

**Outwood Academy City
SEN Information Report 17-18**

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Outwood Academy City is a fully inclusive Academy whose ethos is:

**‘The whole point of school is that children come first
And everything we do must reflect this single goal.’**

Sir Michael Wilkins, Founding Chief Executive

To achieve this goal the Academy aims to:

- Wherever possible educate children and young people in a mainstream setting.
- Value equally all students who attend Outwood Academy City.
- Highlight that all teachers at Outwood Academy City are teachers of students with special educational needs
- Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs
- Take into account the views of the child
- Work in a partnership with parents/carers in promoting a culture of co-operation. Support the work of the Local Authority and external providers so that the child’s full potential can be reached.

What is a special educational need?

A child or young person has SEN if they have learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability which 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.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them. (Special educational needs and disability code of practice: 0 – 25 years -June 2014)

Funding

The notional SEND funding for 2016-17 was £739,584 excluding the Top-Up funding which was £25,750. The notional SEND funding for 2017-18 is expected to be £722,151 excluding the Top-Up funding which is expected to be £6000. Pupil Premium and Catch-Up Premium funding was also used to support student progress. Funding was allocated in the following ways (this list is not exhaustive):

- One to One support in lessons
- Small group support in lessons
- Reduced Class sizes
- Bespoke resources
- Use of ICT/laptops
- Specific literacy and numeracy classes
- Support from Educational Psychologist
- Support from the Bridge
- Support from the Personalised Learning Centre

Admission Arrangements

Outwood Academy City strives to be fully inclusive. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent/carer wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible

with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Supporting learners

Support for all students with special educational needs is overseen by the Inclusion Coordinator in liaison with the Vice Principal Deep Support (SENDCo), Heads of Department and teachers with specific responsibilities for intervention.

Outcomes for Key Stage 4 2015-16

NK = Not currently known

KPI	SEN Support	NSEN	GAP	SEN	NSEN	GAP	National Gap
	2016	2016		2017	2017		
NOR	3	168	-	13	168	-	-
APS	21.2	26.8	-	26.1	27.9	-	-
4+ E&M	-	-	-	38.5%	71.4%	-32.9	NK
Progress 8	+1.2	+0.29	+0.91	-1.08	+0.18	-0.9	NK
Attainment 8	4.5	5.1	-2.4	2.9	4.9	-2	NK
EBacc	0%	13%	-13	0	16.7%	-16.7	NK

Within education there are three tiers of support which can be accessed:

Type	Description	Example
Universal Support – this is Wave One quality teaching.	Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.	Access to all the curriculum
Targeted Support – this is Wave Two additional support in and out of the classroom.	Targeted Support includes the strands of ‘support’ for identified students who require specific intervention at specific times during their learning journey.	This could be: <ul style="list-style-type: none"> one to one literacy and/or numeracy personalised timetables small group work working with other interventions in school working with outside agencies
Specialist Support – this is Wave Three intervention. This level is linked directly to the student’s educational statement and any individual who requires more intervention than is offered at wave two.	Specialist Support includes the strands of ‘support’ for the students with the highest level of need, in terms of learning and/or social and emotional needs as well as students with Special Educational Needs.	This could be: <ul style="list-style-type: none"> one to one adult support reduced timetables literacy and numeracy options physiotherapy working with advisory teachers working with outside agencies

Targeting support

Staff within the Academy, including the SENDCo, are responsible for collecting and analysing data. This may relate to:

- literacy
- numeracy
- homework and controlled assessment
- behaviour
- attainment

The correct intervention will be selected based on the area where support is needed. Staff and parents/carers can make referrals to the Inclusion Coordinator and SENDCo to explore the curriculum experience that an individual is having.

Curriculum Provision

Outwood Academy City strives to create a broad, balanced and relevant curriculum for every student through an extensive programme of individual advice and guidance as they progress through their education. In order to help young people develop there are certain individuals in the Academy who are responsible for support.

