Aspire - Collaborate - Explore

'Together we learn – United we achieve'

SEND Information Report 2026-27

TOWNVILLE ACADEMY

Head teacher: Caroline Burden

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Review date: September 2027

Our vision

At Townville Academy we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future.

Introduction

Townville Academy is a mainstream school, which is committed to the whole school inclusion of students with special educational needs and disability and aims to provide a learning environment that is flexible enough to meet the needs of all members of our school community.

This information is part of, and supports, Wakefield Local Authority's Local Offer

Aims

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows for all children to develop their skills and abilities to their full potential.

Through our quality-first teaching, planning and provision we:

- *Ensure our children feel safe, secure and cared for*
- *Ensure all children are able to access every aspect of our broad and balanced curriculum which is appropriately designed and adapted to enable children to succeed*
- *Enable children to become confident, determined, resilient and independent learners*
- *Ensure that all children achieve in line with their national peers, or better*
- *Foster children's self-esteem and help them build positive relationships with other people*
- *Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others*
- *Help children to develop independence and skills to support them throughout life*
- *Show respect for all cultures and, in so doing, to promote positive attitudes towards other people*
- *Enable children to understand their community and help them feel valued as part of this community*
- *Help children grow into reliable, independent and positive citizens*
- *Provide a learning environment which is flexible enough to meet the needs of all members of our school community*

We recognise that there are occasions where children may encounter additional challenges or difficulties as they learn and may therefore require additional support or adaptations to provision to reach their goals.

What does Quality First Teaching look like at Townville Academy?

At Townville Academy, Quality First Teaching is the foundation of our inclusive approach and is available to all pupils. Our teaching is designed to ensure that every child can access, participate in and succeed within our ambitious curriculum. Staff work collaboratively to remove barriers to learning and provide a flexible, nurturing environment where all children can thrive.

Quality First Teaching at Townville Academy includes:

- *High expectations and aspirations for every child regardless of starting point or additional need.*
- *A broad, balanced and ambitious curriculum that is adapted and differentiated to meet the needs of all learners.*
- *Clear learning objectives and success criteria which support pupils to understand what they are learning and how to be successful.*

- *Carefully planned lessons which build on prior knowledge and provide opportunities for repetition, practice and retrieval.*
- *High-quality modelling and explicit instruction to support understanding and independence.*
- *Use of visual aids, concrete resources, scaffolds and adult support to enhance learning and accessibility.*
- *Adapted teaching approaches to meet individual needs, including adjustments to tasks, resources, communication and the learning environment.*
- *Regular assessment for learning to identify misconceptions quickly and adapt teaching accordingly.*
- *A strong emphasis on communication, language development, reading, writing and mathematics as key foundations for future success.*
- *Well-established classroom routines that promote confidence, engagement, independence and positive behaviour.*
- *Inclusive classroom environments where children feel safe, valued, respected and able to participate fully in school life.*
- *Close collaboration between class teachers, teaching assistants, the SENDCo and families to ensure that support is responsive to individual needs.*
- *Early identification of emerging needs through ongoing monitoring of progress, attainment and wellbeing.*
- *Reasonable adjustments and targeted support where required to enable pupils with SEND to achieve their full potential.*
- *A nurturing approach that promotes self-esteem, resilience, independence and positive relationships.*

What does Special Educational Needs mean?

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority*
- *are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them*

Types of SEND

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Mental & Emotional Health*
- *Sensory and/or Physical development.*

All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 SEND CoP)

How does school know if children need extra help?

- *When children appear to struggle or seek additional support*
- *When concerns are shared by parents/carers*

- *When concerns are raised by teachers*
- *If the child is making limited progress*
- *If there are sudden changes in the child's behaviour*
- *All children are monitored carefully by teachers and the senior leadership team in pupil progress meetings and informal discussions about progress and attainment*

What should I do if I think my child may have special educational needs?
You should speak to your child's class teacher in the first instance. They will know the most about your child's progress and needs and will be able to advise you of the next steps we will take to further ensure we meet your child's needs appropriately. Your child's class teacher will then discuss the concerns you have raised with the SENDCo who will ensure your child is monitored closely and that any required adjustments of differentiation is facilitated. If your child's needs are not met through out initial response the class teacher and/or SENDCo will seek to meet with you to plan the appropriate nest steps.

