



Woodkirk Academy

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 more complex needs may have a Education & Healthcare Plan (EHC Plan). The Education & Healthcare Plans (EHC Plans) came into force in September 2014, and have replaced Statements.

Key Personnel

SENDCo S Blight
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

(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	10.5%	1.6%	

1875 students on roll

10.5% of pupils in secondary academies have special educational needs, compared to 10.7% in all state funded secondary schools. The percentage of pupils in secondary academies with a statement or EHC plan is 1.6%, compared to 1.7% in all state funded secondary schools). (Source: Department of Education: Special Educational Needs in England (2017)).

Woodkirk’s figures are below the national average for both groups. The school 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 SEN. Quality First Teaching and an effective intervention/pastoral team are at the heart of Woodkirk’s success in SEND.

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.

Progress

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

KS3

The table below shows the average progress made in maths and English by the SEND cohort in year 7 and 8 from their KS2 start point during the 2016-17 academic year.

Progress from KS2		Maths		English	
Year 7 SEND (18)	HAP (2)	1.24	3	1.65	3.5
	MAP (6)		1		1.83
	LAP (9)		1		1.11
Year 7 other (293)	HAP (153)	1.85	2.55	2.38	2.82
	MAP (120)		1.2		2.1
	LAP (20)		0.5		1.1
Year 8 SEND (21)	HAP (9)	3.19	5	4.3	5.33
	MAP (8)		2		4.25
	LAP (4)		1.5		2.25
Year 8 other (287)	HAP (131)	3.64	4.85	4.67	5.59
	MAP (132)		2.86		4.4
	LAP (24)		1.52		2.6

Broadly speaking the SEND students are making equivalent progress in Maths and English to their peers. There is some difference for middle ability SEND students in Year 8 maths and for middle ability SEND students in Year 7 English. These differences are being investigated further.

KEY STAGE 4

GCSE

Progress 8

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.

GCSE P8 Score	2017
SEND students	0.21
Non-SEND students	0.30
GCSE P8 Score	2016
SEND students	0.34
Non-SEND students	0.45

In 2017, the SEND cohort Progress 8 figure was: 0.21 compared to Non SEND: 0.30. This indicated that 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 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.

KEY STAGE 5

2017 – A2 results	No	A* - B%	No	A* - E%
Predicted SEND Results	10	55%	18	100%
Actual SEND Results	13	72%	18	100%
Non-SEND Results		56%		99%
2016 – A2 results	No	A* - B%	No	A* - E%
Predicted SEN Results	3	27%	11	100%
Actual SEN Results	5	45%	10	91%
Non-SEND Results		40.6%		99.7%
2015 – A2 results	No	A* - B%	No	A* - E%
Predicted SEN Results	3	23.07%	13	100%
Actual SEN Results	3	23.07%	13	100%
Non- SEND Results		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.

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.
- The academy also employs 3 Higher Level Teaching Assistants (HLTAs) who implement the catch up literacy and numeracy programmes.

IMPACT

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) and is affiliated to the intervention team which includes 3 Higher Level Teaching Assistants (HLTAs). The 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.

Other uses of funding

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 is also used to fund outside agency support where appropriate. For example: STARS support for Asperger students. It helped to fund the SENDCO to be qualified to administer Educational, Ability/Attainment tests.

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/OPT 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. Apart from the large pastoral team this includes:
 - Attendance Officers
 - Behaviour Support Workers
 - EAL Tutor
 - Careers Advisor
 - Family Support Worker
 - Learning Mentors/External Counsellor
 - Primary Liaison Coordinator

all of whom are available to support SEND students and their families as necessary.

IMPACT

See KS3, KS4 and KS5 results above

Internal interventions/support offered

- In class support
- Literacy support
- Numeracy support
- Accelerated reader
- Learning mentors/external counsellor
- Autism support
- Access arrangements in examinations

- **In class support**
Academic Support Assistants (ASAs) work directly with identified students within the classroom

IMPACT

See KS3 and KS4 results above

- **Literacy support**
Students identified working below an age appropriate level in literacy when they commence Woodkirk are offered literacy support. This is offered in Year 7. The support is provided in small groups and students follow the Ruth Miskin Programme.

IMPACT

See KS3 results above

- **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. The support is provided in small groups and students follow the Springboard Programme.

IMPACT

See KS3 results above

- **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 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 indicate that a student qualifies for 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.

IMPACT

93% of the recent SEND GCSE Year 11 students benefited from some form of access arrangements.

See KS4 results above.

66% of the recent SEND A2 students benefited from some form of access arrangements.

See KS5 results above.

- **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.

Number	Destination
1	Apprenticeships
1	Askham Bryan College
3	Leeds College of Building
1	Leeds City College
5	Wakefield College
4	Woodkirk Academy
1	Learning Curve Training Programme Wakefield – Uniformed Services

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)

For more information please contact Sarah Blight (SENDCo) on 0113 887 3600.

Liaisons

Woodkirk Academy is part of the Leodis Academies Trust. This includes the amalgamation of Woodkirk, East Ardsley Primary, Hill Top Primary and Westerton Primary 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

The SENDCo holds the National Award for Special Educational Needs Co-ordination (Leeds University) 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 the 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.

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.