



OSSETT ACADEMY

The Ossett Academy and Sixth Form SEND Information Report 2022

Covid Response

At Ossett Academy we are fully committed to ensuring that we support our children and young people to catch up lost time after school closure. This includes additional interventions, identification of gaps and targeted support where appropriate, using our Catch-up Premium Strategy 2020-2021.

The Covid-19 Catch-up funding is a government initiative designed to target resources to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

[OA-Catch-Up-Plan-2020-2021-vf \(2\)](#)

Wakefield SEND Local Offer

The SEND Local Offer is something every Local Authority must have. It explains the different support available to children and young people aged 0 - 25.

Lots of organisations contribute to the Local Offer. These can be from education, health care or social care. They can also be parents, carers, children, or young people. The Wakefield SEND Local Offer is where you find this information in one place. If you would like to know more, please visit the following website: <https://wakefield.mylocaloffer.org/>

How the school identifies young people with special educational needs:

At Ossett Academy we are a fully inclusive school ensuring that all pupils achieve their full potential personally, socially, emotionally and academically, in all areas of the curriculum (regardless of their ethnicity, social background, sexual identity, physical ability or educational needs). Pupils may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach in accordance with the Academy's SEND policy and based on guidance from Wakefield Metropolitan District Council's Children's Services for SEND. This is based on an Assess-Plan-Do-Review structure for each area of SEND.

At Ossett Academy we work closely with feeder primary schools and ensure we receive all necessary information on levels, targets, and support requirements of each pupil. The Transition Manager or SENCo then meets with feeder primary Inclusion managers before the pupil starts at Ossett.

Pupils complete several standardised tests during their first half term giving us a greater insight into their learning needs. These tests are cognitive ability tests, such as reading, spelling and numeracy. Pupils are monitored throughout their school career by teachers and our support staff. Any concerns are flagged up and dealt with very quickly. In addition, we use the following tools to identify pupils with SEND:

We test using the WRAT 5 (Wide Range Achievement Test); WRAML2 (Wide Range Assessment of memory and Learning); DASH (Detailed Assessment of the Speed of Handwriting); GORT5 (Grey's Oral Reading Test); CTOPP2 (Comprehensive Test of Phonological Processing); YARC (York Assessment of Reading Comprehension); NGRT (New Group Reading Test); the Dyscalculia Screener, and the Dyslexia Portfolio.

To support our pupils, we use:

In class support (1:1; 1:2, 1:3 or general additional adult support)

Smaller class sizes in the lowest set from year 7 onwards

Small class sizes at GCSE for lower ability and SEND students



OSSETT ACADEMY

IDL Cloud
Reading Matters
Numicon Maths Intervention
PIVATS
Colourful Semantics
Precision Teaching
Social Stories
Forest School Programmes
Graded English Programme/EAL intervention
Literacy Intervention Groups
Handwriting; Spelling and Touch Typing Groups
Nurture Groups
GCSE Revision Groups

Once identified as having SEND we work collaboratively with the pupil, their family and appropriate agencies to draw up a student profile and put in place child friendly plans, to support the pupil's development and accelerate their progress.

Admissions procedures:

Admissions to Ossett Academy are controlled by the Trust. 'The Guide for Parents' on the Academy website gives the full details of the policy.

At Ossett Academy, approximately 310 pupils will enter Year 7. The annual admissions limit is set by the LA after consultation with the Trust.

All applications must be made via the Wakefield Enrol Online System or via the Wakefield Schools Application Pack (provided to your child's previous school).

All admissions are administered by Wakefield LA on behalf of the Trust. Full information and all policies are available on Wakefield Council's Admissions Area.

The approach to teaching pupils with SEND:

All lessons at Ossett reflect the British Values and pupils are able to participate in a number of events and activities which help them learn more about their culture as well as other faiths and cultures. To promote more social integration pupils are taught in year groups for daily Form Learning Time (FLT). The FLT class is carefully chosen for those with SEND to ensure that they are supported by a trained additional support adult in SEND. We also ensure that they are given a 'buddy', a pupil who will be their champion and supporter throughout their time here at Ossett. This gives the pupil the opportunity to talk to someone other than a teacher on many issues, including bullying.