The school SENDCo is:

Mrs Jenna Constable
Email: jconstable@townville.wakefield.sch.uk
Townville Academy
Poplar Avenue
Castleford
WF10 3QJ
Tel: 01977554185

The SEND Governor is:
Claire Addy

What is the graduated response to SEND?

The school uses the following graduated approach to respond to children's special educational needs. This is in addition to our Enhanced Universal Offer:

1. Expression of Concern
Where a pupils' attainment or progress is a cause for concern, teachers will share their concerns with the child's parents and the SENDCo. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's provision mapping process). Their progress will be closely monitored.

2. Additional provision and Adaptations
Where there is concern that 'everyday' quality first teaching is not enough to support a child's needs, discussions will be held between relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required, specific learning targets and interventions (in addition to adapted teaching in class) are drawn up. The provision is recorded by the class teacher through a Supporting Me To Learn Plan and notified to the SENDCO for recording on the school's provision map, the child's progress is closely monitored.

3. 'Supporting me to learn' and 'My Support' plans

If, despite receiving differentiated learning opportunities a child:
- *makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;*

- *shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;*
- *presents persistent social, emotional or mental health difficulties, which are not met by the pastoral and behavioural management techniques usually employed in the school;*
- *has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment;*
- *has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum;*
- *there is often the need for greater involvement of external agencies e.g. Speech and Language therapists and Educational Psychologists.*

Pupils may need a more individual intervention programme and these will be recorded in a Supporting Me to Learn Plan or a My Support Plan. This will be discussed with parents, SENDCo and class teacher.

4. External Agency Involvement

When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Supporting Me to Learn Plan or My Support Plan and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this. The SENDCo will liaise with the educational psychologist or relevant professional, making sure that appropriate advice and support is given to both parents and colleagues.

The SENDCo, class teacher, and external specialists, will consider a range of different teaching approaches and appropriate equipment or teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Supporting Me to Learn Plan or My Support Plan continues to be the responsibility of the class teacher.

Provision within additional learning plans will be regularly reviewed and remain in place for as long as it is deemed required. Supporting Me to Learn Plans are reviewed and updated each half term. Where children have been subject to a number of Supporting Me to Learn Plans a My Support Plan may be started. My Support Plans detail the history of support and external agencies involved with a child. My Support Plans aim to look further into the future to the end of the child's current Key Stage and teachers, parents and the school SENDCo will seek to plan a route to the attainment of these targets. My Support Plans are reviewed half termly.

5. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to the Local Authority, detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.
The Senior Leadership Team hold termly pupil progress meetings to discuss the assessment of all children and identify children who are not making expected progress. The SENDCo also holds half termly reviews where Supporting Me to Learn, My Support plans and provision for pupils with SEND is considered, reviewed and new plans are drawn up.

6. Launchpad Provision

We are fortunate at Townville Academy to have a specialist resource base within school- The Launchpad. The Launchpad is for children whose SEND is so severe that they are unable to access even a significantly adapted mainstream curriculum and environment. Typically, this includes:

- *Children who have an EHCP.*
- *Children who have severe SEND (e.g. children who do not yet have an EHCP but will likely have one in the not-too-distant future).*

The prime need of children who access the Launchpad currently is mostly SLCN.

Our Launchpad curriculum is designed to be meaningful and relevant. It is highly personalised and creative and is led by outcomes, carefully crafted in conjunction with external professionals and experts, that will make a difference to our children. The children have SEND including SLCN, MLD, ASC (both diagnosed and some children awaiting assessment with a likely outcome of a diagnosis). Children are typically pre-verbal or at the earliest stages of language development. As well as a very high level of support for their learning, they typically need support for safety, sensory regulation, emotional regulation, intimate care and personal care (e.g. support with eating / drinking).

Our curriculum provision is adapted to focus on communication and interaction. However, a broad curriculum entitlement is maintained for all who are able to access it, as children are also supported to participate in carefully planned mainstream classes with peers. The curriculum is clearly linked to ambitious assessment outcomes and ensures that provision within individual EHCPs is provided.

How will school staff support my child?

