

SEND Policy, School Provision and Local Offer, Including School Information Report

Wardle Academy Policy

Approved: 13/10/2017

Review: 13/10/2018

SLT Liaison: S Taylor (SENCO)



1. INTRODUCTION

This Policy complies with the statutory requirements laid out in the SEND Code of Practice (2014).

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 and 4 framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

2. SCHOOL CONTEXT

Wardle Academy is an inclusive mainstream school that welcomes all those that wish to attend. We have high aspirations for all our young people including those with SEND. Our overarching aim is to allow all the pupils to achieve their best, become confident individuals and to make the successful transition to adulthood.

Wardle Academy endeavours to ensure that every child with SEND receives the support they need. Wardle Academy has an Enhanced Resource Facility, funded by the L.A. to provide specialist opportunities for children with Physical needs. Individual and personal care is facilitated through a dedicated team, so to maximise independence and enable all pupils, where appropriate, to access a full and inclusive National Curriculum at both Key Stages 3 and 4.

The Enhanced Resource Provision is available for pupils from across the borough who have a Statement of SEND or Education and Health Care Plan (EHC). Pupils who have mobility needs or a medical condition that may require specialist facilities can take advantage of these facilities without the need for an Education and Health Care Plan or Statement. We currently have many pupils who already do so. Places are allocated through both the Local Authority SEND process and by parent choice. It is our view that all young people with SEND engage with activities of the school alongside pupils who do not have SEND.

3. WHAT IS SPECIAL EDUCATIONAL NEEDS?

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater barrier to learning than the majority of others of the same age or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught (i.e. EAL). More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website [here](#).

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan (EHC) and those who do not have a

plan, but still experience some form of special educational need. The SEND Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. For further information click [here](#).

4. WHAT TYPE OF SEND DO WE PROVIDE FOR?

The Special Education Needs (SEND) provided at Wardle include:

- **Communication and interaction** – including Speech, Language and Communication Needs (SCLN) and ASD (including Asperger’s Syndrome and Autism).
- **Cognition and learning** – including Moderate Learning Difficulties.
- **Social, emotional and mental health** difficulties – including mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs** – including vision impairment, hearing impairment or physical disabilities including Muscular Dystrophy and Cerebral Palsy.

5. VISION AND AIMS FOR SEND

All students at Wardle Academy are fully integrated academically and socially, having full access to the National Curriculum and are taught appropriately with regard to their individual needs through quality first teaching and timely intervention. To enable this to occur support and advice for all staff working with special educational needs (SEND) pupils is provided; this is to ensure quality first teaching which removes barriers to learning.

Every student deserves the appropriate level of support to ensure that they are equipped for life in and beyond school, in line with the Raising Participation agenda. Young people with a current Statement or Education Health Care Plan in year 11 will undergo a transition review collaborating with Positive Steps and the colleges/training providers to ensure a smooth transition.

We adopt a person centred approach when looking at identification and provision for students with SEND. These students are supported by a team of dedicated staff.

6. WHO ARE THE KEY STAFF?

[Wardle Academy Team](#)

SENCO Mrs S. Taylor (taylor1@wardleacademy.co.uk)

Assistant SENCO Mrs A. Winnard

Deputy Head/Designated Safeguarding Lead Mr J. Skurr

Safeguarding Officer Mrs Z. Colley

Administrator (Health and Safety Co-ordinator) Mrs L. Kowalski

Specialist Teacher Mrs C Saint (including Access Arrangement QTS + Specialist Qualifications)

Speech and Language Therapist Mrs A Varga

Teaching Assistants Ms J. Bowker, Ms V. Cain, Mrs T. Chambers, Miss N. Dacre, Mrs S. Deboeck, Miss B Grajczonek, Ms L. Harrington, Mrs K. Hoyle, Ms E. Hynes, Mrs D. John, Ms S. Johnson, Mrs C. Lee, Ms K. Lord, Mrs A. Myles, Mr R. Sankey, Mrs J. Stephenson, Ms J. Unsworth, Miss E. Wadsworth, Mr A. Williamson

The SEND department is located in B036 in the main hub of the school, equipped to support pupils of all needs including Unit Funded pupils.

