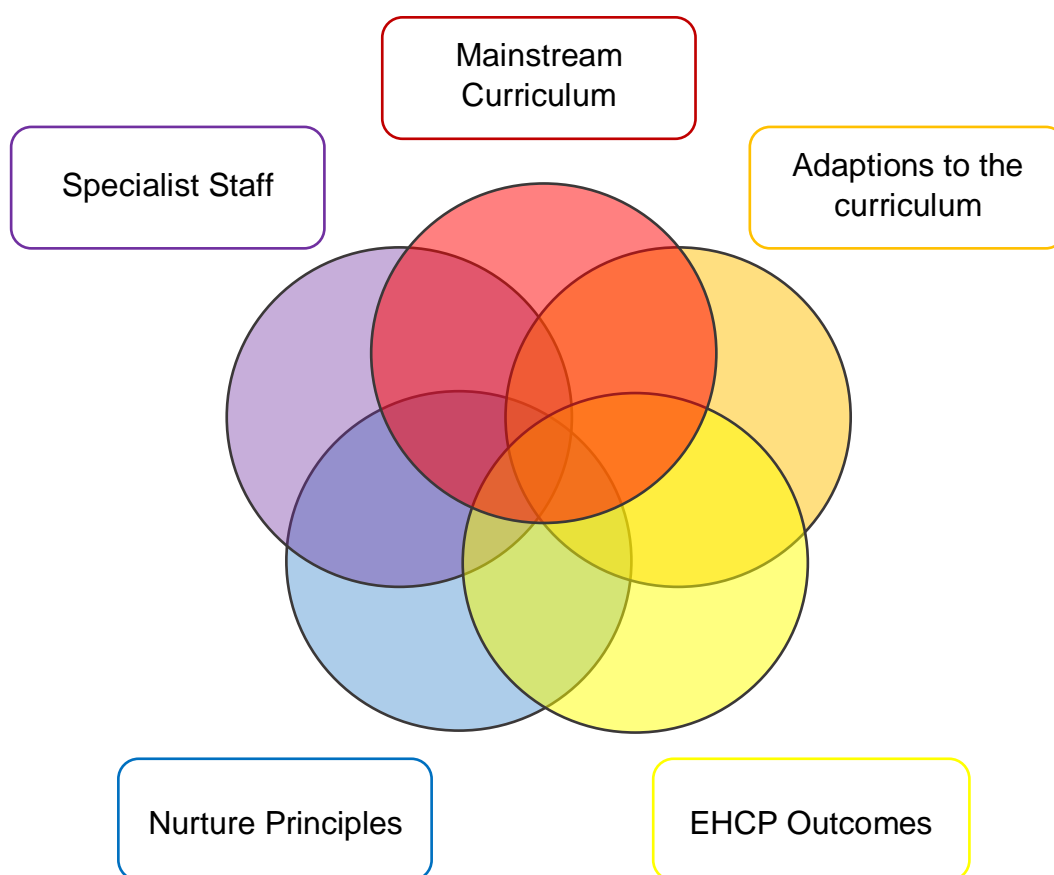
Key People	
	<p>Mr Donaghy, Teacher in Charge I lead and manage the Communication Resource.</p> <ul style="list-style-type: none">• cdonaghy@featherstone.academy• 01977 809953
	<p>Diana Townshend, Principal I lead and manage the whole academy.</p> <ul style="list-style-type: none">• info@featherstone.academy• 01977 698000
	<p>Mrs Elliott, SEND Delivery Manager I oversee the resource and also line manage the specialist staff.</p> <ul style="list-style-type: none">• wisendss@wakefield.gov.uk

Vision

We support students academically, socially and emotionally so that they can access mainstream lessons with their peers. We are a nurturing space and supportive environment that help students to succeed in their subjects, grow and be ready for adult life and the workplace.

What is learning like?

Our pupils are valued members of the whole school community and can join in all aspects of school life. Each student's journey through school comes from the weaving together of the following five strands:



Our specialist staff support students in mainstream lessons as well as leading interventions in the resource classrooms. This allows pupils to access up to 90% of their mainstream lessons.

