

Annual SEND Information Report to Parents – including the Local Offer

Academic Year 2023-2024

Key staff

SENDCo – Philippa Lowe

Line Manager – Dan Neal (Principal)

Governor – Shelley Groves

Follow this link to the Wakefield Local Offer: wakefield.mylocaloffer.org

Welcome

At Airedale Academy our aim is to provide the provision needed to enable every student to be engaged in the broad and balanced curriculum and take a full part in all aspects of school life. We have a team of dedicated staff who look forward to working with students to help them on their journey towards further education or training.

Policies

The SEN policy including the auxiliary aids policy, accessibility and waves of provision can all be located on the school website under the policies section. The information is reviewed annually and amended, as necessary.

What kinds of SEN are provided for in your school?

The type of SEND provided for at Airedale Academy fall under the four broad categories from the SEND Code of Practice 2015- Communication and Interaction (includes Autism), Cognition and Learning (includes dyslexia and dyscalculia), Sensory and/ or Physical needs (includes hearing and vision) and Social, Emotional and Mental Health (includes ADHD and ADD). We will always endeavour to meet your child's needs.

How will the Academy know if my child needs extra support?

The Academy gathers information from your child's previous school via a process of meetings and transfer of files. The SENDCo also attend annual EHCP meetings and My support plan meetings at Junior schools when requested. We are also happy to talk to parents and arrange individual tours of the school for children in Years 5 and 6. If your child is joining us from another secondary school, pre-visits and meetings will also take place so that we can establish how best to support the needs of your child.

My child has been identified as needing extra support - What happens next?

A plan of support will be put in place to help your child. The amount of intervention will depend on information we receive from data reports from teachers, as well as information previously held about your child. We also encourage parents to come and speak to us about any need. Staff will be informed about your child's SEND need through a one-page profile which gives the teaching staff information about how best to meet your child's needs.

My child has a My Support Plan.

If your child has a My Support Plan, this indicates that they may need more support in secondary school. The My Support Plan helps the school SENDCo, outside agencies, parents, and the child to work together to set objectives and goals to promote the development of your child's learning and independence skills. The objectives will be reviewed with the SENDCo.

My child has an Education, Health and Care Plan (EHCP).

If your child has an EHCP, this is a legal document that must be reviewed each year. The EHCP allows the school to collaborate with parents, outside agencies the child, support and teaching staff to set objectives and goals to promote the development of your child's learning and independence skills. Your child may also qualify for exams access. The objectives will be reviewed with the SENDCo in an annual review meeting.

How do you keep track of the progress my child is making?

All students are assessed regularly in school in every subject and parents receive a copy of the data. The SENDCo use this data together with reports from teachers and any intervention that your child participates in to monitor and adjust the care given to your child.

What types of support does Airedale Academy offer?

- In class support- where required.
- Special revision sessions targeting key students.
- Small group teaching by HLTAs
- Y11 targeted Period 6 for SEND students.
- Literacy intervention
- Numeracy intervention
- Social skills intervention-ELSA
- Lexia intervention
- Behaviour team advice
- Handwriting intervention
- Fresh Start Literacy Intervention
- Specialist inhouse primary school provision
- SEND form time.
- Zones of regulation
- Learning for living skills
- Lego Therapy
- Alternative Curriculum- ASDAN
- Alternative provision
- Careers advice.

The intervention on offer is reviewed considering assessment data that is gathered from regular classroom assessments, parent or staff opinions/observations and diagnostic testing. Where necessary the academy contact outside agencies to further support the needs of our learners.

What if my child finds attending school difficult?

Attendance is monitored by the attendance team and the EWO on a weekly basis. Support and advice are put in to place to ensure SEND students are in school. The school also has a parent support officer and uses CAFs and people from SENDIASS to help support.

Students with SEND that have difficulties with their emotions and behaviours are given additional support from behaviour mentors, progress leaders and outside agencies such as CAHMs, SEMH or an Educational Psychologist.

How does the school spend its Budget Allocation?

The SEN budget provides the school with 4 Higher Teaching and Learning Assistants to deliver small group or one to one intervention. The equivalent (in hours) of 9 ESAs to both support in the classroom and conduct small intervention groups, training of staff and the purchasing of services provided by outside agencies. Students who receive top-up funding will usually have their money spent on extra ESA support in class/extra interventions with an ESA or equipment like a lap-top or an intervention such as Art therapy.

Are there any other staff offering support?