Positive Steps Mr P Ferry

Home Tutoring Service Kit McGrath

RANS Team:

Mrs J. Dalton (specialist teacher for children with social and Communication difficulties including ASD)

Mrs S. Hopkins/ Mrs K Obermann/ Ms S Hunt (children with Physical Disabilities and/or Assistive Technology (PD/AT))

Mr E Bradley (hearing Impaired)

Mrs S. Wilkinson (visually impaired)

Healthy Young Minds Team (HYM)

via NHS (formerly known as CAMHS)

7. IDENTIFICATION AND ASSESSEMENT PUPILS WITH SEND

The identification and assessment of pupils with SEND begins within the Primary Schools, usually from Year 5. The Wardle Academy SENCO attends SEND Statement Review meetings or EHC plan meetings regarding any Year 5 and Year 6 pupils identified with SEND. Meeting and cross school/key stage visits between the primary schools and Wardle Academy take place to cater for the collation of information specific to individual pupil needs.

SEN (K), Statement and EHC pupils are identified through a number of routes including the e-transition process, individual liaison with the SENCO, from the primary schools, from wider agency support or by the parent/carer themselves.

A parent/carer is welcome to come and discuss specific needs with the SENCO prior to a pupil's start at Wardle Academy.

Where concerns are identified by a member of Wardle Academy staff, this may be through our tracking systems where a pupil is identified as not making the same progress as other pupils, or through a direct conversation with the SENCO. This may relate to pupils who may have difficulty following instructions or answering questions for example. When concerns are highlighted we will then put in place a period of observation and assessment. Where appropriate we may also use tests to pinpoint what is causing the difficulty.

If a parent/carer is concerned about whether their child has a Special Educational Need we will discuss their need with the parent/carer, consult with the teachers and assess them accordingly based on the need. Parent/carers are consulted over the findings and the next steps, and how we can work collaboratively to meet the need of their child. Initial concerns raised by parent/carers, class teachers and the young person are then discussed with the SENCO, followed by referrals to outside agencies if appropriate or placement on appropriate intervention programmes. Wardle Academy also runs this facility so that other pupils can benefit from the additional expertise or enhanced environment.

A range of assessments, tracking and monitoring systems are used to identify pupils with SEND, in line with the New Code of Practice. Many of the concerns can be addressed first and foremost through quality first teaching and may be identifiable where progress is:

- significantly slower than that of their peers starting from the same baseline,
- fails to match or better the child's previous rate of success,
- fails to close the attainment gap between the child and their peers,
- widens the attainment gap.

If the issues persist a collaborative approach between Wardle Academy and external agencies such as RANS, HYM, NHS, Child Care Services and Educational Psychologists would then be initiated to support the individual pupil.

8. FAQs

What are the arrangements for consulting with parent/carers of children with SEND about SEND provision and/or referrals for an Education, Health and Care Plan (EHC)?

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process for a referral for an Education, Health and Care Plan (EHC). During this process we collate information in the following ways:

- The parent/carers and pupil can see the Form Tutor/Head of Year to express a concern.
- If there is an initial concern, the pupil, in collaborative agreement, is identified and information is circulated by the Form Teacher/Head of Year and a Pupil Need (PN) information sheet is completed. Pupil Need information is distributed to all staff via SIMS/staff shared drive. The information at this stage is reviewed, monitored and updated by the Form Tutor.
- Consultation and advice from external agencies is often sought to identify a specific need and ask for recommendations on how to support the need. Parent/carers are fully involved with this process and sign the appropriate forms when a referral is made.
- Parent/carers, pupils and the school work collaboratively with wider agencies e.g. HYM, RANS, Educational Psychologist if support is recommended to reduce the barrier to learning. Usually the pupil is then registered on the SEN list (SEN New Code of Practice) at this point in time, if Wave 2/3 provision/intervention is provided.
- The SENCO and other key staff meet with parent/carers and pupils, monitor progress, record their views and the next steps are discussed.
- Parent/carers are encouraged to provide any information/resources that can be shared with staff, which will support their child and help them make progress.
- We follow Local Authority protocols for EHC.

Following a Statutory Assessment, an EHC Plan will be provided by Rochdale Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parent/carers will be involved in developing and producing the plan. Parent/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parent/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

How do we assess and review pupil progress towards outcomes (Including how we involve pupils and their parent/carers)?

As an inclusive school we assess all pupil progress towards the outcomes we have targeted for all individual pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, seating plans, differentiated work for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We use a range of assessment criteria and GCSE grades/steps to assess and monitor progress against national guidelines through consultation with class teachers, Heads of Department and the Raising Standards Team. In September 2016 Five Non-Negotiables for SEND and Disadvantaged pupils were introduced:

- All disadvantaged and SEND pupils must be clearly identified on seating plans with a clear rationale for their position based on their individual needs.