All teachers are aware that under the SEND Code of Practice (2015), they are accountable for the progress of all pupils in their classes, and so adapt the curriculum and teaching strategies as necessary to ensure that lessons are accessible to all. The Curriculum Leaders ensure that appropriate differentiation and resources are developed and reflected in the Schemes of Work for all to follow.

The school also has a setting pathway, that enables pupils of a lower ability, and those with certain types of SEND, can be taught in smaller classes, starting in year 7, and continuing into even smaller classes at GCSE.

Steps taken to ensure SEND pupils are treated as favourably as other students at Ossett Academy:

At Ossett Academy we have an Equalities Policy ensuring that every pupil is provided with the opportunity to access all aspects of our curriculum.



Each SEND Support pupil is supported by the SEND and pastoral teams and teaching staff throughout their time at Ossett Academy. Pupils are grouped according to their areas of strength or development needs. Pupils are supported by specialist LMs who provide a tailored programme in literacy and numeracy and differentiate class work according to a pupil's needs. In some cases pupils will have 1:1 or small group support sessions.

Accessibility:

The Academy has disabled toilets. A specialist area for our more vulnerable pupils is provided so that they can come at break and lunchtimes to play games or just chat. Hearing Impaired and Visually Impaired pupils have access to specialist equipment and are encouraged to use IT in as many lessons as possible.

We recognise that there is always room for improvement and welcome any suggestions as to how we can improve our accessibility to all. If you have any suggestions to make in this area, please do not hesitate to contact Mrs Smith.

How adaptations are made to the curriculum:

The curriculum is adapted considerably to allow pupils to remain in peer settings and to help overcome the barriers to learning that the SEND pupils may experience. Teaching staff plan lessons with the appropriate additional adult to guarantee they make a significant impact on pupils learning. There are four main areas of SEND identified in the SEND Code of Practice (2015). These are Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; and Sensory and Physical. These are supported in any number of ways:

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| Cognition and Learning | Placement on the Inclusion Register; Pupil profiles; differentiated curricula planning; information sharing as appropriate; individual provision maps as appropriate; multi-agency meetings as appropriate; visual timetables; extra thinking time for responses/completing tasks; tasks broken into smaller chunks; simplified language; multi-sensory learning; receptive/expressive language development opportunities; assistive technology; pastoral/key support worker; individual word banks; opportunities for small group work; out of year curriculum; Exam Access arrangements; supervised social group; nurture group; additional adult support; visual aids; reading programmes; numeracy/literacy interventions; careers support; External agency support e.g. educational psychology, cognition and learning teams from the LA |
| Communication and Interaction | Whole school promotion of a range of communication skills including gesture, sign and pictures; Information on how SLCN impacts upon learning/communication needs of a child distributed to all relevant staff; Further differentiation of the language of the curriculum according to individual need; Provision map showing all interventions; School aware of the NHS provision for speech and language therapy as set out in the Local Offer; General advice and support from specialist support services; teachers adopt strategies to support language needs of all children; Staff use a range of assessment tools e.g. PIVATS/CATS; Regular reviews of progress including parents/carers, child and other professionals; Guidance for parents/carers in how to support the development of the child; signs around the school include symbols/visual clues as well as text; awareness of the possible impact of SLCN on self-esteem; structured social support |
| Social, Emotional and Mental Health | Opportunities are identified and embedded across the curriculum for learning in social, emotional and behavioural development; Curriculum differentiation to include practical work with concrete/visual timetables to establish concepts and skills; active learning approaches; non desk-based learning and access to |