Details of the mainstream offer can be found on our curriculum webpages. Please go to: www.featherstone.academy/page/?title=Curriculum&pid=7.

Other adapted learning may include:

Anger management	Relationships & sex education (RSHE)	Growth Mindset
GCSE revision skills	Therapeutic Story Writing	Talk and draw
Coping skills	Emotional literacy	Mindfulness

Social skills are typically part of a student's EHCP outcomes. So social skills lessons are on the timetable. This may include:

- Life skills and social skills lessons that address current issues both in and out of school.
- Informal social skills teaching that runs throughout the student's normal day.
- Lessons following tailored autism specific schemes.
- Supported access to local community activities.
- Lego therapy.

All pupils have an individual behaviour plan and risk assessment. These outline their needs and how we support them to make outstanding progress in learning, communication, and emotional regulation.

We have high expectations of behaviour. Skills are taught through a combination of:

- formal and informal teaching
- modelling
- coaching
- therapeutic intervention

Safeguarding Students

We follow Featherstone Academy's safeguarding policies. You can find the latest version in the parent's section of the academy website.

If you have a concern about the safety of a student in the resource, our designated safeguarding leads (DSLs) are:

- ✓ Mr Donaghy, Teacher in Charge
- ✓ Mrs Nodder, Senior Specialist Learning Support Officer

Admission

The resource caters for students with complex SEND. All students have an Education, Health, Care Plan (EHCP). Typically, parents request a resource place via an EHCP Annual Review (or early annual review).

Before admission:

- There will have been concerns regarding the student's SEND and the best secondary school place for them.
- Within the EHCP there must be evidence that the student's needs cannot be met in a typical mainstream school (e.g. from an Educational Psychologist, or Advisory Teacher).
- Parents and carers are welcome to visit to look round and meet us.

The next steps are:

1. The request for a place is considered by the EHCP Panel. This is an expert panel that meets weekly at Normanton Town Hall.
2. SENART, on behalf of the panel, usually consult us by sending your student's EHCP and any other useful info.
3. We consider if we would be suitable and whether we have any vacant places
4. We confirm to SENART whether we can meet your student's needs or not.
5. SENART either issue an EHCP naming us as your student's new school, or send our response to the panel for further consideration.

Getting ready to Start

If a place is approved, we contact the parent (or they are welcome to get in touch) to talk about the next steps.

We give a start date. It is really important that this allows time for transition (typically up to half a term). This is so we can prepare for the new student(s), which often includes:

- Your current school sends us all relevant info (e.g. SALT reports)
- We discuss your student with their current school and visit if we can.
- We liaise with our mainstream staff over arrangements to access mainstream (e.g. Which tutor group? Which maths set?).
- We make sure sufficient staffing is in place for your student and any other new students.
- Your student visits to see the resource and meet staff and other students.
- You can apply for SEN transport if needed.

We know that your student's current school may be struggling to meet needs, but it is important that we have time to get things right for your student. This time may also be used to reorganise groupings for other students who also have complex SEN.

Leaving Us

At the end of Year 11, students will move on to post 16 placements. Typically, this will be:

- A mainstream sixth form (e.g. St Wilfs, Accord)
- A mainstream college (e.g. Wakefield, Barnsley, New College)

We will link with the next placement to share SEND information.

Transfer to post 16 will normally be led by the student's new placement. You can find more about how the post-16 providers manage new students by contacting them directly.

We recognise that this next step may be daunting for our students and will support them through this. For example, we often support students to have extra visits to their next placement or talk with them about any worries they have. If the student has identified a post 16 placement, we also invite the SENDCo of that placement to the Y11 annual review.

Leaving before the end of Year 11

From time to time, students leave before the end of Y11 (for example because the family are leaving the area, or they move back to mainstream school).

We aim to follow the same steps as we do if a student is leaving at the end of Y11. However, there is not always as long to prepare for the move.

Either way, we'll do our best.