- *Staff will monitor your child closely to understand their difficulties*
- *Teaching will be adapted to suit your child's individual needs*
- *Your child may receive additional support in class from the teacher or a learning support assistant*
- *Targeted support may be provided through specific interventions in small groups or if necessary 1:1*
- *Supporting Me to Learn Plans (SMTLP) or My Support Plans (MSPs) may be provided to set targets for your child and to state what strategies will be used at school to support them to reach their targets*
- *School will meet with parents/carers to discuss their child's SMTLP or MSP*
- *School will, with parents/carers permission, contact outside agencies for further guidance on how best to support your child. This information will be included on the child's SMTLP or MSP.*

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

- *All children receive 'Quality First Teaching', and a range of teaching and learning styles are used*
- *All lessons offer the appropriate challenge and support to enable your child to progress*
- *Assessment of your child's abilities will be used to identify the next steps in their learning*
- *Your child's class teacher will plan work adapted for your child to do as part of the whole class teaching and learning, in small groups or for them to do individually*
- *Your child may access an intervention group such as 'ELSA' or 'Fast Track Phonics'*
- *Learning support assistants may be allocated to work with your child either 1:1 or in a small group*
- *Your child may receive pre-teach sessions to ensure progress is maximised*
- *If your child has a SMTLP, MSP or EHCP, this will state specific targets that your child will work towards according to their area of need. The progress towards these will be monitored closely by the class teacher and the school SENDCo*
- *If appropriate, specialist equipment may be provided for your child*

How will I know how my child is doing, and how will you help me to support my child's learning?

Parents are important to our school; we are working hard to develop a school which holds the community at its heart, parents are always welcome to visit our school.

- *You will be able to discuss your child's progress at termly meetings and at parents' evenings*

- *You will receive a written annual report detailing your child's progress and achievements*
- *If you have any concerns, you may make an additional appointment to speak to you child's class teacher*
- *Your child's targets will be shared with you through their individual plans*
- *The class teacher may suggest ways of how you can support your child at home and share with you strategies that work well in school*

We also maintain contact with parents in the following ways:
- *curriculum overviews*
- *newsletters*
- *our school app*
- *parent assemblies/events*
- *new starter meetings for parents of Nursery and Reception staff*

Parents of children with SEND can contact the class teacher or SENDCO at any time to discuss progress and we hold an open door policy to encourage this

What support will there be for my child's overall well-being?
- *All staff are caring and supportive.*
- *All children are supported socially and pastorally by a staff who know them well*
- *There are a wide range of activities within school, within the community and further afield, to support children's social and emotional development including educational visits, visitors to school and events with other local schools*
- *School has a Behaviour and Anti-bullying Policy which is adhered to by all staff*
- *Staff have high expectations of children's learning and behaviour, this is supported by parents/carers*
- *Attendance and punctuality are closely monitored and good attendance is celebrated*
- *Where a child has a specific medical need, the school nurse can provide staff with the relevant training*
- *Specific staff are trained in paediatric first aid*
- *The school offers a variety of pastoral support, the class teacher and class support staff work hard to build strong, trusting bonds with each child.*
- *All children have opportunities to talk to members of staff including the Headteacher, SENDCo and Welfare Officer.*
- *The school has a strong PSHE & RSE curriculum.*
- *Interventions, such as nurture groups or Lego therapy are offered to children as is required.*

What levels of expertise and training is available to staff in school to support children with SEND:
Townville Academy employs trained staff to educate and care for all children
- *Mrs Burden, our Headteacher has completed the National SENDCo accreditation award.*
- *Staff receive regular training in supporting children with SEND from a range of providers. Where the need for specific training, such as speech and language, physical difficulties or Autism is identified, this is arranged for staff.*
- *Our welfare officer Mrs Booth is a trained Emotional Literacy Support Assistant (ELSA).*
- *Staff access a range of training opportunities throughout the year in key areas of the curriculum and also in identifying and supporting children with specific difficulties*
- *Staff who lead intervention groups receive appropriate training to do so*
- *Staff have access to 'Positive Handing' training when necessary*
- *Most staff are EpiPen and asthma trained*
- *Specific medical issues are addressed as they arise*

What specialist services and expertise are available at or accessed by the school?
Townville Academy has access to a wide range of outside agencies that are available to offer consultancy and support, these are:

- *Team Around the School*
- *Future in Mind*
- *Child and Adult Mental Health Services (CAMHS)*
- *Communication, Interaction and Access Team (WISENDSS)*
- *Educational Psychology Service (EPS)*
- *Education Welfare Officers*
- *Occupational Therapists*
- *Speech and Language Therapists (SALT)*
- *School Nursing Team*
- *Sensory Impairment Team (Hearing and Visual)*
- *Social Services*

What services are available for parents/carers?

