

Padgate Academy

Insall Road, Warrington WA2 0LN

Telephone: 01925 822 632

info@padgateacademy.co.uk

www.padgateacademy.co.uk



2023-2024

Padgate Academy

SEND Information report



**PADGATE
ACADEMY**



This report contains information as specified in the Special Educational Needs and Disability Regulations 2014. Further information can be found in the Academy SEND policy, and in the local offer, which can be accessed on the Warrington Borough Council Website.

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/service.page?id=C-DjME1mPS0&localofferchannel=0>

At Padgate Academy we understand that every child is an individual with their own strengths and areas of need. We also understand that some children have additional needs such as learning difficulties, communication and interaction problems, physical or sensory needs or social, emotional and mental health problems. It is the job of every member of staff in our Academy, led by the SEND team, to recognise these additional needs and support students in overcoming any barriers to the achieving their full potential.

As well as supporting students in mainstream, we also have a 14 place Designated Provision for Cognition and Learning. Places here are allocated by the local authority and are for students who have an EHC plan.

What is our Admissions Policy?

Padgate Academy's admissions arrangements are consistent with the School Admissions Code of Practice.

The admissions policy reflects the fact that the Academy is a fully inclusive school that brings together families from all backgrounds, and makes an important contribution to community cohesion. It aims to serve the whole community and is committed to bringing people together from different cultural, religious and social backgrounds.

Padgate Academy follows the procedures set down at national and local level for admitting students with or being assessed for an Education Health Care Plan (EHCP).

If your child is transferring from primary school to secondary school, to apply to Padgate Academy, you should follow the same procedures as applying for any other state funded school, through the local authority.

Mid-year admissions

If your child currently attends secondary school, please contact the School Admissions Department at Warrington Borough Council for a mid-year admission form. Please note that all admission enquiries and applications must be made via Warrington Borough Council and not Padgate Academy directly.

Should your child have an EHCP, then an amendment will need to be made naming Padgate Academy as the identified provision following the Local Authority Annual Review procedures.



Designated Provision

Places at the Designated Provision for Cognition and learning based at Padgate Academy are allocated by the Local Authority and not by the Academy itself. To arrange a visit to the Designated Provision please contact the Lead Teacher, Mrs Smith on jsmith@padgateacademy.co.uk or 01925 822632

How do we identify students who need additional support?

At Padgate Academy we believe that all teachers are responsible for identifying students with SEND, and in collaboration with the SENCO, will ensure that those students requiring different and/or additional support are identified at an early stage. The class/subject teacher's responsibilities in identifying special educational needs include observation, monitoring, assessment, and evaluation.

Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Identification strategies used include:

- Observation
- Teacher assessment
- Discussions with parents
- Discussions with students
- Results of standardised tests e.g. CATs, reading tests, KS2 SAT's, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school.
- Reports from other professionals

Parents or carers are encouraged to pass on information and concerns about their child's health and background by contacting the Academy on 01925 822632 and speaking to their child's Pastoral Leader or the SENCO, Mrs Bretherton. (kbretherton@padgateacademy.co.uk)

- Year 7: Miss Parkinson
- Year 8: Miss Johnson
- Year 9: Mrs Mills
- Years 10: Miss Daly
- Year 11: Miss Balmer and Mr Vickery

They can also be contacted by email at info@padgateacademy.co.uk



How does Padgate Academy adapt the curriculum and learning environment for every student?

We do not believe that having an additional need means that a student cannot access a full and enriching curriculum.

At Key Stage 3 (years 7-9), all students are given a wide, knowledge-rich curriculum to embed the foundations of well-rounded education and are generally taught in mixed ability groupings. This is in line with current educational thinking, identified within the EEF, where it identifies that setting has a negative impact of -3months progress on students who are lower ability and negligible impact on other ability groupings. Additionally, mixed ability provides wider opportunities for all students to access a challenging curriculum and acquire broader personal development in the form of working with a diverse range of people of all abilities.

In KS3, some of our more vulnerable students are taught within a smaller 'nurture' group that allows the teacher to give greater support during this phase in their education. This group is not fixed, and students can be moved in or out at any point in the year. This decision will be made in consultation with teachers, parents, and students.

At Key Stage 4 (years 10-11) all students take English Language, English Literature, Maths and Science GCSEs as well as a variety of other subjects leading to Level 1 & 2 Qualifications.