The Team

We have an excellent team with first-class knowledge of a wide range of SEND.

Our staff include:

- A Teacher in Charge
- A Senior Specialist Learning Support Officer
- Our team of specialist teaching assistants



Resource staffing does not provide 1:1 support and support is generally provided on a 1:2 basis.

However, there are times when pupils do receive 1-1 time (e.g. to work on their individual targets). There are also times when students attend lessons independently. This happens more in Y10 and Y11.

'All the team make my child feel welcome.'

Parent feedback

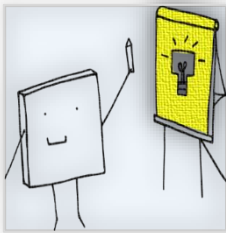
Staff Training

We always want to be even better... Our team have had, and continue to have training on:

- Autism
- Speech and language
- Sensory needs
- Social, emotional & mental health needs
- De-escalation and physical intervention (sometimes referred to as Team Teach)
- Restorative practice
- Adaptive teaching
- Exam access arrangements
- CAMHS (Future in Mind)
- Safeguarding & Child Protection

How our team develop their SEND Expertise

Our team have lots of SEND knowledge. However, it is important we keep refreshing and developing our skills. To develop our team, we use:



- Staff meeting and INSET day training
- Staff supporting each other
- Online and face to face courses
e.g. MindEd: www.minded.org.uk
- Online information
e.g. NASEN's *What Works*:
www.sendgateway.org.uk/page/what-works

Can the resource access even more specialist help?

For many students, we meet their needs without needing to call on support services.

However, some students have needs that are very specific or complex. We can work with support services to meet their needs.

Support Services		
Wakefield Inclusion & SEND Support Service (WISENDSS)	Child & Adolescent Mental Health Support (CAMHS)	Occupational Therapy (OT)
Educational Psychology Service (EPS)	Family Hubs	Complex Care Needs Team
Speech and Language Therapy (SALT)	Deaf & Hearing Impairment Team	Visual Impairment Team

Support services advise our staff. If we think advice from one a SEND support service is needed, then we discuss this with the student's parent. The parent makes the final decision.

Teamwork with Parents and Families

Parents are vital to the success of pupils with SEND (We use the word “parents” to mean anyone who has parental responsibility). This is because:

- ✓ A parent’s knowledge helps us to get the best understanding of a student’s needs.
- ✓ Parents tell us what strategies work well at home (we can often use these to help the student in school).
- ✓ Parents attend meetings so we can review progress as a team.
- ✓ Parents use ideas from school to help their child at home.
- ✓ Parents share useful information (e.g. clinic reports).
- ✓ Parents help to plan the child’s next steps (e.g. if we are thinking about referring the student to one of our local specialist SEND teams).



If we think a student might have extra needs, we discuss this with parents. This is so that we can:

- Explain what our concerns are;
- Find out more about the parent’s views;
- Talk together about what the next steps might be (this might include referring the student to a specialist team such as CAMHS).

Parents can get in touch with us via phone, text message or email.

WESAIL

WESAIL is short for Wakefield Early Support, Advice, Information and Liaison. They are a WESAIL is a service for parents (and teens, aged 16+, who have SEND).

The service is free. They offer a range of help:

- ✓ Info on local groups and services
- ✓ Info on SEND laws
- ✓ Help to prepare for meetings
- ✓ Help to solve disagreements



How to access WESAIL

People can get in touch with WESAIL themselves – they don’t need anyone to refer them.

