



# **Winifred Holtby Academy Offer for Pupils with Special Educational Needs and/or Disabilities**

**As at September, 2022**

Below is a brief guide for parents of pupils with Special Educational Needs and/or Disabilities

## **Introduction and purpose of the booklet**

This booklet is designed to welcome parents and pupils to Winifred Holtby Academy and explain how pupils with special educational needs and/or disabilities are supported. It is not a policy document but rather a statement of what we as an academy believe in and practise on a daily basis.

## Ethos of the academy

### An Academy at the Heart of the Community

As an academy we strive to bring out the best in our pupils as every child matters, regardless of academic or physical difficulties. We are determined that no child should be left behind as we provide a learning culture in which all pupils can flourish and achieve their potential.

### How the academy will meet your child's special educational needs

#### Transition

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. We continue to work alongside our primary colleagues to ensure that the information needed is shared and any students needing enhanced transition will receive it.

#### **Winifred Holtby Academy – Typical Arrangements**

We have faculty TAs in the core subjects that provide targeted support/intervention for our pupils with SEND. Further to this, we have TAs that focus on KS4 to support in the foundation/examination subjects. In September, 2021, we have re-purposed our TA provision and now have TAs supporting students, providing interventions based on the four broad areas of need.

The Core subjects also have Faculty Intervention Officers/YIPYAP students that provide interventions based on all pupils' needs.

In addition to this, Winifred Holtby Academy have several waves of supported provision.

Our Supported Sets (1 x Y11, 2 x Y10, 2 x Y9, 1 x Y8, 1 x Y7) have a dedicated TA team working with them, and carefully selected tutors. This is to ensure that learning needs are supported effectively, and that all staff working with these students develop a greater understanding of need. Many students within these group require a more nurturing approach, and the dedicated team of TAs allow us to provide this. Students follow the mainstream curriculum, but it is adapted and modified as required by teaching staff, to meet the student's learning need.

In September, 2021, we implemented a new curriculum model for students identified as working within a Level 1 outcome, that would not ordinarily be part of the KS4 Hub (as detailed below). This group (Futures Group) is a bespoke intervention for targeted pupils, working on Functional Skills in English and Maths. Students either complete their pre-existing option choices, or join the new ones. In the last academic year, Futures Group completed outcomes in Art and Food. This year, we are completing work in Business Studies and Geography. This group have a dedicated TA to support them, and have daily intervention with the SEND team.

Our KS3 Hub is a nurture group that supports pupils working significantly below nationally expected outcomes at KS2. The intervention helps pupils accelerate their learning and close the gap between KS3 national outcomes. The KS3 Hub classes are smaller, and the same teacher delivers several subjects. Pupils receive additional lessons of English per week. It is overseen by our Deputy SEND Coordinator, as well as the SEND Coordinator and is supported by TAs, again providing targeted support (in-class and as intervention). Currently, the KS3 Hub students work on a different curriculum model to the mainstream cohort, focused on a Y3 national curriculum and modified accordingly. It is expected that if students access this, they are likely to move on to the KS4 Hub, where students complete functional skills at Entry Level.

**Please note – students still follow a broad and balanced curriculum in this area.**

In addition to the original KS3 Hub, we are piloting a new class for students that require a substantially smaller provision, with a staff team that know them well and deliver a range of subjects. Students follow the main curriculum, appropriately adapted. Winifred Holtby Academy have introduced this group with the support of the Local Authority, to provide community schooling for students requiring additionality above and beyond what is ordinarily available.

The Hub is our KS4 provision for targeted pupils with significant additional needs. This has been previously run in conjunction with our co-located special school, Tweendykes, but now is solely populated with our students. As with the KS3 Hub, the curriculum and planned interventions help pupils to narrow the gaps in their learning, but also develop their independent living skills.

**Please note – students still follow a broad and balanced curriculum in this area.**

Winifred Holtby Academy have an on-site facility, called The Link, which provides intervention and inclusion services, e.g. 8 week reintegration programme for students struggling to attend. This provides targeted, robust support for students demonstrating difficulties with Emotionally Based School Avoidance, to support them to reintegrate back into the academy. Please note, this is a time-limited intervention and not intended as a full-time placement, ongoing placement.

TAs support pupils with SEND in class, across break and lunchtime. We have split lunches so half the academy population eat at a different time to the other. This means that lunchtimes at our academy are not as busy as would be expected in an academy of our size.

All pupils are supported by the different Year Teams, made up of the Head of Year and Assistant Head of Year.

