

What specialist services and expertise are available at, or accessed by, the school/setting?

The aim of the Special Educational Needs and Disabilities (SEND) department is to help remove barriers to learning and to enable students to access the curriculum.

Our Special Educational Needs Coordinator (SENCo) is Mr Simon Hughes. He is also an Assistant Principal, a member of our Senior Leadership Team.

We have a large, experienced and enthusiastic team of specialist staff:

- 14 Learning Support Assistants who together have the benefit of many years of experience with specialist skills and knowledge across our broad curriculum
- a Specialist teacher working with the Year 7 Access Classes
- 5 Higher Level Teaching Assistants
- A qualified and experienced Teacher of the Deaf and an Specialist LSA to support children with a hearing impairment. These members of staff are based in the Academy.

Learning Support Assistants (LSAs)

Our Learning Support Assistants provide in-class support for pupils with special educational needs or disabilities. These members of staff also run workshops for pupils who need additional support to succeed in their learning.

Access Classes

There is an “Access” Class in Year 7. This class is taught part of their timetable by a specialist teacher and is further supported with LSAs in class who support across the curriculum. These classrooms have been designed to provide students with well-resourced, comfortable and appropriately differentiated learning environments.

Intervention / Withdrawal Sessions

In addition, the department has a further specialist classroom and a SEND base room for 1:1 and small group lessons and workshops. These sessions run before and during the normal school day and are staffed by HLTAs and LSAs. As with all whole-class teaching and learning, all intervention sessions are supported by use of the latest technology.

Support for pupils with a hearing impairment (H-I)

St Wilfrid's is a school that is specially resourced to support children with a hearing impairment. Ms Wong, a qualified and experienced Teacher of the Deaf, manages this area of support. Pupils are further supported by a specialist H-I LSA and are based in a room where intervention and teaching can take place. Both members of staff are available on a daily basis in school. Additionally, all school staff are trained to be 'deaf-aware' and are familiar with specialist equipment.

St Wilfrid's pupils can access a full range of Inclusion Support Services:

- The Speech and Language service
- The Educational Psychologists service
- The Audiology service.
- National Health Services support our learners, for example the Physiotherapist.
- Supporting Families, Jigsaw and Familywise (CANW)
- Careers and First Direction service (KS4 pupils)
- Training delivered by the Child Brain Injury Trust
- Nutritionists and Dieticians service (NHS)
- NASEN (National association for Special Educational Needs)
- East Lancashire Child and Adolescent Services (ELCAS)
- Engage Team
- Brook Advisory Service
- Youth Offending Team
- Young Carers
- The Streets Project

Additionally, we have our own designated school nurse and occupational therapist.

What training and experience have the staff supporting children and young people with special educational needs and/or disabilities had, or are having?

All new staff attend a Continuing Professional Development session. This training is tailored to support the SEND pupils attending St Wilfrids and may include training in the following areas:

- Epipen
- Safeguarding Level 1
- Safer handling
- Dietary needs
- Acquired brain injury
- Attachment
- Autistic Spectrum
- Dyslexia
- Dyscalculia
- Exam Access arrangements
- Visual impairment
- Speech, Language and Communication needs
- Annual Review
- Executive skills
- Deaf awareness and use of the specific Hearing Impaired technology such as radio aids

All inclusion staff follow a training programme designed to develop their own skills and knowledge, enhance the team's level of expertise and meet the changing needs of the pupils in our care.

Inclusion staff also provide on-going support to all colleagues via in-house training, as becomes necessary.

We also access training support from specialist agencies.

How do you know if my child/young person needs extra help?

Pupils joining us from another school, either as they transition to Year 7 from their primary school, or at another time, are assessed by staff in consultation with their most recent teachers, their parents, other supporting professionals and, very importantly, the child himself / herself. Further assessments may also be required.

Our SENCo visits each identified pupil in their primary school to get to know the pupils who may need additional support, to talk to parents and teachers. They also attends the Year 6 Annual Review of children who already have an EHCP. Before they leave their primary school, pupils are invited to spend 3 'induction days' with us at St Wilfrids.

In this way we can readily identify any particular needs of a pupil and arrange appropriate support for when they join us, at St Wilfrids.