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| | <p>grouping that enables children and young people to work with positive role models for social interaction and appropriate behaviour; Citizenship curriculum well developed and addresses the development of social skills, the management of emotions and understanding of appropriate behaviour; Updated and relevant information given to appropriate staff and staff adopt strategies identified by the SENCo and/or outside agencies; 1:1 pastoral support provided as required; Appropriate tools used for assessment and identification e.g. Boxall Profile and the Strengths and Difficulties Questionnaire; SENCo/Behaviour lead is responsible for monitoring, advising and co-ordinating interventions; staff implement targeted advice/support from specialist services; significant differentiation of curriculum according to individual need to maintain mainstream provision; Individual counselling; Individual Rewards systems; Anger Management Intervention; Multi-agency meetings set up, as appropriate; regular reviews of progress to include child, parents/carers, specialist support services; dedicated space for difficult times</p> |
| Sensory and Physical | <p>The SENCo is responsible for monitoring and coordination of all specialist interventions; The SENCo is aware of all guidance and support available for teachers from specialist organisations; The SENCo disseminates information as appropriate; Class/subject teachers take responsibility for acting on relevant information around individual students e.g. seating advice; Staff support the use of word processors and communication passports as appropriate; appropriate modification of uniform code e.g. alternative fabric for hijab; specialist footwear; assemblies to raise awareness; individualised pastoral support; updated provision maps/individualised provision maps; CPD for medical staff; all staff adopt strategies given by SENCo and/or specialist health professionals; staff use aids as appropriate e.g. radio aids - significant modification of curriculum as required; exam access arrangements; Small group/individual support to address specific needs including providing extra time to complete tasks; additional support in practical lessons; support to develop effective use of IT and specialist equipment; support for therapy sessions and programmes, managing orthotics and physical management programmes; additional support for transition times; regular reviews with student/parents/specialists; increased adult/child ratio in class; attendance at specialist provision, in or out of school; strategies to facilitate transitions during the school day; individual risk assessments; alternative curriculum where appropriate</p> |

The expertise and training of staff to support pupils with SEND including how specialist expertise will be secured:

All staff members have on-going training in a range of educational needs and disabilities. Staff members supporting pupils with physical and medical needs receive specialist training and we share examples of good practice during staff training and meetings and also in subject specific meetings. Sharing information enables colleagues to work together to overcome any barriers to learning. The SENCo holds multiple specialist qualifications, including the NASENCO (National Award for Special Educational Needs Coordination) and the CPT3A (Exam Access Arrangements and Psychometric Testing) and attends meetings with other schools and the local Wakefield SENCO network in order to share best practise. Many of the Learning Mentors have been trained for deployment within specific departments or year groups. Learning Mentors (LMs), Lead Learning Mentors (LLMs), and the Pastoral Year Leads (PYLs) have high expectations of all pupils, and use their subject knowledge to ensure pupils achieve the learning



OSSETT ACADEMY

objectives in their lessons. LMs and LLMs provide one-to-one and small group work around literacy and based on a pupil's SEND plan. Our ELSA trained LMs deliver specialised anger management and social skills programmes for identified pupils.

Whole school training focuses on developing more effective marking, assessment and feedback to help pupils improve their learning. Moderation of pupils' work takes place on a regular basis. Pupils' literacy is being developed through programmes such as Reading Matters.

How pupils with SEND are enabled to engage in activities available to pupils who do not have SEND:

Classes are streamed according to attainment levels which assist differentiation of activities. SEND pupil engagement is enabled through further differentiation of resources, teacher support, activities, writing frames etc. Learning Mentors are employed to assist pupils to make progress and overcome their barriers to learning and encourage the confidence within the classroom setting. SEND pupils who show an interest in participating in extra-curricular activities are encouraged and supported by the staff.

Support for improving social and emotional development:

All our staff are involved in and committed to providing education and SMSC support for SEND pupils. Subject teachers have day to day responsibility, linking with the SENCo and Pastoral year Leaders, to ensure that academic, social and emotional support is provided for the pupil. This happens by giving pupils time to communicate and discuss issues that are worrying them, providing them with child friendly plans to support skill development, and providing differentiated work in lessons with staff that promote independence, and receive training to meet the needs of all pupils. Pupils with an Educational Health Care Plan (EHCP – formerly known as a Statement of Special Educational Needs) are supported by subject teachers and designated Learning Mentors, co-ordinated by the SENCo. The Orchard is a safe supervised space for vulnerable and SEND pupils to access when they require a quieter space at social times, time-out, or additional support. A sensory room is available when required.

