



Padgate Academy

Annual SEND Report 2018-2019

This report contains information as specified in the Special Educational Needs and Disability Regulations 2014. Further information can be found in the Academy SEND policy, and in the local offer, which can be accessed on the Warrington Borough Council Website.

At the Academy, we currently provide support for students with a range of Special Educational Needs, including:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical needs

Admissions Policy

Padgate Academy's admissions arrangements are consistent with the School Admissions Code of Practice.

The admissions policy reflects the fact that the Academy will be a fully inclusive school that brings together families from all backgrounds, and makes an important contribution to community cohesion. It will aim to serve the whole community and will be committed to bringing people together from different cultural, religious and social backgrounds. Padgate Academy follows the procedures set down at national and local level for admitting students with or being assessed for an Education Health Care Plan (EHCP).

If your child is transferring from primary school to secondary school, to apply to Padgate Academy, you should follow the same procedures as applying for any other state funded school, through the local authority. If your child currently attends secondary school, please contact the School Admissions Department at Warrington Borough Council for a mid-year admission form. Please note that all admission enquiries and applications must be made via Warrington Borough Council and not Padgate Academy directly.

Should your child have an EHCP, then an amendment will need to be made naming Padgate Academy as the identified provision following the Local Authority Annual Review procedures.

Places at the Designated Provision for Cognition and learning based at Padgate Academy are allocated by the Local Authority and not by the Academy itself.

Identifying Students with Additional Needs

The SEND Code of Practice makes it clear that all teachers are responsible for identifying students with SEND, and in collaboration with the SENCO, will ensure that those students requiring different and/or additional support are identified at an early stage.

The class/subject teacher's responsibilities in identifying special educational needs include observation, monitoring, assessment and evaluation.

Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with parents
- Discussions with students
- Results of standardised tests e.g. reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school.
- Reports from other professionals

Parents or carers are encouraged to pass on information and concerns about their child's health and background by contacting the Academy and speaking to the SENCO.

Alternatively, Should you have concerns about a student then please contact the SENCO Mrs Kath Bretherton at info@padgateacademy.co.uk

Parents and carers will:

- Receive assessment information four times per academic year. Parents are encouraged to discuss the progress of students at these times. The SENCO reviews all assessment data at this time to review progress and amend levels of support if needed.
- Be informed when there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by attending review meetings and supporting targets set.
- Be supported in understanding the roles of other professionals.
- Be informed about the Parent Partnership Service when their child's needs are identified.

The SENCO attends all Parents Evenings and is contactable by phone or email at any point during the academic year.

Student Voice

Student voice is very important at Padgate Academy. Students have an input into their **Passports for Success**, which all staff have access to. These contain details of barriers to learning, as well as strategies for support. All students attend their annual review meetings and are able to access the SEND support base (The Hub) at any time to discuss any concerns with the SENCo or members of our support staff.

Arrangements for assessing and reviewing students' progress

SEND students are assessed regularly in line with the Academy Assessment Policy, and reports are sent out to parents and carers. In addition, there will be a statutory Annual review meeting where appropriate, at which the EHCP will be formally reviewed. A representative from the local authority may attend this review. The provision for individual students is overseen by the SENCo who will identify appropriate provisions and interventions according to need. This will be reviewed on a regular basis.

Parents/carers will be consulted where appropriate. Assessment data is scrutinised regularly by the SENCo and Heads of Department to ensure progress is being made. Provision will be modified if this is not the case.

Transition Information

Transition from Key Stage 2 to Key Stage 3 of those students with additional needs begins as early as possible. The SENCo attends Annual Reviews, Child in Need meetings and Early Help meetings where appropriate during the year prior to transition. Students are visited in their own settings and are offered additional transition visits. Early links with parents/carers is encouraged to ensure successful transition. Representatives from post 16 education providers attend the Annual reviews for Year 11 students to support and discuss post 16 pathways. The Academy then plans a series of transition events (such as additional visits and taster sessions) to ensure successful transition. Pupil Passports and any additional information are shared prior to starting at college.

The Academy's approach to teaching students with SEND

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have Special Educational Needs. It is the role of the class teacher/subject specialist teacher in providing for all students. The academy regularly and carefully reviews the quality of teaching and learning for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the Special Educational Needs most frequently encountered.

