



## ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Schools have a duty to report to parents on the provision for SEND. Students with special educational needs have learning difficulties and disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age.

The SEND Code of Practice (2014) lies at the heart of the Academy's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of students. The Code describes a graduated approach which recognises that students learn in different ways and can have different kinds of SEN. At Woodkirk Academy students may be on the SEND register as requiring "Additional Support". This is so step-by-step support can be put in place or specialist expertise can be sought to help the students overcome difficulties. Students who have needs that are more complex may have an Education & Healthcare Plan (EHCP). The Education & Healthcare Plans came into force in September 2014, and have replaced Statements.

### Key Personnel

SENDCo                      F Hunter as of September 2018  
SEND Governor         R Aiston

### Policies

The Academy's SEND policy was amended in September 2014 in line with the new SEND Code of Practice (2014). The policy is reviewed annually and follows the format of all Academy policies.

### Number of students as identified on the SEND register - September 2017 – July 2018

*(please be aware that numbers on register change throughout the year)*

As of September 2017 (totals are changeable throughout the year)			
Year	Additional Support	Statement/EHCP	Total
Year 7	13	2	15
Year 8	14	3	17
Year 9	18	2	20
Year 10	13	0	13
Year 11	17	0	17
Year 12	5	1	6
Year 13	5	0	5
Total	85	8	93
% of Academy Roll	4.5%	0.42%	4.96%
National Average	14.4%	2.8%	

1875 students on roll

14.4% of pupils in secondary academies have special educational needs, and the percentage of pupils in secondary with an EHC plan is 2.8% (Source: Department of Education: Special Educational Needs in England (2017)).

Woodkirk's figures are below the national average for both groups. The Academy has taken into consideration the 2010 Ofsted Special Educational Needs & Disabilities review. This review indicated that many schools used SEN too widely, where low attainment and relatively slow progress was used as a principle indicator for SEND. Quality First Teaching and an effective intervention/pastoral team are at the heart of Woodkirk's success in SEND.

Below shows, the national breakdown of SEND needs.

**Figure B: Percentage of pupils with each primary type of need who are identified as SEN (either on SEN support or with a statement or EHC plan) in state funded primary, secondary and special schools England, January 2017**



Source: Schools census, January 2017

**Key:**

- SpLD – Specific Learning Difficulty
- MLD – Moderate Learning Difficulty
- SLD – Severe Learning Difficulty
- SEMH – Social, Emotional and Mental Health
- SLCN – Speech, Language and Communication Needs
- HI – Hearing Impairment
- VI – Visual Impairment
- PD – Physical Difficulty
- ASD – Autistic Spectrum

**Identification of students who are SEND**

- All staff are aware of the students who are SEND through the SEND database, SIMS and the OPT reporting system, with photo sheets and notes pages on each student available.
- The database provides generic or bespoke profiles outlining strategies to support SEND students within the classroom
- All past reporting data (behaviour, attitude to learning, homework, organisation, target grades and current grades) are readily available to raise staff awareness of individuals.
- All the teaching staff are regularly required to report on the progress of students who are SEND and intervention strategies for individuals shared within and outside departments to further raise awareness.
- Quality Assurance is undertaken to measure the impact of the strategies

**IMPACT**

Through the SEND database, SIMS, OPT, regular reporting, regular analysis, performance management and from being a regular item on meetings agendas. **ALL** staff including subject teachers, Personal Tutors and Form Tutors are now fully aware of **ALL** students who are SEND. This information empowers the teacher to provide Quality First Teaching (QFT) and take greater responsibility for an individual’s academic progress. Through the sample and quality assurance of lesson observations the identification of SEND students was further heightened and also provided the opportunity to identify and share the good and outstanding practice that was taking place.

We analyse student progress four times a year through the data provided on OPT.

