

Special Educational Needs and Disability (SEND) information report – Academic Year 2017-18

The kinds of SEND that we provide for

At Cathedral Academy we provide support for students with a range of SEND and recognise that there is a continuum of need. This includes students who have a need that is recognised as requiring SEN Support through to students with an Education, Health and Care Plan (EHCP).

For students with an EHCP, the amount of support is determined through the Local Authority EHCP Panel. This panel determine the level of funding that can be offered to the student and this is reviewed annually through the Annual Review process.

Within the academy, support is matched to individual need. This is determined through discussions with parents, Heads of Year and students. See consultation advice below. Discussions with students, parents, Year leaders, external agencies and teaching staff enable us to determine appropriate provision which is monitored through the use of a provision map.

Our SENCO is Mr Oliver Harrison. He can be contacted through the academy on 01924 330640.

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

At Cathedral 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 Heads of Year. 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, Oliver Harrison, 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.

For students with an EHCP, consultation will also take place with parents through an annual review. As a part of this process, students and 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 SEND

A young person with SEND will be the main person involved in planning for their needs. If they have an EHCP, the student 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.

For all students with an EHCP an annual review will be held. During this process, students 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.

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.

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 Head of Year has concerns about a child, they will contact the parents to arrange a meeting or have a discussion. All subject areas 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 an 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. Parents and students will be given the opportunity to contribute to the My Support Plan and information will be collated from all stakeholders to ensure the review is thorough.

Arrangements for transition for students with an EHCP

Students 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.

In Year 9, students will take part in a transition review which prepares them for Key stage 4 and supports them in the options process.

In Year 11, students will participate in the annual review of their EHCP. This allows all stakeholders to come together and work on a support plan which enables pupils to have a strong progression route Post 16. This will also include options for further education.

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

Within Key Stage 3, students are placed into ability groups for almost all subjects including the core subjects of maths, English and science. This is determined using data from KS2 assessments and baseline tests within the academy. Heads of Year and our SENCO work closely with SLT to ensure that pupils are placed into groups that are appropriate for their individual needs.

At Key Stage 4, students 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 students 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 students 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 LSA. 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 students will be given access arrangements, we will try our best but the decision is held with the exam board.

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

All teaching staff participate in inclusion training on a regular basis. This will endeavour to cover the support and provision that can be offered to pupils within a classroom environment. This will be led by the inclusion working group and is dependent on the CPD needs of staff across the academy. All staff have access to Teaching and Learning CPD to assist with resources and differentiation. ITT students will have dedicated inclusion and differentiation training.

LSAs receive a programme of training throughout the year to promote independence with individual pupils. This is led by Oliver Harrison and is supported by external agencies.

Supporting the emotional and social development of pupils with SEND

Emotional and Social development is supported through our pastoral support system. The Base is made available to all students within the Academy. Students can access this through referrals made on a short or long term basis dependant on individual need. The Base 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 students with an EHCP. Students may also be supported through a CAF or CIN planning meeting. This will be led by our Student Liaison Officers, Inclusion Manager or SENCO.

Working with external agencies

The Academy will aim to work with external agencies where appropriate. For many agencies, a planning meeting will be held where advice on individual students and individual services can be sought. Any recommendations leading from this will be implemented by the SEN department where appropriate.

Examples of external agencies we work with are: Educational psychology, Learning Support Service, Communication Interaction and Access Team, Occupational Therapy amongst others. Parents and students may also be asked to give their views to external agencies.

Evaluating the effectiveness of our provision

All our students will be asked to complete a survey once per academic year. Within this survey, the opportunity is given for students 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 Leadership Team.

Handling complaints from parents of children with SEND

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 Principal, Governing body or the Local Authority.

Information on the Local Offer can be found by following this link:

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