



SEN information report – Academic Year 2016 - 2017

The kinds of SEN that we provide for

At the Academy we provide for a whole range of SEN needs. These include: pupils with a statement/EHCP and other additional SEN needs.

For pupils with a statement or EHCP, the amount of support is determined through the Local Authority SEN panel. This panel determines the level of funding that can be offered to the child.

Within the Academy, support is matched to need. This is determined through discussions with parents, Year Leaders and pupils. See consultation advice below.

Resources and provisions are allocated to match individual needs. The nature of the resource/provision will depend on the individual needs of the child. Discussions with students, parents, Year leaders, external agencies and teaching staff enable us to allocate provision.

Our Senco is Miss J Hayden. She can be contacted through the Academy on 01977605060.

How we identify children and young people with SEN and how we consult with parents.

At Castleford Academy, we work closely with parents to identify children and young people who have SEN. If you have any concerns regarding your child you can access one of our many pastoral systems for support. Initial contact should be made through form tutors or Year Leaders. They will be able to direct your concerns to the correct person. Where possible, we encourage parents to come into school to discuss concerns directly with ourselves.

You may also chose to contact our SENCO, Jane Hayden, directly who will be able to answer any of your questions.

In addition, parents' evenings are held throughout the year where you can see individual members of staff directly.



The inclusion working group tracks and monitors data through the report cycle system. This enables us to highlight any areas of underachievement within SEN and put into place the necessary support through our strong intervention package.

Consultation will also take place with parents either through an annual review, ECHP or a My Support Plan. As a part of this process, parents will be included in the development of the My Support Plan. This enables you to give your views on the progress and support available to your child.

Arrangements for consulting young people with SEN

A young person with SEN will be the main person involved in planning for their needs. If they have a Statement or an EHC plan, the pupils and their parents/guardians will be invited to a review every year to look at the support and intervention that may be needed to enable the pupil to make the best progress. A child's view is very important to us. At every stage, we will explain the support we can offer and the decision will be made together.

All pupils with a statement or EHCP will have an annual review. During this process, pupils will be given the opportunity to give their views about the support they receive and the progress they have made. In addition, the school reporting cycle will allow you to opportunity to look at your progress across each subject area.

In Key Stage 4, and sometimes at Key Stage three, pupils may be allocated a mentor. You can arrange to see your mentor at any point should you wish to and discuss any additional help you may have.

If you have any concerns regarding the arrangements for a young person with SEN, you can contact us through the strong pastoral system we have in school and our SENCO. We will aim to provide the best support and provision possible.



Arrangements for assessing and reviewing children and young people's progress towards outcomes

Parents are informed of their child's progress throughout the year through parent's evenings and report cycles. If a form tutor or Year leader has concerned about a child, they will contact the parents to arrange a meeting or have a discussion. The vast majority of subjects hold regular assessment points as part of their monitoring and tracking of progress. These enable us to frequently review young peoples' progress towards their outcomes.

If a child has a statement of special educational needs or EHCP, parents will also be invited to a review. During this, progress will be discussed and parents and students have the opportunity to contribute to the review.

Arrangements for transition

Pupils will be supported through the transition phases in years 5/6, 9 and 11. In Years 5/6 where our SENCO will endeavour to attend annual reviews at the primary schools to support parents and pupils with the transition process and enable them to make the right decision about provision for their child.

Teaching children and young people with SEN and adaptations to the curriculum

Within Key Stage 3, pupils are placed into ability groups for the core subjects of English, Maths and Science. This is determined using data from KS2 assessments and baseline tests within the Academy. Year leaders and our SENCO work closely with SLT to ensure that pupils are placed into groups that are appropriate for their individual needs. In foundation subjects, pupils are taught in mixed ability groups and work is differentiated by the classroom teacher where needed.

In addition, we also have a core skills group in years 7 & 8 that works within a modified curriculum and supports pupils in social and emotional development. Parents will be given further information regarding this group if it is appropriate.

At Key Stage four, pupils select their own option choices from the curriculum model with guidance from staff and parents. An options evening helps them to make this choice. We also have an extensive programme of offsite learning for pupils whom would benefit from offsite learning.



In class, the classroom teacher will help to support the child with both homework and class work. All work will be differentiated in line with our teaching and learning policy so that all pupils can access the curriculum. We will also make sure that the group is the correct teaching group for the child. In some lessons, some pupils may find they also have support from an ESA. This is in line with the child's needs and recommendation from our SENCO.

In addition, if we think a child may need extra help in exams, we can test for access arrangements. This is in line with the exam board specifications although we cannot guarantee that all pupils will be given access arrangements.

Expertise and training of staff to support children and young people with SEN

ESAs receive a programme of training throughout the year to promote independence with individual pupils. This is led by Jane Hayden and is supported by external agencies.

Supporting the emotional and social development of pupils with SEN

Emotional and Social development is supported through our pastoral support system. Step Up resource base is made available to all pupils within the Academy. Pupils can access this through Year Leaders on a short and long term basis. Step Up provides a range of emotional and social development support including anger management, one to one mentoring and small group work. Emergency referrals can be made if needed.

ESAs also provide mentoring for all pupils with a statement/EHCP/My Support Plan. In addition, all pupils at Key Stage four are allocated a mentor through assertive or offsite mentoring.

Pupils may also be supported through a CAF or CIN planning meeting. This will be led by our home school liaison officer or a Year Leader.

All pupils will be given the opportunity to engage with non-SEN pupils. This will take place at social times, classroom activities and extracurricular programmes.



Working with external agencies

The Academy will aim to work with external agencies where appropriate. This will be done through the referral process depending on the needs of the pupil and the resources available. In addition, a planning meeting will also be held where advice on individual students and individual services can be sought.

Examples of external agencies we work with are: Educational psychology, CIAT, Access team, Occupational Therapy amongst others. Parents and pupils may also be asked to give their views to external agencies.

Evaluating the effectiveness of our provision

All our pupils will be asked to complete a survey once per academic year. Within this survey, the opportunity is given for pupils to comment on how effective the provision has been. This survey is also available to parents and colleagues.

Further evaluation will be completed through results and data analysis and case studies throughout the academic year and will be reported to the senior management team.

Handling complaints from parents of children with SEN

Wherever possible, we ask that parents remain in close contact with the Academy in order to resolve any concerns quickly and effectively. However, in the rare case that we cannot resolve the issue, any complaints must be directed to the headteacher, Governing body or the Local Authority. You can also use help from the SENDIASS (WeSail - Special Educational Needs Disability Information Advice Support Service). SENDIASS can be contacted on: 01924 379015.



Sen Vs Non-SEN data trends (Based on year 11 results)

	English	Maths
2013	28%	35%
2014	6.37%	8.43%
2015	3.54%	7.95%

Data from our KS 4 results would show that the gap between Sen and Non SEN pupils has decreased over the past three years.

KS4 Progress 8 measure 2015/16

	Cohort	Progress 8
SEN with statement of EHC plan	6	0.12
SEN support	21	0.38

Results for the SEN cohort are above the National Average

Information on the local authority offer can be found by following this link:

http://wakefield.mylocaloffer.org/secondary-education#Education_Services