## KS3 Progress

### SEND - Year 7 data 2017 / 2018

	Cohort	Progress from KS2
<b>English</b>		
SEN - Yes	15	2.86
SEN - No	299	3.52
All	314	3.49
<b>Maths</b>		
SEN - Yes	15	1
SEN - No	299	1.09
All	314	1.09
<b>Science</b>		
SEN - Yes	15	0.5
SEN - No	299	0.6
All	314	0.6

- The difference in progress from KS2 to the end of Year 7 in English between SEN and non-SEN is 0.66
- The difference in progress from KS2 to the end of Year 7 in Maths between SEN and non-SEN is 0.09
- The difference in progress from KS2 to the end of Year 7 in Science between SEN and non-SEN is 0.1
- This suggests that Maths have diminished the difference at a greater rate for this cohort.
- English remains to have the biggest difference between their SEN and non-SEN cohort in this year group.
- SEN pupils across each of the core subjects underperform compared to non-SEN pupils

### SEND - Year 8 data 2017 / 2018

	Cohort	Progress from KS2
<b>English</b>		
SEN - Yes	18	2.83
SEN - No	295	4.61
All	313	4.51
<b>Maths</b>		
SEN - Yes	18	0.47
SEN - No	295	2.47
All	313	2.36
<b>Science</b>		
SEN - Yes	18	2.44
SEN - No	295	4.02
All	313	3.92

- The difference in progress between SEN and non-SEN pupils from KS2 to the end of Year 8 (end of KS3) in Maths between SEN and non-SEN is +2.
- Progress from KS2 to the end of Year 8 (end of KS3) in English between SEN and non-SEN is +1.78.
- Progress from KS2 to the end of Year 8 (end of KS3) in Science between SEN and non-SEN is +1.58.
- Non-SEN pupils are outperforming SEN pupils in English.
- Non-SEN pupils are outperforming SEN pupils in Maths.
- Non-SEN pupils are outperforming SEN pupils in Science.
- Maths have the biggest difference between their SEN and non-SEN cohort in this year group.

## Year 11 Key Stage 4 GCSE Results

### Progress 8 Measure

Progress 8 is a new secondary accountability measure aimed at measuring the progress of pupils across a selected set of 8 subjects. It is a type of value added measure, meaning that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

<b>GCSE P8 Score</b>	<b>2018</b>
SEND students	0.64
Non-SEND students	0.17
<b>GCSE P8 Score</b>	<b>2017</b>
SEND students	0.21
Non-SEND students	0.30
<b>GCSE P8 Score</b>	<b>2016</b>
SEND students	0.34
Non-SEND students	0.45

In 2018, the SEND cohort Progress 8 figure was 0.64 compared to non-SEND 0.17. This indicated that overall the SEND cohort achieved on average of around two thirds of a grade higher than targeted.

In 2017, the SEND cohort Progress 8 figure was 0.21 compared to Non SEND 0.30. This indicated that overall the SEND cohort achieved on average of around a fifth of a grade higher than targeted.

In 2016, the SEND cohort Progress 8 figure was 0.34 compared to Non SEND 0.45. This indicated that overall the SEND cohort achieved on average of around a third of a grade higher than targeted.

This above data demonstrates the success achieved by these students. This has been achieved by the hard work and dedication of students, staff and parents and by the successful implementation of the strategies outlined further on in this document.

### Individual Year 11 Student Analysis – 2017 / 2018

<u>Pupil Name</u>	<u>Ability</u>	<u>Other</u>	<u>Access Arrangements</u>	<u>SEN</u>	<u>Actual P8</u>	<u>P8 on all Ebacc</u>	<u>P8 En / Ma</u>	<u>P8 Open Basket</u>
(female)	HAP		<ul style="list-style-type: none"> <li>• 25% extra time in French Listening Only</li> </ul>	HI	1.1	-0.15	1.05	-0.11
(female)	HAP		<ul style="list-style-type: none"> <li>• Reader 1.2.1</li> <li>• 25% extra time</li> <li>• Word –Pro English</li> </ul>	SpLD	1.15	0.5	1	0.36
(male)	MAP		<ul style="list-style-type: none"> <li>• Prompt / Yellow paper English</li> </ul>	SpLD	-1.1	-1.7	-1.2	-1.7