Role	Responsibility	No of staff	Training
Subject teacher/ VMG Mentor	Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet children's individual needs (also known as differentiation). Ensuring that children receive the correct guidance and pastoral support to make academic progress.	In total the Academy has 34.2 full time equivalent staff.	All teachers have additional training in SEND. 2016-17 has included: <ul style="list-style-type: none"> • SEND updates • SEND reforms • Safeguarding
Learning Manager	Learning Managers are the heads of each year group. Their role is to support students emotionally, socially, behaviourally and academically. They have the day to day running of their year group and will support students in lessons and help with the organisation of any support plans and external agency work that takes place to meet the needs of the child.	The Academy has 5 Learning Managers; one for each year group.	Training for 2016-17 included: <ul style="list-style-type: none"> • Safeguarding • Prevent • CSE • FGM
Teaching Assistant	Teaching Assistants work with the class teacher to identify areas of support for students with additional needs. Learning Support Assistants attend all training opportunities related to SEN and differentiation.	In 2016-17 there were 7 full time equivalent TAs employed by the Academy.	Training for 2016-17 included: <ul style="list-style-type: none"> • SEND reform • Collaborative Learning
SENDCo	Ensures that all members of staff working with children in school are aware of the children's individual needs and/or conditions and what specific adjustments and targets need to be met to enable them to be included and make progress.	2016-17 there was one SENDCo Mrs T Allport who is also the Director for SEN within the Trust and an Inclusion Coordinator Mrs Lofthouse.	Training for 2016-17 included: <ul style="list-style-type: none"> • SEND reform • Prevent • Safeguarding • Access

	<p>Ensures that all staff working with children in school are supported in delivering the planned work/programme for children, so they can achieve the best possible progress/outcome. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Ensures that the school's SEND Policy (and other linked policies) are followed in the Academy.</p> <p>Coordinating all the support for children with special educational needs (SEN) and or disabilities, and any student who needs additional support to achieve their potential.</p>		<ul style="list-style-type: none"> • CSE • FGM • Safer Recruitment
Assistant Principal – Deep Support	<p>The day to day management of all aspects of the Learning Support and Inclusion department, including the support for children with SEND and other academic/social/behavioural/emotional issues.</p> <p>Ensures the SENDCo role is delivered in accordance statutory guidance and in line with the school policy.</p> <p>Ensures that the Local Academy Council is kept up to date about any issues in the Academy relating to SEND.</p>	<p>2016-17 there was one Vice Principal Mr R Joyce (Deep Support) who co-ordinated with the SENDCo.</p> <p>In 2016-17 there was one Assistant Principal Mrs K Rutter</p>	<p>Training for 2016-17 included:</p> <ul style="list-style-type: none"> • SEND Reform • Safeguarding • CSE • FGM training
Principal	<p>The day to day management of all aspects of the Learning Support and Inclusion department, including the support for children with SEND and other academic/social/behavioural/emotional issues.</p> <p>Responsibility is given to the SENDCo and class/subject teachers to meet the needs of students but is still responsible for ensuring that your child's needs are met.</p> <p>Ensures that the Local Academy Council is kept up to date about any issues in the school relating to SEND.</p>	<p>2016-17 the Principal was Mr R Brooke, this changed in July to Mr A Downing.</p>	<p>Training for 2016-17 included:</p> <ul style="list-style-type: none"> • SEND reform • Safeguarding • CSE • FGM • Safer Recruitment
Bridge	<p>The Bridge is the Social Inclusion unit for the Academy which aims to keep children in school regardless of social, emotional, behavioural and medical issues. Its aim is to re-integrate students back into the Academy full time and be a safe zone to for support.</p>	<p>2016-17 the Bridge representative was Mrs C Allcroft-Clark</p>	<p>Training for 2016-17 included:</p> <ul style="list-style-type: none"> • SEND update for 2016 • Safeguarding • CSE • FGM