Once a pupil joins St Wilfrids, achievement levels and progress of all pupils are regularly assessed and continually monitored. Staff and parents benefit from our well-established communication channels:

- Parents evenings
- Referrals
- Information evenings
- Synergy

Additionally, Review Meetings for pupils with Special Educational Needs and Disabilities take place according to the statutory guidelines of the Academy. The meetings are held at least once a year but can be more frequent, if necessary.

All SEN pupils and parents are invited to attend the Annual Review and to complete advice forms. Target setting at these reviews is carried out in consultation with parents, pupils and staff.

Individual targets are set and monitored by LSAs and these targets are then monitored by the SEND teaching staff.

Additional focussed assessments

From time to time, when staff have highlighted that a child may not be making the expected level of progress, further information is required. The SEND department staff may arrange for a child to complete one or more of a range of diagnostic tests that will help to highlight specific areas of difficulty:

- Diagnostic Reading Analysis

- GL Dyslexia Screener
- LUCID Exact
- WRAT (reading test)
- BPVS(vocabulary test)
- TROG (grammar test)
- DASH (writing test)
- PIVATS

The results of such assessments, coupled with referrals from teaching staff, serve to inform the teaching staff to maximise learning and can be used to put in place appropriate examination considerations for pupils, if appropriate.

What should I do if I think my child/young person may have special educational needs?

If your child is currently attending St Wilfrid's C of E Academy, please contact our SENCo directly: shughes@saintwilfrids.com

If your child is currently attending another school, please contact the SENCo at your child's current school.

How will staff support my child/young person?

St Wilfrid's teaching staff ...

- are committed to "First Time, High-Quality Teaching"
- appropriately scaffold and adapt learning to ensure each pupil can progress at an appropriate rate
- arrange targeted interventions
- utilise authentic resources
- follow agreed and proven schemes of learning
- set appropriate homework to consolidate learning
- follow the school's policy with regard to Rewards and Celebration
- refer pupils for workshops
- Use the accelerated reading programme
- access specialist support across the curriculum
- co-ordinate with learning support assistants working with students

Hearing-Impaired pupils are supported by Hearing-Impaired trained support assistants in key areas of their curriculum. Staff will ensure that pupils are ...

- gaining the maximum possible from their residual hearing
- fully accessing the content of lessons
- breaking down vocabulary where needed

In addition, the specialist teacher provides withdrawal lessons to pre- and post-teach key areas of the curriculum.

How will the curriculum be matched to my child's/young person's needs?

- Access classes differentiate the curriculum
- Access classrooms (intervention and nurture)
- Differentiated tasks and resources
- Careers advice from First Direction

How will teaching approaches be modified to support my child/young person?

- Access Groups
- Adaptation and scaffolding in lessons
- Pre and post teaching of key vocabulary for the Hearing Impaired pupils by the Teacher of the Deaf in withdrawal lessons
- All staff are trained to use radio aids to support HI learners and to use a more visual approach when teaching

How will both you and I know how my child/young person is doing?

- Monitoring of progress through assessment (four times a year)
- Parents' consultation evening and Parents' information evening
- Communication through subject teachers and form teacher through email, telephone or Synergy (Parental Portal)
- Reviews and Child-Centred Meetings
- Individual Personalised Learning Plans
- Synergy (daily electronic communication portal)
- Teacher on-going assessment
- Written reports
- Open door policy - any parent is welcome to contact the school and come to meet with a member of staff

How will you help me to support my child/young person's learning?

- Use of home/school books
- Accelerated reading intervention in Year 7
- Homework projects
- School / home communication (Information evening, letters home, PAWS etc.)

What support will there be for my child's/young person's overall wellbeing?

At St. Wilfrid's Academy we have strong pastoral care programme through which we support our pupils' overall well-being.

Every pupil is part of a tutor group and the form tutor is the key member of staff who serves as a daily mentor. Further support comes through the 'POD' team where the Year Manager and Student Support Manager work to ensure the students thrive in all aspects of their school life and whilst feeling safe and happy.