Many staff contribute to the whole care of SEND students within the school. Students may access a progress leader, the EWO, careers advisor, student mentor for LAC students and a parent-school liaison officer all of whom support SEND students and their families, as necessary.

Which external agencies may work with my child?

The Academy seeks the support of outside agencies to get the best interventions in place for our students. Outside Agencies that currently offer advice and support include: -

- Educational Psychologist
- Learning Support advisory teacher
- Visual Impairment Team
- Hearing Impairment Team
- School Nursing Team
- Communications and Interaction team
- SEMH team
- CIAT team
- WISENDSS
- CAMHS

What sort of adaptations are made to the curriculum and the learning environment that will help my child?

Staff deliver Quality First Teaching (QFT) as the primary source of Wave 1 provision. Teaching will be adapted in the classroom to ensure all pupils make the best progress they can. This includes things like visual props in class, use of different coloured backgrounds, scaffolding, word banks etc. The school is committed to a full and broad curriculum and pupils with SEND are not typically withdrawn from any area of the curriculum unless necessary. Where a need has been found, interventions are employed to further address those areas of need. For purposes of assessment or testing adaptations may be made to support SEND pupils for example, extra time, a reader and or scribe or access to a laptop/voice activated software. In years 9-11, pupils are guided to a choice of curriculum pathway dependent on their strengths and preferences. High needs pupils may be guided to a pathway with slightly reduced number of GCSEs and may include BTECs or an ASDAN course and in exceptional cases, a pupil may complete their learning in an alternative provision. For example: Early College Transfer, Elland Academy or Pinderfields Hospital School.

In the new academic year, we have opened our in house adapted provision for students who are not currently accessing the national curriculum. There are two classrooms that have been adapted to create a space that replicates that of a primary school where students are able to access the curriculum at a primary level to support their individual needs. Students who are accessing this are those that have an EHCP with complex needs.

How does the Academy help my child to transition from one educational setting to another?

When students join our Academy or are leaving to go on to college, the school consults with the feeder schools and the post-16 settings in order to ensure a smooth transfer between provisions. Information is transferred from the current setting to the new setting and additional visits for parents and students are built into the transition phase for students with additional needs or concerns. The school encourages parents to visit us, see the site, and meet the SENDCo.

How does the school support my child to improve their emotional and social development?

We are an inclusive school, and we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem to achieve positive wellbeing. The school works closely with a NHS Future in Mind Practitioner via CAMHS. During break and lunch, the SEND area is open as a "safe haven" for pupils who require supervision and the staff who supervise this provision encourage social skills and recognition of emotions and ways to manage these through conversation and play.

As part of supporting the SEMH needs of SEND students we have opened the opportunity for students to access SEND in form time to access a reduced and therapeutic curriculum for students who struggle access mainstream form time.

How do the school ensure that staff are kept up to date?

Staff at school must complete training on safeguarding children in school. In addition to this a considerable proportion of the staff have received a training session on Autism and ADHD.

ESAs have had training about best practise in lessons and information on Down syndrome. The HLTAs have had advice and training given through the Learning Support service and CIAT.

What if my child has a medical need or physical disability?

The school site has been adapted to allow access to most areas for students with a physical disability, however the school does not have lifts to classrooms. Teaching rooms are always swapped to allow students with a physical disability to access the classroom. The school has care plans in place for all students with a key medical issue and these are reviewed with the school nurse when changes are required.

How much of school life can my child take part in?

Airedale Academy strive to ensure that all students have access to the activities available both in school and when going on trips out of school. Extra staffing and risk assessments are put in place for vulnerable students. Attendance at afterschool clubs is encouraged for all children.

As a parent, how can I have my input into my child's education at Airedale Academy?

Parents and carers are actively encouraged to attend and contribute to Annual Review meetings as well as Parents' evenings, support plan reviews, CAF, and outside agency meetings. Drop-in sessions with the Learning support Service, CIAT, SENDCo and an Educational Psychologist are also offered at least twice a year for parents to raise any concerns they may wish to discuss about their child.

What if I am not happy with the support provided?

Parents are encouraged to contact the Academy to resolve any concerns quickly and effectively. Please ask to speak to one of the SENDCo. The SENDCo is Philippa Lowe and can be reached on the school number (01977 664555). As an addition Helen Tordoff supports in SEND. In the rare case that we cannot resolve the issue, any complaints must be directed to the Principal, Governing body, or the Local Authority. You can also use help from the SENDIASS (Special Educational Needs Disability Information Advice Support Service). SENDIASS can be contacted on 01924 379015.