



SEN information report – Academic Year 2021 - 2022

The kinds of SEN that we provide for

At the Academy we provide for a whole range of SEND 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. This arrangement is the same for children and young people who are looked after by the local authority and have SEND.

The nature of the resource/provision allocated 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. Resources can include: TA support in the curriculum, Social time support, Social skills, literacy skills, mentoring, working alongside external agencies and curriculum pathways.

The academy has adopted the Wakefield admissions policy for pupils with SEND. The admissions arrangements are as for other pupils but are subject to the school's ability to meet the particular needs of the pupil. This is determined through a consultation process with the academy.

Our SENCO is Miss J Hayden. She can be contacted through the Academy on 01977 605060.

All our policies regarding SEND are available on our website www.castlefordacademy.com.

Further information on our school and local offer are also available on our website.

Information on the local offer can be found using this link:

<http://wakefield.mylocaloffer.org/Home>

If you have any concerns regarding the arrangements for a young person with SEND, 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.



The number of SEND pupils identified on the SEN register from Sept 2021:

	Education, Health and Care Plan	SEN Support
Year 7	13 (12 + 1HI)	41
Year 8	11 (7 + 4HI)	12
Year 9	12 (9 + 3HI)	31
Year 10	8 (7 + 1HI)	42
Year 11	9 (7 + 2HI)	32
Year 12	0	1
Year 13	0	1

How we identify and assess 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 SEND. 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 SEND 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. Prior to a My Support Plan, a School Support Plan will be put into place. This provides support strategies for pupils and staff, as well as targets to work towards and review. As a part of this process, parents will be included in the development of a School Support Plan or if necessary a My Support Plan. This enables you to give your views on the progress and support available to your child.



How the school evaluates the effectiveness of our provision

The school evaluates the effectiveness of its provision against school and national targets, academic progress, pastoral need and short term outcomes. This is conducted alongside consultation with pupils, parents and stakeholders. Our inclusion working group reviews provision frequently making changes and adapting where necessary. This is reported to the senior leadership team and governors.

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.

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 parents' evenings and report cycles. If a form tutor or year leader has concerns 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.

Outcomes for a My Support Plan or EHCP will also be reviewed three times per year. The review process will also include the views of parents/carers as well as pupils. Pupils will be consulted towards to review and this is explained in the section above.



Teaching children and young people with SEN, adaptations and engagement with 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 TA. This is in line with the child's needs and recommendation from our SENCO. Pupils may also have access to specialist equipment to ensure they are to engage in the activities of the school.

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.



The facilities we provide to help pupils with SEND access the school

Castleford Academy employ a graduated approach to meeting pupil's needs through waves.

Wave one – Quality first teaching

Wave two – Small group additional intervention depending on type of need

Wave three – Individual or very small group intervention or links with external agencies

Physical materials are also used to enable pupils to access the school. These include the use laptops, overlays, specialist curriculum materials and our accessibility plan.

Please see accessibility plan in our SEND tab on the website

Equipment and facilities to support children and young people with SEN will be secured through the SEN notional budget and additional funding will be sought where needed from the schools budget.

Additional learning support for pupils with SEN

A wide range of support is available to pupils with SEND. This is allocated on a needs basis and where appropriate. Support can include

- Small group and individual intervention
- Social Skills
- In class support
- Social time support
- Physical resources and equipment
- LSA mentoring
- Working with external agencies
- Support from our inclusion resource base



Supporting the emotional and social development of pupils with SEN

Emotional and Social development is supported through our pastoral support systems. Step Up resource base is made available to all pupils within the Academy. Pupils can access this through referrals from 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.

LSAs 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.

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

LSAs receive a programme of training throughout the year to promote independence with individual pupils. This is led by Jane Hayden (SENCO) and the education psychology service.

Teaching staff receive ongoing CPD on the different types of needs, teaching strategies and effective use of LSAs in lessons. Information on individual students and their needs is shared with colleagues through a pupil profile that is available on SIMs. This addresses the best ways that children can be supported. Individual, bespoke support is secured through JCM meetings, planning meetings and referrals to external agencies.

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. Pupils with a My Support Plan will also be consulted towards their outcomes three times per year.

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. Pupils with an EHCP will be mentored weekly by an LSA.

All pupils will also complete a pupil survey annually. Part of this survey seeks opinion on SEN provision and its effectiveness.

Arrangements for transition

Pupils will be supported through the transition phases in years 5/6, 9 and 11. In Years 5/6 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. Colleagues from further education are also invited to attend the reviews for children in year 11.

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, BEST and Occupational Therapy amongst others. Parents and pupils may also be asked to give their views to external agencies.

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 addressed through the complaints



policy on our website or the Local Authority. You can also use help from the SENDiass Barnado's . SENDIASS can be contacted on: WESAIL@barnados.org.uk

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

KS4 Progress 8 measure 2018/2019

Shadow data in brackets

K 0.18	E -0.20 (+0.43)	SEND 0.07
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KS4 Progress 8 measure 2019/2020

Shadow data in brackets

K 1.05	E -0.25 (0.52)	SEND 0.59
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KS4 Progress 8 measure 2020/2021

Shadow data in brackets

K 0.37	E -0.14 (0.83)	SEND 0.19
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