- All teachers' planners/files must contain both the data overview sheets (target and progress) and the SEND information from sims to enable tracking of progress and identified needs.
- Differentiation is logged on Schemes of Work/lesson PowerPoints/planners/files
- Marking takes place first, in more detail, using the pupil's names with a positive growth mind-set based on Reading, writing and oracy and green pen tasks.
- Intervention to fill gaps in Knowledge, Skills and Understanding is identified and ETAL strategies are integrated into lessons to support progress.

The quality of teaching is regularly reviewed on a departmental and whole school level to ensure that all pupils make progress.

In addition, the school adapts the curriculum and learning environment to reduce the barriers to learning in the following ways:

- The curriculum is differentiated to meet the needs of SEND pupils. The use of AFL, work scrutiny and professional dialogue using GPT between the teachers and pupil informs all learners on what they need to do to become independent learners, self-evaluating and to inform progress.
- All the teachers and Learning support staff are trained to make learning more accessible or more challenging through Quality First Teaching so that every child is able to learn at their level and make progress. A Skills and Qualifications audit is now conducted on an annual basis to ensure that the SEND staff are appropriately skilled to support quality first teaching.
- Pupils who have delayed literacy, receive intensive Literacy support through the use of Accelerated Reading and its co-ordination by the AHT English and Literacy within both the English curriculum and morning Pastoral sessions.
- Pupils are guided to make appropriate choices for their Key stage 4 curriculum in discussion with staff, parent/carers, AHT Curriculum and the Positive Steps Advisor.
- Act upon specific advisor recommendations and support from external agencies.

Additional support for learning that is available for pupils with SEN:

- Support from specialist teachers/support staff to facilitate access to the curriculum in class for SEND pupils.
- Teaching assistants and Mentors work with small groups and in 1:1 situation as required and recommended by professional agencies and in collaboration with the class teacher.
- Specialist homework clubs are arranged by Subject Departments and identified pupils are encouraged to attend.
- A homework club (2 x per week) is organised after school with experienced Teaching Assistants for pupils who need guidance with homework tasks.
- Additional adults are deployed in a variety of ways e.g. 1:1 Literacy sessions with Teaching assistants, 1:1 precision teaching, 1:1 mentoring, small group work and group work in class in liaison with teaching staff.
- A range of software, on the school learning platform, is available to support pupil engagement with subjects they find difficult, practice basic skills and become independent learners.
- Specialised Assistive Technology for pupils with difficulty with fine and gross motor skills e.g. personal laptop with specialised programmes, Clicker, Type to Learn.
- Regular liaison and reviews with Specialised Teachers to facilitate access for pupils with a medical condition that affects access to the curriculum i.e. RANS (Rochdale Additional Needs Service) including VI, HI, ASD and PH.
- Specialised technology/adaptations for manual and electric wheelchairs to enable access to the curriculum in mainstream classes at the academic level commensurate with ability. e.g. specialised tray, computers mounted on specialised frames for use in classrooms.
- Specialist equipment and training from Specialist teachers to facilitate access for the Visually Impaired in the classroom.

- Specialised equipment and training from Specialist Teachers to facilitate access for the Hearing impaired in the classroom.
- Personalised Timetables providing study periods, individual tuition with a specialised teacher/mentor/assistant and rest breaks for a pupil with a medical condition.

Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum:

- All pupils in school, including those with SEND have full access to activities before, during and after school. Support may need to be put in place in order to enable access to these activities.
- Regular educational and residential visits take place at Wardle Academy. Pupils with SEND are included in these activities. Additional adult support is provided or we consider other methods as far as possible to support full involvement.
- The school is an active participant in “Playground to Podium” sports activities and pupils from this Wardle Academy have represented the Rochdale Borough through this programme. Teaching Assistants manage and support this programme.
- All permanent Teaching Assistants are trained in moving and handling for personal care requirements including the use of manual and ceiling hoists.