			<ul style="list-style-type: none"> <li>25% extra time</li> </ul>					
(male)	HAP		<ul style="list-style-type: none"> <li>Word-pro (except Maths and English)</li> <li>25% extra time</li> </ul>	SpLD	0.8	0.3	0.55	0.22
(male)	MAP			SLCN	1.32	1.02	1.02	1.09
(male)	MAP		<ul style="list-style-type: none"> <li>25% extra time</li> </ul>	SpLD	1.17	1.28	0.62	0.87
(male)	MAP		<ul style="list-style-type: none"> <li>25% extra time (Main Venue)</li> </ul>	ASD	1.45	0.96	1.3	1.5
(male)	LAP	PP, CLA	<ul style="list-style-type: none"> <li>25% extra time</li> <li>Prompt</li> </ul>	SEMH	0.73	0.03	1.03	0.43
(male)	MAP		<ul style="list-style-type: none"> <li>Pink paper</li> </ul>	SpLD	-0.1	-1.04	-0.2	-0.7
(male)	MAP		<ul style="list-style-type: none"> <li>25% extra time</li> <li>Blue overlay</li> </ul>	SpLD	-1.7	-2.36	-1.2	-2.6
(female)	MAP	PP		ASD	1.98	1.28	1.78	1.78
(male)	LAP			HI	0.32	-0.5	0.17	-0.33

### Year 11 Data 2017/2018

Actual 2017		Full P8 Cohort	A8 Target Value	A8 Attained Value	P8 All subjects	P8 English	P8 Maths	P8 Ebacc	P8 Open	Basics	Basics %	Ebacc	Ebacc %	Average Ebacc Score
SEN - Yes	<M	12	51.4	57.8	0.64	0.52	0.36	1.16	0.34	9	75.0%	5	41.7%	5.53
SEN - No	N	277	48.8	50.1	0.17	0.02	0.4	0.3	-0.02	150	54.2%	75	27.1%	4.55
All	>-1000	290	48.9	50.8	0.19	0.04	0.4	0.34	0	158	53.7%	80	27.2%	4.62

### Key Stage 5 2017 / 2018

<b>2017 – A2 results</b>	No	A* - B%	No	A* - E%
Predicted SEND Results	10	55%	18	100%
Actual SEND Results	13	72%	18	100%
<b>Non-SEND Results</b>		56%		99%
<b>2016 – A2 results</b>	No	A* - B%	No	A* - E%
Predicted SEN Results	3	27%	11	100%
Actual SEN Results	5	45%	10	91%
<b>Non-SEND Results</b>		40.6%		99.7%
<b>2015 – A2 results</b>	No	A* - B%	No	A* - E%

Predicted SEN Results	3	23.07%	13	100%
Actual SEN Results	3	23.07%	13	100%
<b>Non- SEND Results</b>		25%		97.4%

As can be seen from the tables above, in 2017 A2 SEND students have generally achieved above their targets and outperformed whole school students in the school.

### **Year 13 Results 2017 / 2018**

<u>Pupil Name</u>	<u>Ability</u>	<u>Other</u>	<u>Access Arrangements</u>	<u>SEN</u>	<u>Qualification</u>	<u>Qualification</u>	<u>Qualification</u>
Qualifications					APPLIED SCIENCE	PSYCHOLOGY	SOCIOLOGY
(female)	MAP	n/a	<ul style="list-style-type: none"> <li>25% extra time</li> <li>Small room</li> <li>Pale pink paper</li> </ul>	SpLD – Irlen Syndrome	M	C	C
Qualifications					ART BTEC	PERFORMING ART BTEC	
(female)	LAP	n/a		HI	DDM	D	
Qualifications					CHEMISTRY	GEOGRAPHY	MATHS
(female)	HAP	n/a	<ul style="list-style-type: none"> <li>25% extra time</li> <li>Blue overlay</li> <li>Word-pro geography only</li> </ul>	SpLD - Dyslexia	E	D	D
Qualifications					MATHS	PRODUCT DESIGN	CHEMISTRY
(male)	MAP	n/a	<ul style="list-style-type: none"> <li>25% extra time</li> </ul>	SpLD - Dyslexia	D	D	D
Qualifications					ENGLISH	H&S BTEC	LAW BTEC
(female)	LAP	n/a		HI	E	D*	D*
Qualifications					MATHS	PRODUCT DESIGN	PHYSICS
(male)	LAP	n/a	<ul style="list-style-type: none"> <li>25% extra time</li> </ul>	HI	C	D	D

## Academy Allocation

**Woodkirk Academy was allocated £478,621 Notional SEND funding.** SEND funding is directly channelled into staffing. Direct SEND staffing includes:

- A Vice Principal who oversees the co-ordination of SEND provision
- A SENDCO who is responsible for the co-ordination of SEND provision
- There is 1 Nurture Suite Manager who supports vulnerable students in our nurture provision
- There are 6 Academic Support Assistants (ASAs) who work with students both within and outside lessons, depending on individual needs. Two of the ASA's are PTE and one ASA is the senior exam invigilator, meaning in exam seasons she is based out of lessons.
- The Academy also employs 2 Higher Level Teaching Assistants (HLTAs) who implement the catch up literacy and numeracy programmes.