On occasion, a student's EHC Plan might suggest a reduction in curriculum subjects taken. In these instances, the SENCO will consult with parents, students, and teachers to ensure that this is in the best interest of the child.

Our learning environments aim to be pleasant and welcoming for all of our students. We try to diminish sensory overload and we make sure students with SEND are in an appropriate place in the classroom for their needs. For example, a child with a hearing impairment might need to sit at the front of the class while a child with high anxiety might prefer to sit next to a wall etc.

How do we support our SEND students in the classroom?

At the Academy, we are committed to the statement that 'every teacher is a teacher of SEND' with quality first teaching for all of our students. Staff are trained in evidence-led practices that assist students with additional needs. Resources are adapted to accommodate students who need, for example, coloured paper or a large font, while staff use the student passports to ensure that barriers to learning are lifted.



Teaching Assistants are often used within a classroom to support students with additional needs.

What extra support is available to students who have additional needs?

There are a number of intervention programmes to support students who have additional needs. Where possible, these will take place during tutor time and any interventions that take place during curriculum time are arranged to ensure that students miss as few lessons as possible. We do not believe in students missing their break and lunchtimes to complete intervention activities as these are the times when they can socialise and reduce sensory and cognitive overload.

Padgate Academy endeavours to put in place whatever resources are necessary to enable students to participate and achieve, regardless of their personal challenges. This includes the following:

- Physical access, within the constraints of the building.
- Technical features to support e.g. visual/ hearing impairments
- Suitably supported environments for all activities: teaching and learning; social; dining; physical exercise, changing and personal hygiene.

Interventions currently offered include the following:

- Lexonik (reading intervention)
- Fresh Start Phonics
- IDL
- SALT

Access Arrangements for Exams

Students with SEND may need special arrangements to ensure access to public examinations. Students may need to be assessed and their needs identified as follows:

- Students who may need access arrangements will be identified at the start of each academic year through an identified process.
- Following collation of evidence from staff around barriers to learning, required support and adjustments and student's normal way of working,
- Appropriate investigations and assessments using Academy resources will be used to screen students before outside assessment from a Specialist Teacher is sought.
- The SENCo will liaise with the exams officer to ensure that necessary applications to the JCQ are made and Access Arrangements are put in place.



How does Padgate Academy enable students with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?

The Academy has a policy of inclusion, and all students with SEND are expected to have equal opportunities to participate in all curriculum areas. This involves adapting the curriculum if needed to allow for participation.

Our mixed ability groupings at Key Stage 3 ensure that students with and without SEN are taught together for the majority of the time. All students are encouraged to sign up for lunchtime and after school activities through our CAS (Community, Activity, Society) programme which offers a variety of opportunities for students to explore different interests

Physical activities are encouraged for all, with suitable risk assessments being undertaken to ensure that both individuals and groups are safe.

Students with SEND are included in all trips and residential following appropriate risk assessments to ensure safety is maintained. As part of this inclusive policy, any incidents of discrimination on the grounds of SEND are dealt with very seriously, as are any complaints of bullying. Please see the anti-bullying policy for further information.

What support is available for improving the emotional, mental, and social development of students with SEN?

The Academy has a strong system of Pastoral Care and support. Students have the support of their form teacher and Pastoral Lead and may also be allocated a key worker within the Academy should additional support be required. Systems and policies are in place for the administration of medicines and care plans are in place where appropriate. The Academy has additional policies for Behaviour and Safety and Safeguarding to ensure that all students are kept safe.

These can also be found on the Academy website.

What specialist services and expertise are available at or accessed by Padgate Academy?

We have strong links with external services and regularly hold and participate in multiagency meetings involving social care, family support and health agencies. A variety of agencies come into the Academy to complete work with students which include the following:

- School Health Advisor
- Educational psychologist
- Specialist teachers for hearing and visual impairments
- Speech and language therapists
- Occupational therapists



- ADHD and ASD specialist nurses
- CAMHS
- Early Help and Family Outreach workers
- Social care
- Youth Services
- MHST
- Support for the family is very important and we use the Early Help Framework to access a range of services to support students and their families.

We are happy to signpost parents to other support services for example

- ADDvanced Solutions <https://www.addvancedsolutions.co.uk/whats-on/whats-on-in-warrington.html>
- Warrington SEND Information Advice and support Services (SENDIASS) https://warrington.fsd.org.uk/kb5/warrington/directory/advice.page?id=k1F7ED_nvYg&&=

What training have staff received to support students with SEND?