Tel: 01924 965 588
Web: family-action.org.uk/what-we-do/students-families/wesail/
Email: wesail@family-action.org.uk
Facebook: facebook.com/WakefieldWESAILandLocalOffer




The Local Offer

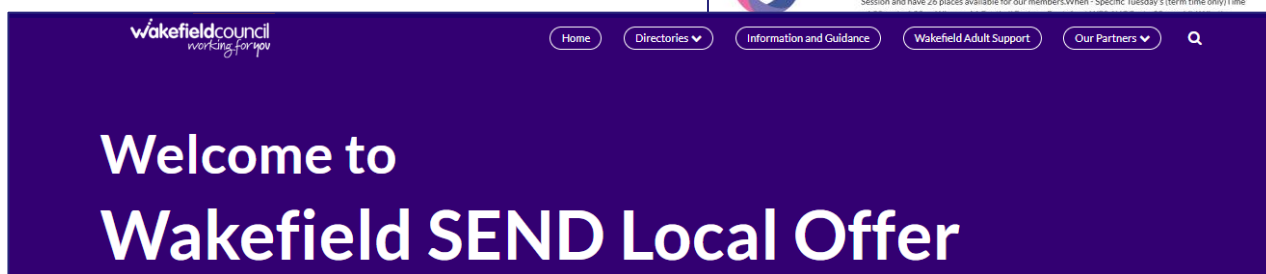
The Local Offer is a website for parents and families. Visit: wakefield.mylocaloffer.org

It is a guide to all that's available for SEND in our area.

It includes:

- ✓ Schools and colleges
- ✓ Leisure activities
- ✓ Holiday activities
- ✓ Support services
- ✓ Health services (e.g. contact details for speech and language therapy)

 RDA Riding for the Disabled Association	<u>Ackworth Riding for the Disabled Association</u> RDA: horseriding; horse riding; ride a horse; horse lessons Using horses and ponies to provide therapy, achievement and enjoyment to people with disabilities from Ackworth and surrounding areas. ☎ 07957 909148
	<u>Disability Cycling</u> The disabled bikes at Thornes are available to hire out when the park is open.
	<u>Thornes Juniors Football Group</u> The football group is run by Thornes Juniors & is aimed at football for children with disabilities.
	<u>Wakefield Parent Carer Forum - SEND Soft Play</u> Our SEND Soft Play Sessions for our registered forum members and their children - including siblings are now available to book. In partnership with A1 Football Factory, we are hosting a SEND Soft Play Session and have 26 places available for our members. When - Specific Tuesday's (term time only) Time



The screenshot shows the top navigation bar of the Wakefield SEND Local Offer website. It includes the Wakefield Council logo, a search icon, and several menu items: Home, Directories, Information and Guidance, Wakefield Adult Support, and Our Partners. Below the navigation bar is a large purple banner with the text "Welcome to Wakefield SEND Local Offer" in white.

Term Dates



Our term dates and INSET days are those of Featherstone Academy. For this year's dates, Google *Featherstone Academy Wakefield Term Dates*.

Please make sure it's the right Featherstone Academy (there is a school in Staffordshire with the same name).

Student Voice

It is also important that adults listen to the views of students with SEND. Their input can help us unlock extra progress. Collecting student views may include:

- Asking or observing the pupil.
- The student completing a survey.
- The student self-assessing their targets or work.
- The student coming to their Annual Review or writing their views beforehand.

EHCP Outcomes

When we are planning learning, we take into account our students' EHCPs.

Within an EHCP, each student has a number of outcomes. These are long term targets that we help the student to complete by the end of either Y2, Y6 or Y9.

Our students' outcomes are often about their learning but also about their wellbeing, communication, social skills and behaviour.

When we plan, we think about these outcomes alongside the National Curriculum.

When we can, we include learning tasks into our lessons that help students make progress towards their outcomes. So, a student might be learning geography but improving their social skills at the same time.

We also have intervention sessions that take into account the students' outcomes and help them to make the best progress.

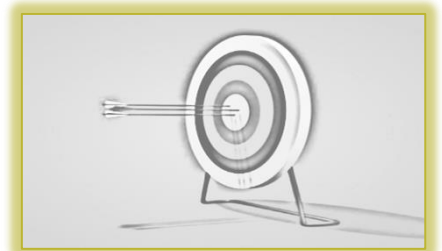
Sometimes, you'll hear us describing outcomes as SMART. SMART outcomes help students make the most ambitious progress possible.

Specific	Measurable	Achievable	Realistic	Timely
S	M	A	R	T
What exactly will the child be able to do?	How will we know and measure that the child has met the outcome?	Does the child have the ability to meet our target (with everyone's support)?	Is this relevant to getting the best chances in life?	When do we want to achieve it by?