### Further uses of funding 2017 / 2018

In addition, the funding is used to provide specialist resources which have been purchased to support students with SEND. For example, Kindle's, coloured overlays, specialist writing slopes, radio aids etc. It also helped to fund the SENDCO to be qualified to administer Educational, Ability/Attainment tests.

### Impact of Spending

Woodkirk Academy takes support from national research, such as information provided by the National Association of Special Educational Needs (NASAN) and local knowledge from attendance at SENDCO forums and training courses to ensure that SEND students are well targeted at appropriate initiatives and interventions. The regular and thorough reporting of student progress/attitude/attendance also allows the Academy to ensure that relevant students were receiving appropriate interventions, be they for academic, behavioural or attendance support.

The Vice Principal and SENDCO also allows for regular contact with Heads of Departments to discuss progress, with opportunities to drive forward initiatives and strategies. In order to make this affective, the Vice Principal and SENDCO attend the monthly Heads of Department meetings and the termly Head of Department forums.

The Nurture Suite Manager supports many vulnerable students providing support to integrate students back into the mainstream classrooms. The SEND team consisting of 6 Academic Support Assistants (ASAs) who are affiliated to the intervention team which includes 2 Higher Level Teaching Assistants (HLTAs). These colleagues are utilised well to intervene with relevant students. Enhanced leadership capacity allows for greater communication, direction, structure, quality assurance and accountability throughout the year.

### **IMPACT**

Student A has speech and language difficulties. As a result the Speech & Language Therapist identified that the student had difficulties with working memory. A number of strategies had been applied but further progress was necessary. One of the Academic Support Assistants (ASAs) who works closely with the student suggested that Kindle's were purchased so that applications could be downloaded that would help to improve working memory. This was so that student A would be able to understand their own memory strengths and weaknesses and develop rote strategies, visual imagery, use of mnemonics, rehearsal strategies, and encoding strategies to assist memory. Through this it was discovered that the student could remember items if they saw it four times. This was developed as a strategy for this student to be used within the classroom. As can be seen from the results below this has contributed to helping the students improve results/stay on target.

	English	Maths	Science
Year 6	B	B	2
Year 7	3b	2c	3a
End of year target	3c	3c	3c
On track	N	N	Y
Year 8	3a	2c	4a
End of year target	3a	3b	4a
On target	Y	Y	Y

## Deployment of staff

At Woodkirk Quality First Teaching (QFT) is fundamental in supporting our SEND students. SEND is regarded as a whole Academy policy; all teachers are expected to teach students with SEND and are responsible for ensuring the curriculum is suitable for their different and/or additional needs. All children are entitled to an education providing a broadly-based, balanced curriculum and, as far as is reasonably practical, those with SEND should engage in all the activities of the classroom and the Academy. In order for this to be achieved, SEND students have access to all areas of the curriculum and the Academy ensures that appropriate provision and support are given. This may be long or short term but help with additional or different needs has to be timely and effective.

The Academy invests heavily in the Teaching & Learning Group, where strategies are developed to support students and departments are trained to deliver appropriate learning activities.

Strategies are available to staff through the SEND database/OPTS system. Many SEND students have bespoke profiles outlining background information and strategies to support. These profiles are essential to inform Quality First Teaching (QFT) in the classroom.

In addition to the SEND staff highlighted above, the Academy employs a comprehensive team for student support, all of whom are available to support SEND students and their families as necessary. In addition to the large pastoral team staff include:

- Attendance Officers
- Behaviour Support Workers
- Careers Advisor
- Family Support Worker
- Learning Mentors/External Counsellor
- Primary Liaison Coordinator
- Leodis Support Manager

## Wave 1 & 2 SEND specific interventions offered at Woodkirk Academy

- In class support
- Literacy support which includes those students with SEND
- Numeracy support which includes those students with SEND
- Accelerated reader
- Learning mentors/external counsellor
- Autism support
- Access arrangements in examinations

All explained below.