All teaching and support staff receive regular Continuous Professional Development to inform them of strategies to support Students with additional needs. Teaching Assistants have also had access to a range of external training opportunities.

We work very closely with external agencies and staff carry out programmes of work (for example from the speech and language team). Referrals are regularly made to the Educational psychologist, the Child Development Centre, the Youth Services and other outside agencies to request further advice and guidance if needed.

How does Padgate Academy prepare and support student with transition?

Transition from Key Stage 2 to Key Stage 3 of those students with additional needs begins as early as possible. The SENCo attends Annual Reviews, Child in Need meetings and Early Help meetings where appropriate during the year prior to transition. Students are visited in their own settings and are offered additional transition visits. Early links with parents/carers is encouraged to ensure successful transition.

Representatives from post 16 education providers attend the Annual reviews for Year 11 students to support and discuss post 16 pathways. The Academy then plans a series of transition events (such as additional visits and taster sessions) to ensure successful transition.



Pupil Passports and any additional information (for example Access arrangements) are shared prior to starting at college.

How accessible is Padgate Academy?

At Padgate Academy we are committed to ensuring that all students can access the building and we have action taken to respond to their diverse learning needs. Students have access to all parts of the Academy. The majority of the Academy building is situated at ground floor level. There is a lift available in a two-storey teaching block. A wheelchair ramp is available. The environment has been adapted for a visually impaired student, and there are handrails fitted on steps and stairways. There is some disabled toilet access, and the changing rooms are at ground floor level. Should specialist equipment be needed, a key worker will be allocated to ensure this is available and accessible.

How are students with Special Education Needs consulted and involved?

Student voice is very important at Padgate Academy. Students have an input into their Passports for Success, which all staff have access to and are expected to engage with. These contain details of barriers to learning, as well as strategies for support. All students attend their annual review meetings and are able to access the SEND support base (The Hub) at any time to discuss any concerns with the SENCo or members of our support staff.

How are parents of students with SEND consulted and involved?

Parents and carers receive two reports during the year: these feature attendance, attitude to learning and clear assessment information.

We encourage our parents & carers to discuss the progress of their children at these times. The SENCO reviews all assessment data of SEND students to monitor progress and amend levels of support if needed.

For students with an Educational Health Care Plan there will be a statutory Annual review meeting where appropriate, at which the EHCP will be formally reviewed. A representative from the local authority may attend this review. The provision for individual students is overseen by the SENCo who will identify appropriate provisions and interventions according to need. This will be reviewed on a regular basis. Provisions are tracked and monitored to ensure their effectiveness.

Parents and carers will also be involved in the following ways:

- Be informed when there is a concern about their child's needs and be encouraged to contribute to the assessment of their needs by attending review meetings and supporting targets set.
- Be supported in understanding the roles of other professionals.



- Be informed about the Parent Partnership Service when their child's needs are identified.

The SENCo attends all Parents Evenings and is contactable by phone or email at any point during the academic year.

We also hold regular parent/carers events to share information around how students are supported and invite visitors from other agencies to speak about their services.

How does Padgate Academy evaluate the effectiveness of SEND provision?

The effectiveness of the provision for students with SEND is evaluated as part of the whole school analysis of assessment data. The SENCo attends review meetings alongside other Heads of Department to analyse data and plan for future intervention. The effectiveness of provisions is also tracked and monitored.

How are resources allocated and matched to students' special educational needs?

The Local Authority calculates and provides the funding for schools to meet the needs of all children with special educational needs. This is calculated using information about students' prior attainment and the socio-economic make up of our school cohort. We then allocate support according to need. If your child has an Education, Health & Care Plan we will ensure the provision specified within it is provided

How do I make a complaint?

Should you have any complaints around the provision offered to SEND students, please follow the academy complaints procedures outlined in the complaints policy on our website.

Contact details for the SENCO: Mrs K Bretherton 01925 822632 or info@padgateacademy.co.uk

Further support and information

Useful websites

www.warringtonsendiass.co.uk (formerly Warrington Parent partnership)

Information, advice, & support service for parents, carers and young people with SEND in early education settings, schools & colleges.

www.bdadyslexia.org.uk

Offers advice, information and help to families, professionals and dyslexic individuals.

www.autism.org.uk



Autism advice, support & services

www.adhdfoundation.org.uk

ADHD advice, support & services