Support that is available for improving the emotional and social development of pupils with SEN:

- Mentors and Teaching Assistants run a variety of group sessions and 1:1 session to assist pupils with their learning and social and emotional development. Examples include sessions on social and emotional skills, assertiveness, fine motor skills, building self-esteem and anger management.
- A Specialist Teacher for Social and Communication difficulties including ASD is employed by the School from Rochdale Additional Needs Service (RANS) to recommend strategies, offer advice and work with parent/carers, school and other professionals.
- A Specialised Teaching Assistant with responsibility for ASD is employed to deliver a Social Use of Language Programme (SULP) for pupils with a diagnosis of ASD, a Statement of SEN, EHC plan and/or identified by Healthy Young Minds, formally known as the Child and Adolescent Mental Health Service (CAMHS) as a beneficial support programme.
- Training strategies are in place for Teaching Assistants on aspects of social and communication difficulties including ASD is part of the annual training programme.
- Training strategies are in place to ensure training opportunities are available for all members of staff including new starters which is regularly monitored and updated.
- Environmental modifications support children who have sensory processing difficulties e.g. spacious corridors, designated quiet areas.
- There are a range of interventions available to children and young people to develop social skills and manage personal relationships e.g. promoting and appreciating hidden disabilities through SMSC and PSHE (RESPECT), befrienders.
- Bespoke transition arrangements facilitate inclusion with good role models and friendship groups grouped together with a lead adult (Teaching Assistant, Form Tutor).
- Additional support arrangements for tests and examinations when necessary for pupils with social and communication difficulties including ASD e.g. scribes /prompters /rest breaks.
- Positive behaviour support plans set up and reviewed in collaboration with parents, a named member of staff available within the SEN/Pastoral/Behaviour Teams and when necessary in collaboration with wider agencies.

Information about extra support and how expertise, training of staff and services in relation to a CYP with SEN and about how specialist expertise is secured.

- Support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs.
- Support from local authority services for example the Educational Psychology Service, Sensory Impairment Team, the ASD Team and the Physical Disability /Assistive Technology Team.
- Speech and Language Therapy in terms of advice on strategies and programmes for individual children.
- Occupational Therapy provides support for pupils who need assessment for special seating or give advice on how pupils with a physical difficulty can be aided in school.
- Physiotherapy sessions take place in school. The Physiotherapist works directly with individually identified pupils and offers advice on equipment to use in school and individual programmes to be delivered in school.
- Regular medical consultations are arranged for individual pupils in school with parent/carers the Doctor and Nurse.
- Regular visits, consultations and reviews with relevant school staff, parents and Healthy Young Minds Service, formally the CAMHS for pupils with medical, social and emotional and behavioural needs.
- In collaboration, the pupil's progress is reviewed and actions agreed with each pupil in terms of what they will need to do to make more effective learning easier, thus enabling set targets for the pupils to be achieved. The pupil parent/carer and relevant professionals are included in these discussions.

Information about how equipment and facilities to support CYP with SEN is secured.

- Wardle Academy opened a new building in January 2014. There are some extra facilities yet to be completed. This will include a swimming pool. Due to the history of the Unit provision for children with physical needs, the school has extra facilities to provide for personal care needs e.g. specialised toilets, washing facilities, physiotherapy room.
- The physical environment as regards lighting, signage, physical access and fixtures and fittings provides excellent facilities for all pupils e.g. Lighting is consistent, controllable, two lifts, cloakrooms bathrooms and communal areas provides appropriate independent access.
- A wide range of specialised equipment and facilities facilitate access for all are available in throughout the school e.g. adjustable height tables, supported seating, interactive CTOUCH boards.
- Designated furniture arrangements and specialised equipment in areas such as PE, Science and Technology for pupils with fine or gross motor skills.
- Regular meeting to evaluate and discuss support with the young person, parent/carer's and appropriate professionals/staff as necessary.
- More Specialised equipment/care.
- In collaboration and with regular meetings with Occupational Therapists, Physiotherapists, Children's Hospital, Rochdale Additional Needs Service equipment or specialised support is provided or recommended.
- The SEN Staff at Wardle Academy are fully trained in the use of the equipment or the support programme. A Moving and Handling/Health Care Plan is written and agreed by the professionals involved.

Specialist facilities:

Adaptions to the building – these are above the DDA compliant guidelines, with additional specialised facilities for children with personal care/mobility needs include:

- Specialised access toilets with hoist tracking systems,
 - Changing beds,
 - Washing and drying facilities,
 - Physiotherapy /rest room,
 - Small kitchen area.=
- (ref to Carillion Facilities Management Team for specific details).

How do we monitor and evaluate the effectiveness of our provision?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parent/carers and pupils throughout the year.

SEND provision and interventions are recorded on individual provision maps, which are updated when the intervention is changed. This includes Wave 2 provision, Statements and EHC Plans.