- *All the services above are available to support parents/carers*
- *Parents/carers can also access support from Wesail following the link: http://www.barnardos.org.uk/wesail-wakefield.htm*
- *Wakefield Local Offer website can be accessed here http://wakefield.mylocaloffer.org/Home*

How are the School's resources allocated and matched to children's SEND?

- *The SEND budget is allocated each financial year*
- *The money is used to provide additional support or resources for all children who have been identified as having SEND*
- *Through 'Provision Mapping', the SENDCo can plan how and where to apply the additional support e.g. with groups of children participating in specific interventions, staff training, the deployment of staff to work with individual children as required or on specialist equipment*
- *The school may receive additional funding called 'Top Up' for children who have an Education Health Care Plan (EHCP), agreed through the EHC Panel for high-cost pupils, commensurate with their level of need. This will be used to support the child named in the EHCP and reviewed annually.*

How is the decision made about what type and how much support my child will receive?

- *The decision about how best to support your child is based on the needs of your child*
- *Decisions are made in consultation with the class teacher, SENDCo and Headteacher alongside parents and carers*
- *After discussing your child's specific needs with you, the class teacher may take the decision to provide additional support if your child is not making the expected progress in any particular area*
- *Decisions are made based on assessment and monitoring activities which highlight the areas in which your child may need additional support*
- *If your child's teacher decides that your child needs specialised help or targeted support this will be discussed with the SENDCo who will determine if specialist advice is needed*
- *Guidance may be sought from outside agencies regarding the type of support provided for your child*
- *The outcomes of all targeted support are closely monitored and reviewed*

How accessible is the school environment?

- *We are happy to discuss individual access requirements*
- *A ramp at the front of the school makes the building accessible to all*
- *Carpeted classrooms to aid hearing impaired pupils learning.*
- *Exterior lighting to improve evening access.*
- *Routes to the main entrance are clearly signed and free from obstructions.*
- *Disabled Toilet, complete with winch and changing bed.*
- *We have a clearly detailed accessibility plan*

What are the admission arrangements for disabled pupils?

- *The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental*

impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

- *The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility.*
- *It is the Governors' Policy to accommodate pupils with disabilities should parents wish.*
- *Steps are taken to prevent any pupils being treated less favorably than other pupils.*
- *In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorized as having Special Educational Needs.*
- *Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.*
- *The school has a number of resources available to support a range of disabilities immediately however we recognise that each child's needs are individual and will be assessed and addressed as such through collaboration with the child, parents, governors and, if applicable, additional support*

How will my child be included in activities outside the classroom including school trips?

- *We are a fully inclusive school. We always seek to work in partnership with parents to endure all children are able to safely attend all events and trips. They are encouraged to take part in all activities both within and outside the school*
- *Buses with wheelchair facilities can be booked where needed*
- *Parents are fully informed as to trips and activities open to every child*
- *Risk assessments are carried out and procedures and additional measures, including extra support, may be provided to ensure full participation by all children*
- *If it is deemed that an intensive level of 1:1 support is required, a parent/carer may be invited to accompany their child*

How will school prepare and support my child to join the school and to transfer to a new school?

- *When starting nursery, your child may receive a home visit from the nursery teacher/nursery nurse and or SENDCo if appropriate*
- *If your child attends another setting our staff may also visit them there too*
- *Discussions with any agencies that may be supporting your child will enable school to glean a deeper understanding of your child's needs*
- *There is a clear 'Transition Policy' in place which supports all transition points throughout the school*
- *Additional visits for children entering the Foundation Stage can be arranged for your child*
- *All children take part in transition week in the summer term as part of transition – Year 2 children transition to Junior School during this week (additional visits to Junior School can also be arranged for children)*
- *All children are discussed with their receiving teacher/school before the end of the summer term*
- *An additional transition meeting will be arranged for children with Special Educational Needs between the school SENDCos*
- *The Junior School SENDCo will also be invited to your child's annual review prior to transition if your child has a My Support Plan or Education, Health and Care Plan*

Who can I contact for further information?

If you would like to discuss your child's Special Educational Needs, please contact the school office on 01977 554185 to arrange a meeting with the SENDCo.

If you are considering sending your child Townville Academy, please make an appointment to arrange a visit to our school. You will have the opportunity to discuss your child's specific needs and to ask any questions relating to your child's education.

The following policies also contain additional information:

- *Special Educational Needs and Inclusion Policy*
- *Inclusion Policy*

- *Anti-bullying Policy*
- *Transition Policy*
- *Accessibility Plan*

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

Please see the separate Townville Academy Complaints policy.