			<ul style="list-style-type: none"> • Behaviour
Police Community Support Officer	The Academy Police Officer is there to provide additional support and a link to the community. Students can discuss issues with PC Craig and he also educates students in terms of police work, drugs education and cyber issues to name a few areas.	2016-17 there was an Academy Officer. A new Officer has been assigned to the Academy PC Aidan Hall.	Training for 2016 -17 was provided by the South Yorkshire Police Force
Local Academy Council – Inclusion representative	<p>Makes sure that the school has an up to date SEND Policy.</p> <p>Makes sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the Academy.</p> <p>Makes sure that the necessary support is made for any child who attends the Academy who has SEN and/or disabilities.</p> <p>Makes visits to understand and monitor the support given to children with SEND in the Academy.</p>	The representative for SEND 2016-17 was Mr J Smythe	Safeguarding Safer Recruitment

Interventions included:

- Homework/catch-up clubs
- Paired reading
- Literacy and numeracy intervention
- 1-to-1 teaching support
- Small group teaching support
- Access to TA support in the classroom
- Access to ICT for online programmes
- Bridge support
- Personalised Learning Centre support
- Social skills groups
- Early release pass
- Personalised timetables
- Mentoring
- Hearing aid checks
- Re-engagement programmes
- SWAPPS

In addition to this there have been specific areas of expertise depending on the child's needs that have been accessed. This includes:

- Specialist literacy and numeracy support staff
- Mentors
- Subject specialists
- Counsellors

Accessibility

Outwood Academy City Lift access is provided to all areas. to the Dining Hall. Risk assessments and Fire evacuation plans are conducted for any student with long term mobility issues and student training is provided.

Communication

Just before the end of every half term parents/carers receive a Praising Stars report. This indicates the progress being made towards meeting target grades and the effort grades for each subject. During the course of the academic year there have been three Parents' Evenings when subject staff have discussed progress. Annual reviews and person centred reviews are carried out on an annual basis and 3 monthly basis respectively. The SENDCo, Inclusion Coordinator and Learning Managers attend these events and are on hand to answer any questions parents/carers may have.

Overall well-being and social, emotional and behavioural development

Within the Academy the first point of contact is the Vertical Mentor Group (VMG) mentor. Each year group has a Learning Manager who is regularly trained to support young people's needs. There are a number of qualified first-aiders among the teaching and support staff to attend basic first aid to students. There is a trained specialist to ensure health care plans are in place for students who need to take medication whilst at the Academy and are solely responsible for administering and keeping medication.

Emotional and Social support is also provided through a variety of different provisions within the Academy. These include:

- Break time in the Bridge
- Mentoring
- Recycle (outside agency who deliver life skills)
- Friendship and Social Skills Groups
- Bridge support
- Police Community Support Officer

The Academy can also make referrals to other agencies such as:

- Youth Support Services (YSS)
- Child and Adolescent Mental Health (CAMHS)
- Post Adoption Team
- Social Services
- Primary Care Trust Nurse
- Educational psychologist
- Advisory teachers from Visual Impairment (VI), Hearing Impairment (HI),
- Parent Partnership

Extended services are available to support in some circumstances where a child's SEN is having an impact on the family at home.

Transition Arrangements

Transferring to Key Stage 3

The Academy supported young people who have SEND transferring to Year 6 to Year 7 in the following ways:

- Primary and Secondary SENDCo meetings to establish a cohort of students who need additional transition visits
- Transfer of data to identify targets to support transition
- Person Centred Transition meetings with students and parents/carers and other professionals
- For some individuals they will begin to have transitions meetings from Year 5 onwards

- For other individuals a multi-agency meeting will take place to support effective transition.

Transferring to Key Stage 4

The Academy worked with Careers Inc, Local Authority IAG and local colleges by arranging specific meetings to support students in their choices. There were Options events where students and parent/carers could ask questions to select the best suite of Key Stage 4 options. Students had multiple meetings before finally making these choices.

Transferring to Further Education

The advice and guidance that was received for Key Stage 4 was also here to support students as they transfer to further education and beyond. SEND students are supported in completing applications for Post-16 provision (Sixth Form and College). For some students additional support was provided through independent travel training and additional visits to local colleges.

Destination data

Destination data is yet to be confirmed.

Further information

The SENDCo, Ms J Pinder and Inclusion Coordinator, Mrs B Lofthouse can be contacted on 0114 235 8120 or by email to: j.pinder@city.outwood.com and b.lofthouse@city.outwood.com