### In class support

Academic Support Assistants (ASAs) work directly with identified students within the classroom. Differentiation and reasonable adjustments at all levels of for those who are identified as requiring "additional support".

### Literacy support

All students identified working below an age appropriate level in literacy when they commence Woodkirk are offered literacy support. This is offered in Year 7 and includes those students with SEND. The support is provided in small groups and students follow the Ruth Miskin Programme.

### Numeracy support

Students identified working below an age appropriate level in numeracy when they commence Woodkirk are offered numeracy support. This is offered in Year 7 and includes those students with SEND. The support is provided in small groups and students follow the Springboard Programme.



### Accelerated reader

Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading schemes.

### **IMPACT**

The following is a diagnostic report produced by Accelerated Reader:

"These scores indicate that student B is probably reading books and other texts entirely independently. Student B is comfortable with a wide range of reading material, including fiction and non-fiction. Student B can read chapter books with few or no illustrations.

Students at this level grow fastest in their reading when guided to select longer and more difficult books.

For optional reading growth, student B needs to:

- Practice reading unfamiliar material, especially expository text
- Read for a total of at least 45 minutes every day
- Select a wide range of reading materials to improve reading skills and expand vocabulary
- Continue to develop listening comprehension"

Due to this support the student improved their reading from a National Curriculum Level of 2 to 3 across the year.

### Learning mentors/External Counsellor

Learning mentors work with students, including those with SEND who need help with overcoming difficulties that are getting in the way of their learning. This may include: poor attendance, lack of self-confidence, self-esteem or motivation, failure to achieve their full potential behaviour or emotional difficulties, difficulty settling into Academy or college personal difficulties, for example due to bereavement, bullying or problems at home.

### External Counsellor

SEND students have the opportunity to be supported through external counselling on a weekly basis. The counsellor will work on a number of areas with a student including confidence building, attendance, behaviour, emotional awareness and social skills.

### **IMPACT**

Student B came to the Academy with a history of social and emotional difficulties. As a result student B was emotionally immature for his age. Student B commenced Woodkirk with no graded levels as primary education had been disrupted severely. Student B had the necessary social skills to interact appropriately with peers, but did not have a particular group of friends. Student B struggled to recognise their own behaviour. As a result, student B was struggling to develop appropriate relationships with peers. This was causing some problems with social and emotional learning. A review of student B indicated that "B can struggle at times to sustain working relationships with partners". Student B was therefore assigned with a learning mentor who met with student B on a regular basis. Activities such as SEAL (Social & Emotional Aspects of Learning) and Circle of Friends (a resource used to students' inclusion and interaction with peers) were applied. A follow up review of student B's social and emotional functioning was "fine" "working well in pairs and groups". The figures below also indicated the student's academic progress, which mentor support helped him achieve.

	English	Maths	Science
Year 6	N/A	N/A	N/A
Year 7	5b	4c	5a
End of year target	6b	4c	5a
On track	Y	Y	Y

## Autism support

One of the Academic Support Assistants (ASAs) has been trained to deliver the STARS mentoring programme. This can help students if they are struggling with particular issues within the mainstream Academy.

## **IMPACT**

Parental contact was made by the parent of student C (a student with Asperger). The student was finding it difficult to sleep during the week due to worrying about the Academy. The parent felt that this was due to difficulties with the social aspects. A review was completed with the student's teachers and it highlighted that there had been some minor disagreements with peers. It was agreed that student C would be provided with a number of mentoring sessions to work through the problems student C was having. During these sessions it was discovered that the student was fully aware of what was expected but had difficulties meeting these expectations. The student thought that they came across to others as being bossy or even aggressive by the way they spoke and that this would provoke poor reactions from others causing some problems with peers. The student also acknowledged their struggles to overcome issues from the past. The Teaching Assistant (TA) worked with the student on the "Talkabout" programme. This covers many different topics including conversation skills, body language, social skills, working as part of a group etc. This allowed the student to develop strategies to help deal with the current issues and to help the student let go of issues that had been upsetting in the past. As a result, the student has become less stressed by Academy situations and parents commented that "Having attended C's review, we are delighted with the progress C is making". The TA commented that the student was "lovely" "will do well at Woodkirk" and it was "a pleasure to be working with C on the programme"

## Access arrangements in examinations

Some students with SEND may require access arrangements in examinations. If this is deemed as "normal practice" within the classroom, teachers can request that a student is assessed to check if he/she would qualify for support. A report from an external dyslexia consultant or for a medical condition may also support a student in his/her testing of access arrangements. These may include for example, the use of a reader, a word processor/scribe, extra time etc. This helps students to reach their full potential in examinations.