If you are concerned about your child, please contact their Pastoral Year Leader or one of the staff listed below:

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| Mrs Valerie Smith | SENCo |
| Mrs Sam Gibbs | Vice-Principal and Pastoral Lead |
| Miss Grace Brown | SEND Learning Manager |
| Mrs Gayle Rowe | Safeguarding Lead |
| Mrs Zoe Hawkins | Head of Year 7 |
| Mrs Mary Milner | Head of year 8 |
| Mrs Georgina Sedgwick | Head of Year 9 |
| Mr Kevin Quinn | Interim Head of Year 10 |
| Mrs Eliza Greenaway | Head of Year 11 |
| Mr Richard Spink | Head of 6 th Form |

Primary School Transition and Post 16 Pathways:



OSSETT ACADEMY

At Ossett Academy we work closely with feeder primary schools and ensure we receive all necessary information on levels, targets, and support requirements of each pupil. The Transition Manager or SENCo then meets with feeder primary Inclusion managers before the pupil starts at Ossett. If necessary additional visits and transition sessions are agreed to ensure a smooth and worry free transition as we can for pupils in year 6, which may include extra visits to sample lunch time activities and food options; being able to find ways around the building; meeting staff and building up confidence.

During all transition times such as from primary to secondary, KS3 to KS4 and from KS4 to Post 16, additional support and guidance is directed towards those pupils with additional needs. Visits to schools and other education providers take place prior to entry so that the provision for the pupil is in place at the start of their new learning episode. Parents and pupils are given the opportunity to talk about their hopes and aspirations for the future and guided pathways are suggested.

Relevant Legislation:

Ossett Academy abides by:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- The 'Special educational needs and disability code of practice:0 to 25 years'
- The Equality Act 2010

Communication with parents and carers:

At Ossett Academy we aim to foster and develop good relationships between home and school for our pupils. Each pupil has a planner, which can be used for messages between home and school. Each pupil has a form tutor, with whom parents can communicate, or where necessary, there are the Pastoral Year Leaders. The school holds regular parents' evenings, which the SENCo attends, and all targets will be reviewed each term. In addition to this, parents of pupils with SEND are communicated with on a regular basis to ensure that One Page Profiles and MSP reviews are completed in an appropriate time frame, and that EHCP reviews are held on an annual basis in accordance with the SEND Code of Practice.

Communication with pupils:

A meeting is held with each pupil to ensure that their voice is incorporated into their One Page Profile. Every pupil with an MSP or an EHCP will be consulted and supported to complete their views for the review meetings.

How the school involves other bodies:

Ossett Academy works in a collaborative partnership with many different bodies, including the other establishments within the Accord Trust and the different areas of the Local Authority SEN department, such as the High Incidence Team, and the Educational Psychology Team. The SENCo also attends the whole district SENCo network meetings. This means that a supportive plan can be developed to meet the pupils' needs both in and out of school.

We hold regular meetings to monitor the EHCP and SEND plans and make changes when deemed necessary. We sometimes call these meetings 'Team Around the Child' (TAC) – a meeting where the



OSSETT ACADEMY

pupil and their parents consult with team members to implement the plan developed to support them.

The SEND department work closely with the Safeguarding and Looked After Child Team in school, ensuring that the SENCo attends all appropriate PEP meetings where a Looked After Child also has a SEND need.

Listed below are some of the outside agencies with whom we work collaboratively:

Wakefield SENART

WISENDDS

WASP

Educational Psychology

Speech and Language Therapy Service

Occupational Therapy Service

Child and Adolescent Mental Health Service (CAMHS)

Barnados

Medical Health Professionals

The Virtual School for Looked After Children

Children's Social Care

Contact Details:

College Phone Number: 01924 232820

SENCo: Mrs Valerie Smith – ext: 274

Vice-Principal: Mrs S Gibbs – ext: 208

Arrangements for handling complaints:

If you have any complaints, please do not hesitate to contact the college at

Ossett Academy

Storrs Hill Road

Ossett

WF5 0DG

Alternatively, please email on:

complaints@accordmat.org

Or please call:

01924 232820