At SEND (K)/Wave 2/3 reviews with the parent, pupil, SENCO and wider agencies take place as appropriate and future support plans are implemented to support progress. A cycle of consultation meetings, target setting and reviews takes place with individual pupils in collaboration with appropriate professions e.g. the Educational Psychologist. These actions are now being assessed directly against outcomes for EHC and K pupils.

These procedures are monitored and evaluated termly by the SENCO and the Deputy Head and information is fed back to the Senior Team, Governing Body, staff and parent/carers. This helps to identify whether provision is effective.

How does the additional funding work?

The school receives funding for all pupils with SEND, so that the appropriate provision can be put in place for individual need (including equipment). If a pupil's Education Health Care Plan (EHC) identifies something that is significantly different to what is usually available, there will be additional top up funding from the Local Authority. Parent/carers will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

9. COMPLAINTS PROCEDURES

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO (Mrs S Taylor) in the first instance, followed by the Deputy Head teacher (Mr J Skurr) and then Head teacher (Mrs C Fisher), who will be able to advise on formal procedures for complaint. If the matter is still not resolved the complaint must be placed in writing to the Chair of Governors, Mrs C Drysdale.

If the concern is with the Local Authority. The point of contact is Mrs C. Campbell, Wardle Academy's SEN Officer. The Local Authority has a panel of senior managers who consider unresolved issues. This is called the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with. The SENDiass (Special Education Needs and Disability Information, Advice and Support Service provides independent information and advice for Rochdale parent/carers and children and young people aged up to 25.

Email: sendiass.rochdale@family-action.org.uk

Telephone: 01706 515741

Address: FAMILY ACTION SENDiass, Unique Enterprise centre, Belfield Road, Rochdale, OL16 2UP

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children.

A child centred approach for SEND supports the Education and Health Care planning process. To provide holistic support, Wardle Academy works with a range of professionals these include: Health Professionals, Educational Psychologist Service, Speech and Language, Educational Welfare Service, Social Services, Parent Partnership, Barnardo’s, Early Help in Schools, Children with Disabilities Team, Safeguarding Team, Police, Community Support, Rochdale Local Authority, School Health Practitioner, Rochdale Additional Needs Service.

- A team of professionals employed by Wardle Academy are trained to deliver, follow and often lead the CAF (Common Assessment Framework) process to work with many of the professionals named above.
- Collaborative Support for Care for Children (C4C) includes SEND, pastoral systems in school and wider agencies.
- The EAL co-ordinator employed by school liaises with the SEN department to identify needs and intervention requirements for EAL students in relation to their SEN.

The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.

FAMILY ACTION SEND Dias, Unique Enterprise centre, Belfield Road, Rochdale, OL16 2UP	01706 515741
Local Authority SEN Officers Rochdale Borough Council Floor 4, Number One Riverside Smith Street, Rochdale OL16 1XU	www.rochdale.gov.uk
Early Help & Schools Rochdale Borough Council Floor 4, Number One Riverside Smith Street, Rochdale OL16 1XU	01706 925107 To access services go to: www.rochdale.gov.uk
Healthy Young Minds Birch Hill Hospital Rochdale OL12 9QB	01706 676000
Rochdale Additional Needs Service Number One Riverside Smith Street, Rochdale, OL16 1XU	01706 926000

Educational Psychology Service Number One Riverside Smith Street, Rochdale OL16 1XU	01706 926000
Children with a Disability Team Number One Riverside Smith Street, Rochdale OL16 1XU	01706 926000

The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living:

Contact details:

Mrs S Taylor – SENCO	Wardle Academy
Mrs A Winnard - Assistant SENCO	
Mrs C Campbell – Local Authority Officer SEN	Rochdale Borough Council Floor 4, Number One Riverside Smith Street, Rochdale, OL16 1XU
Mr P Ferry - Key Stage 4 to Higher Education or Employment, Positive Steps Career Guidance and Support Service	Wardle Academy paulferry@positive-steps.org.uk 01706 521283 or 07725735609

Information on where the local authority's local offer is published.

Local Offer information can be found on the website www.rochdale.gov.uk.

10. REVIEWING THE POLICY

This policy will be monitored annually and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

11. WHERE TO GET ADDITIONAL INFORMATION

The Special Needs Co-ordinator (SENCO) is:

Mrs Sylvia Taylor
Wardle Academy
Birch Road
Rochdale
Lancashire
O12 9RD
Telephone: 01706 373911
Email: taylors1@wardleacademy.co.uk

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