## Careers advice

An external careers advisor is employed by Woodkirk Academy to carry out interviews and give advice and guidance on progression for Year 9, 10 and 11 students. SEND students are prioritised and sessions delivered where necessary on relevant careers. Presently, all Year 11 students receive an individual 'interview' to support them with their applications. Additional consultations have been made available to any student who wishes to receive further support with their post-16 transition routes. Aspiration events are also held for targeted students.

## Impact

The table below indicates Year 11 SEND students' destinations July 2018.

Number	Destination
2	Apprenticeships
1	Askham Bryan College
2	Leeds College of Building
2	Wakefield College
2	Kirklees College
1	Woodkirk Academy

## External agencies

In addition to the internal support offered and depending on the needs of the student, Woodkirk will seek the consultation and advice from a number of agencies. These include (but are not exclusive of):

- Educational Psychologists
- Speech & Language Therapists
- Deaf & Hearing Impairment Team (DHIT)

- Visual Impairment Team (VIT)
- Academy Nurse
- Child & Adolescent Mental Health Service (CAHMS)
- Occupational Therapists
- Specialist Training in Autism & Raising Standards Team (STARS)

### Liaisons

Woodkirk Academy is part of the Leodis Academies Trust. This includes the amalgamation of Woodkirk, East Ardsley Primary, Hill Top Primary, Westerton Primary and Blackgate academies. With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools.

We focus on the breadth of curriculum; and value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests. We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools.

Woodkirk employs a Primary Liaison Co-ordinator who oversees the transitions programmes that the Academy offers. The SENDCo attends forum meetings with the main feeder primary schools and secondary schools in the area. We particularly endeavour to facilitate a smooth transition for any student with SEND joining or leaving the Academy. To ensure smooth transition from primary school or on to college, the SENDCo meets with the relevant staff in the other phases to ensure that all key information is transferred and can be acted upon once the student moves from one setting to another. Additional visits/activities are built into the schedule for those students with complex needs.

### Professional Development - 2017 / 2018

The SENDCo for 2017/2018, Sarah Blight, holds the National Award for Special Educational Needs Co-ordination (Leeds University) and is a member of the British Psychology Association and is qualified to administer Educational, Ability/Attainment Tests. Several of the Teaching Assistant team are also trained to support and administer these tests. This can help to identify individual students' needs so appropriate strategies can be put in place. For example, they identify students who require access arrangements in examinations.

The SENDCo attends the SENDCo network meetings and any other external training that is deemed appropriate. The Academy has a comprehensive training programme for **ALL** staff throughout the year which included elements of SEND. This includes both mandatory and voluntary sessions. For example at the start of the academic year, training takes place on the SEND database, SIMS and the OPT systems where SEND information is available. This ensures that all staff are aware of the needs of our students and the strategies that have been suggested to support them. Additionally, the SENDCo and Academic Support Assistants (ASAs) meet on a weekly basis to discuss students and appropriate strategies.

Alongside the SENDCo in post in 2017/2018, Fiona Hunter was supported to undertake her Level 7 Specialist Teacher of Dyslexia Qualification, whilst stepping down from her role as Head of Department in order to gain experience and take over the role of SENDCo for 2018 / 2019. Fiona Hunter also holds the National Award for Special Education Needs Co-ordination, which was achieved in 2016/2017 from Leeds Beckett's University as part of her own CPD. Whilst stepping down from the role of head of department in 2017/2018, Fiona Hunter took responsibility for KS3 SEND and the transition of Year 6 SEND pupils.

### Parental Communication

Parents and carers are updated regularly on their children's progress. They are invited to attend and contribute to various meetings throughout the year such as Parents' Evenings, Annual Reviews, Outside Agency Meetings, Pastoral Meetings, and Review Days etc. The SENDCO is available for parent consultations on request.