As necessary, the academy liaises with our co-located academy, Tweendykes, to develop our partnership, expertise and share resources.

### **Transition arrangements**

We work very closely with our primary schools on a variety of activities throughout the year, inviting them in to share our facilities and the resources that we have to offer. These links mean that new pupils may already have had time in our building, so already know what to expect.

Our Year 6 parents' open evening in September gives prospective parents and pupils the opportunity to look around and see what the academy has to offer. The SEND Coordinator is available on this evening for parents to speak to.

Winifred Holtby Academy has transition sessions in the last week in the Summer Term to help students transition successfully.

Parents/Carers can arrange visits to look around and discuss their child's needs in more detail.

If a child has been identified as needing additional transition arrangements, a personalised programme is created based on their needs. These can be visits after the academy day has finished, for example, walking around the site with a camera to make a memory booklet. Other visits could be across lunchtime, to gauge the volume level or how busy it is. These visits can be with parents/carers or organised with the academy/TAs/outside agencies e.g. Northcott Outreach.

The SEND Coordinator attends all Year 5/6 Annual Reviews they are invited to, where possible. If not, a representative attend on their behalf.

## **SEND Support at Winifred Holtby Academy**

Every teacher in the academy is responsible for every pupil that he/she teaches, as laid out in the new SEN Code of Practice. However, certain members of staff have particular duties in ensuring that the Special Needs of all pupils in the academy are met.

In our academy, the following teachers have these responsibilities:

Eleanor Wilkie – Director of Learning Support (SENDCo)

Yvonne Gardiner – SENDCo

Natalie Drury – Deputy SEND Coordinator

Sharon Crees – SEND Manager

Helen Atkinson – SEND Manager

The SEND team oversees all aspects of provision for pupils with Special Needs including identification, assessment, monitoring, classroom support, record keeping and administration.

There are a number of Inclusion and Intervention Officers (IIOs) and Teaching Assistants (TAs) employed to support a variety of pupils who have SEND. Their range of experience, skills and activities are utilised in all areas of the academy.

We believe in a team approach that includes everyone involved with the education of the pupils; governors, staff, other professionals, parents and the pupils. We understand the natural concerns of parents and would hope that you would contact us with any worries. You will receive a warm and open response.

### **Parents**

If we are to ensure that we are meeting the needs of our pupils, we need your involvement and this starts before your child begins secondary school. Please contact the SEND Team to arrange a visit. You are the experts with your child. You know them best. With your knowledge and our professional training, together we should be able to provide what is best for your child, but this will require an honest, friendly and positive approach from both sides.

Please remember:

- We want to work with you in helping your child
- We want to discuss any concerns that you may have
- We want your child to be safe, happy and successful

and, together, we can make this a reality.

## Understanding the terms relating to SEND <sup>1</sup>

**Monitoring** – This is sometimes called Cause for Concern (C4C). Concerns have been expressed about the level of progress being made. Your child's name will be included on the C4C monitoring list and progress will be carefully monitored. Staff will be given advice on strategies which may help your child. If necessary (and where possible), the SEND team will provide support in lessons.

**School Support (K)** – Your child will have a Pen Portrait/Provision Map Plan, may receive in-class support and may be taken out of one or two lessons for extra help in areas where they are having problems. The SEND team will also ask for advice from an outside agency if deemed appropriate.

**Education, Health and Care Plans (E)** - The support and special considerations your child needs are protected by law if they have an Education, Health and Care Plan. A Pen Portrait/Provision Map Plan will be written taking account of the needs and recommendations in the EHCP. A formal review of progress and the provision made takes place every year, this is a legal requirement. Progress and provision made are checked against the EHCP and if appropriate the local authority is asked to amend the EHCP to take account of changes in the child's needs. All people who are involved with the pupil are invited to contribute in writing or in person. New targets for the next year are set at the review and are used in the Pen Portrait/Provision Map Plan for the following year.

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<sup>1</sup> The SEN reforms in place since September, 2014 mean that the system for recording this information has changed. School Action and School Action Plus have been combined into the new SEN Support or School Support (K). However, schools/academies are still expected to use the graduated response based on the Assess Plan, Do Review (APDR) cycle.)

# **Academy Information**

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**Director of Learning Support (SENDCO):**

**Eleanor Wilkie**

**SENDCo: Yvonne Gardiner**

**Deputy SENDCo: Natalie Drury**

**SEND Manager: Sharon Crees**

For any further advice or information please contact the SEND team on telephone number: 01482 826207 ext. 6037