This can be done on an individual level by working with the SENCo and outside agencies, or as part of Professional Development Training sessions. Any staff new to the Academy also receive SEND training as part of the induction process.

Our team of Teaching Assistants also deliver targeted intervention sessions where appropriate. The development of Literacy skills is supported through the delivery of the Fresh Start Programme and Reading Plus.

Adaptations to the curriculum and the learning environment for SEND students

Students with SEND are entitled to:

- Be set suitable learning challenges that challenge and aid progress.
- Have action taken to respond to their diverse learning needs. This will include physical access, within the constraints of the building technical features to support e.g. visual/ hearing impairments and suitably supported environments for all activities – teaching and learning; social; dining; physical exercise, changing and personal hygiene. Padgate Academy will endeavour to put in place whatever resources are necessary to enable students to participate and achieve, regardless of their personal challenges.
- Have access to all parts of the Academy. The majority of the Academy building is situated at ground floor level. There is a lift available in a two storey teaching block. A wheelchair ramp is available. The environment has been adapted for a visually impaired student, and there are handrails fitted on steps and stairways. There is some disabled toilet access, and the changing rooms are at ground floor level. Should specialist equipment be needed, a key worker will be allocated to ensure this is available and accessible.
- Receive support and intervention appropriate to their needs, whether short, medium or long term. This support may be in class and/or by withdrawal for periods to receive targeted support in order to address specific challenges to learning which are more appropriately managed individually and/or in small groups.

Access Arrangements for Exams

Students with SEND may need special arrangements to ensure access to public examinations.

Students may need to be assessed and their needs identified as follows:

Students who may need access arrangements will be identified at the start of each academic year through an identified process. Following collation of evidence from staff around barriers to learning, required support and adjustments and students normal way of working, appropriate investigations and assessments using Academy resources will be used to screen students before outside assessment from a Specialist Teacher is sought.

The SENCo will liaise with the exams officer to ensure that necessary applications to the JCQ are made and Access Arrangements are put in place.

Specialist training and expertise

All teaching and support staff receive regular Professional Development to inform them of strategies to support Students with additional needs. Teaching Assistants have also had access to a range of external training opportunities.

We work very closely with external agencies and staff carry out programmes of work (for example from the speech and language team). Referrals are regularly made to the Educational psychologist, the Child Development Centre, the Youth Services and other outside Agencies to request further advice and guidance if needed.

Evaluating Provision

The effectiveness of the provision for students with SEND is evaluated as part of the whole school analysis of assessment data. The SENCo attends review meetings alongside other Heads of Department to analyse data and plan for future intervention.

Inclusion

The Academy has a policy of inclusion, and all students with SEND are expected to have equal opportunities to participate in all curriculum areas. This involves adapting the curriculum if needed to allow for participation. Students with SEND are included in all trips and residential following appropriate risk assessments to ensure safety is maintained.

As part of this inclusive policy, any incidents of discrimination on the grounds of SEND are dealt with very seriously, as are any complaints of bullying. Please see the anti-bullying policy for further information.

Support for Emotional and Social Development.

The Academy has a strong system of Pastoral Care and support. Students have the support of their form teacher and Head of Learning. Four Learning Coaches are employed to support specific groups of students. Students may also be allocated a key worker within the Academy should additional support be required. Systems and policies are in place for the administration of medicines and care plans are in place where appropriate. The Academy has additional policies for Behaviour and Safety and Safeguarding to ensure that all students are kept safe.

These can also be found on the Academy website.

External Links

We have strong links with external services and regularly hold and participate in multi- agency meetings involving social care, family Support and health agencies. A variety of agencies come into the Academy to complete work with students. These include:

- School Health Advisor
- Educational psychologist
- Specialist teachers for hearing and visual impairments.
- Speech and language therapists.
- Occupational therapists
- ADHD and ASD specialist nurses
- CAMHS
- Early Help and Family Outreach workers
- Social care
- Youth Services.
- Police School Liaison Officer.

Support for the family is very important and we use the Early Help Framework to access a range of services to support students and their families.

Complaints Procedure

Should you have any complaints around the provision offered to SEND students, please follow the academy complaints procedures outlined in the complaints policy on our website.

Contact details for the SENCo: Mrs K Bretherton 01925 822632 or info@padgateacademy.co.uk