Specific SEND Wellbeing / Support Groups

- All HI pupils have daily contact with hearing support and are actively encouraged to bring any issues or concerns they may have to discuss with staff.
- POD, Engage, school nurse drop in, Familywise.
- Lunch clubs
- Board game club and friendship group

What activities will be available for my child/young person?

The Academy offers a vast range of extra-curricular sports and activities including football, netball, basketball, cricket, dance, gymnastics and many more. The Academy's teams compete on a town, county and national level; however, we place 'taking part' as our number one priority and offer clubs to enable the opportunity to do this.

The Academy also has a thriving House System. Every pupil is placed in a House via their form group and is encouraged to participate in the weekly House Events. These events range from board games to team activities, encouraging 'healthy competition' and making friends.

All SEN pupils are actively encouraged to participate in all relevant school trips with their peers. Where necessary, additional support will be put in place to allow all pupils to access the activities.

The Hearing Impaired staff have good links with East Lancashire Deaf Society and all information about upcoming events for H-I pupils is passed on to pupils and parents.

Hearing Impaired pupils meet socially for activities such as bowling, visits from the 'Listening Bus' and 'Music and the Deaf' events. This often involves linking with deaf peers from other establishments such as Lower Darwen Hearing Impaired Resource and Hameldon Hearing Impaired Resource.

How will you prepare and support my child/young person during transitions?

Induction programme

At St Wilfrid's Academy we understand the anxiety that Transition can cause for some of our students. Our staff take time to get to know our new pupils and our new pupils are given time to get to know us: all transitioning pupils take part in a 3 day induction programme in the summer term, prior to their arrival at St Wilfrids.

In addition, our SENCo, and where relevant our Teacher for the Deaf, visits each pupil, who has already been identified with a special educational need, in their primary school to talk to parents and teachers, other supporting professionals and, very importantly, the child himself / herself. In this way we can be sure to identify the transition needs of pupils. Relevant staff also attend the Year 6 Annual Review of children who already have an EHCP. or are H-I.

In the case of a child who has a physical disability the SENCO will meet with the relevant health professionals and Advisory Teacher service to draw up a mobility plan during the summer term.

Access Classes

We successfully piloted and are now running, our Year 7 Access group, which enables vulnerable students to settle more easily into St Wilfrid's by spending half of their timetable in one class and only the rest of the time moving round to lessons as a traditional secondary school model.

Assessments have shown an increase in the reading age of all these students, sometimes by as much as two chronological years. The quality support that is provided in the Access group means that individual students benefit from personalised learning programmes and relevant, targeted intervention strategies.

Older Pupils

The Teacher of the Deaf visits colleges with the pupils to discuss transfers, courses on offer and support needs. The Teacher of the Deaf also offers some deaf-awareness training to staff in the new setting: use of specialist equipment and the needs of a deaf learner, where required.

How are resources and equipment allocated and matched to my child's/young person's needs?

All Hearing Impaired pupils are provided with ear-level receivers (MLXi) and Inspiro transmitters so that they can access all classroom-based lessons. The equipment is maintained within school and support staff are trained to troubleshoot minor problems which may occur with the equipment.

In order to provide the best audiological service for pupils, there is an Audiological Policy which is given to all parents and pupils outlining their responsibility and the responsibility of the school staff.

The Hearing Impaired Resource has strong links with the Paediatric Audiology Service and with the Cochlear Implant Centre in Manchester.

Appropriate equipment is provided via the Inclusion Support service, Occupational Therapy service and Physiotherapy service to enable students to access the curriculum: rise and fall chairs, interpreter voice activation, gait trainers etc.

How are decisions made about what type and how much support my child/young person will receive?

All St Wilfrid's pupils are monitored and assessed by a number of professionals in many different ways. Specialist teachers use recognised tests to identify a pupil's particular need whether it be a learning need, a social need or an emotional or mental-health need.

Parents are an integral part of the consultation process when deciding what provision will benefit the pupil's needs most effectively to produce the best outcomes and this includes consulting with the parents of would-be St Wilfrid's pupils at their Year 6 Annual Review.

Pupils themselves are always listened to; the pupil voice is a vital part of the decision-making process.

The Local Authority (Blackburn with Darwen) works in partnership with the Academy and constantly reviews and amends the provision when the need arises, in consultation with the family.