Targets for Students

Students have termly targets so that we all know what we are aiming for.

These targets are informed by current issues as well as student EHCPs and our own assessments. We make sure that these targets are SMART.



How do we assess students?



We assess all students. This includes assessment of reading, writing or maths. It can also be assessment of a pupil's social skills or behaviour (e.g. using Boxall profiles).

Parents often also give us helpful assessments. For example, this could be an eye clinic report about vision loss, or a CAMHS letter.

Sometimes our assessments are quick and simple. Sometimes extra special needs only become clear when we work with a student over a longer period.

When we assess, we look out for:

- A student making less progress than their class mates;
- A student making less progress than they did before;
- A student not responding to ASD or SLCN strategies as we might expect;
- A student not closing the gap between them and their peers (despite any extra help we have been giving).

We take into account other factors that might impact on a student's progress, for example:

- Attendance
- Issues in that student's life (e.g. bereavement)
- English not being the student's first language
- Adverse childhood experiences
- Trauma

Exams

We aim for every student to get the best possible GCSEs. The biggest factor in exam success is hard work and effort. However, we also make adjustments to help them do this, for example:

- Having a reader or scribe.
- Doing the exam away from the main exam hall.
- Being assessed for 25% extra time.
- Having rest breaks during exams.

Any tweaks we make are called 'access arrangements' and we assess the student for these well before exams start.

More Useful Information

Exclusions

We reduce the risk of exclusions by making adjustments to help every student fully access school life.

When a new student starts with us, if they have been previously excluded from mainstream school, we normally find that they have far fewer exclusions with us.

We think this is for three reasons:

1. The curriculum and spaces are adjusted for autism and SLCN.
2. The specialist skills of our staff.
3. Students get a new start.

We can never say never and, if an incident is so serious (e.g. due to damage or injury caused), then we may have no option other than to exclude.

However, it's fair to say that, over the years, our students have received hundreds fewer days of exclusions than they would have if they'd stayed in mainstream schools.

Featherstone Academy Uniform

Students wear school uniform. It gives them a sense of belonging and it promotes high standards. **There are strict rules about uniform and PE kit.**



Full details of our uniform and where to buy it can be found at: www.featherstone.academy/page/?title=Our+Uniform&pid=39

Some students with SEND might need adjustments to the uniform rules. If this might be needed for your student, parents must discuss this with the teacher in charge.

Extra Equipment for SEND

Some students need extra items to help them be successful at school. Most of these are not expensive and we buy them from our budget.

From time to time, equipment costs much more than this (e.g. hoists, hearing aid loops). If so, we might ask for extra funding from Wakefield Council.

We do not ask parents to pay for essential SEND items from their own money.

Evaluating our SEND Provision

The Teacher in Charge uses five key ways to check how well our SEND provision is working:

1. Monitoring how much progress pupils have made.
2. Monitoring how well pupils with SEND are meeting their SMART targets.
3. Yearly survey of parents of pupils with SEND.
4. Managers visit classrooms to observe, or looking through workbooks.
5. Asking pupils about SEND in our resource.

Status & Review of this booklet

This booklet acts as our SEND Information report and the law says that we must publish it. The law applies to the mainstream school. However, we separate the resource information from the mainstream school SEND Information Report. This helps to make things as clear as possible (given that there's a big difference between the two).

Our Teacher in Charge reviews this report every 12 months. If they need to update any key details before the end of 12 months, they can.

Where to find even more helpful Information

Visit the Communication Resource page on our school website for even more info:

www.featherstone.academy/page/?title=The+Integrated+Resource&pid=91

- **Transport Tips:** Info if you need to apply for SEND Transport.
- **Compliments and Complaints:** The full process explained.
- **A Guide to SEND Jargon:** Not sure what something means? Check out our guide to SEND jargon to find out.

We hope you found our Welcome Booklet useful.

We welcome questions and comments. Please get in touch.