



**Outwood Academy  
City  
SEND Report**

# Outwood Grange Academies Trust

## SEND Information Report

### **What kinds of special educational needs does Outwood Academy City make provision for?**

Outwood Academy City is a mainstream secondary setting. We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs to enable them to meet their potential.

We support pupils with physical and medical needs, pupils on the autistic spectrum and with ADHD, pupils with emotional needs, pupils with communication and interaction difficulties and pupils who have more difficulty with learning than the majority of children of the same age. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

### **How does the Academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

We identify the needs of pupils as early as possible by gathering information from parents, education, health and care services and feeder school's prior to the child's entry into the school. The Academy fully supports the SEND Code of Practice January 2015, The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act 2014.

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'

If you think your child may have special educational needs, you should contact the Academy in the first instance and speak with the SENCO.

### **How does the Academy evaluate the effectiveness of its provision for pupils with special educational needs?**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, parents' evenings, provision mapping and the analysis of data.

Pupil progress will be monitored on a half termly basis through our Praising Stars© system and reviews held termly in line with the SEND Code of Practice for pupils on the SEND Support Register. For pupils on the Inclusion Register progress will be monitored via the use of Praising Stars and Parents' Consultation evenings and review days as published in the Academy's calendar. Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention. There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Director of SEND and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/feedback forms/school

forums. This will be collated and published by the Trust annually in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning.

### **How will both the Academy and I know how my child is doing and how will the Academy help me to support their learning?**

Outwood Academy City believes that a close working relationship with parents is vital in order to ensure

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B) continuing social and academic progress of children with SEND
- C) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through Praising Stars© reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local Authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **What is the Academy's approach to teaching pupils with special educational needs?**

We believe that provision for pupils with special educational needs is a whole school responsibility requiring a whole school response, involving all staff, teaching and support. We believe that all teachers are teachers of children with special educational needs. All teaching staff have access to the full Inclusion Register, together with information on individual pupils' special educational needs to enable them to plan their lessons accordingly.

### **How will the curriculum and learning be matched to my child's needs?**

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. Pupils identified as requiring SEN Support will, where appropriate, be supported by a teaching assistant. We will ensure that all staff know and understand the needs of pupils. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

### **How are decisions made about the type and amount of support my child will receive?**

All pupils with SEND will have access to Element 1 and 2 of a school's budget up to £6,000. As a Family of schools we have agreed to use element 1 and 2 of a school's budget to provide up to 9.5 hours of support. Some pupils with SEND may meet the countywide criteria to access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools.

The decision to consider an application for additional funding is made after careful consultation between the SENCO, key school staff and families.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

To support pupil progress and meet individual needs the Academy aims to use SEND funding as part of its resource allocation which may include other sources where appropriate e.g. Pupil Premium, Catch Up Premium.

### **How will my child be included in activities outside the classroom, including events and trips?**

As an Inclusive Academy, we ensure that pupils with SEND take as full a part as possible in all Academy activities. We deliver practice that ensures that statutory obligations with regard to SEND are met. No pupil is omitted from a trip due to their specific needs. If necessary, a Health Care Plan will be drawn up with the First Aid Team in the Academy and we will ensure the staff are fully aware of pupils with special educational needs and what those needs are and are given training and support to help them meet those needs, both in and out of the classroom.

### **What support will there be for my child's overall well-being?**

We work hard to ensure that pupils are included in all aspects of Academy life. We believe that all our pupils should be valued equally, treated with respect and be given equal opportunities in all aspects of Academy life.

The Inclusion Department led by the Inclusion Coordinator, has two areas which can be accessed by SEND pupils and anyone who does not feel socially confident. These areas are available during break and lunchtime and are supervised by the Bridge and PLC Managers. Pupils accessing these areas are encouraged to develop socially through the joining in of games and general conversation.

Pupils who have additional emotional needs will receive further support from the outside agencies as required. Our support partners include the school nursing service, CASY Counselling, Child and Adolescent Mental Health Service (CAMHS).

### **Who is the Academy's special educational needs co-ordinator (SENCO) and what are their contact details.**

The Academy's SENCO is Mrs Tracey Allport, who can be contacted at the Academy on xxx

### **What training have staff supporting special educational needs had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO and the wider inclusion team attend relevant SEND courses, Family SEN meetings and all staff have access to relevant SEND focused internal and external training opportunities.

We recognise the need for ongoing training with regards to SEND issues and we have family-based funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for teachers and TAs is

organised as and when required. If a particular pupil's needs require specific staff training then this will be put in place for example Manual handling, fire evacuation procedures for pupils with severe medical needs.

### **What specialist services and expertise are available or accessed by the Academy?**

Outwood Academy City invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The Academy continues to build strong working relationships and shares information and links with external support services in order to fully support our SEND pupils. Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our Academy. If a concern is raised it will be brought to the attention of the SENCO or Inclusion Coordinator who will then inform the child's parents/carers in line with our safeguarding policy.

The following services will be involved as and when is necessary

- CAMHS
- Social Care
- Family Support Service
- Supporting Families
- Educational Psychology Service
- Extended Services
- Specialist Schools and Families Services
- School nursing service
- CASY counselling Service
- Speech and Language Service
- Language and Learning Support Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **How will equipment and facilities to support pupils with special educational needs secured? How accessible is the Academy?**

In addition to support from teaching assistants in the classroom and in small groups, Outwood Academy City provides the following additional resources for our Special Needs Students:

#### **Transition**

We work closely with feeder and other primary schools to make sure that all students feel comfortable with their move to a secondary Academy. SEND students will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future.

#### **Lunch Pass**

Lunch Pass is available by referral from the Inclusion Team and aims to meet the needs of students needing additional short term support, or with communication and interaction difficulties who may

find social times difficult. The pass gives them an opportunity to mix with other students and staff in a small and friendly environment.

### **Homework Support**

Enrichment sessions are held throughout the week to support all students with homework and to give access to ICT when necessary.

### **Teaching Assistants**

Students on the Special Needs register at SEND Support and who are externally funded will be allocated TA support. TAs work closely with the child, parents and staff to meet the child's needs within the Academy. The Inclusion Coordinator, SENCO and Learning Managers are always available for pupils to talk to.

### **Educational Testing and Dyslexia Screening**

In addition to standard testing and assessments and tracking within school there is provision for further assessment and Dyslexia screening using the Dyslexia Portfolio. This helps identify students who may need additional support within lessons or may benefit from a more individualised programme of support. It may also provide evidence for examination boards if applications for additional access arrangements for examinations are to be made.

### **The Bridge and Personalised Learning Centre**

The Bridge and Personalised Learning Centre (PLC) are facilities which provide short-term, time-limited, focused support for individuals who, for a range of reasons, cannot access learning in their current regular learning situations. It is about identifying and removing barriers to achievement, ensuring all have equality of opportunity and empowering all students with skills and strategies to deal with their individual issues and achieve their maximum potential. The Bridge and PLC accept each pupil as a unique individual and aims to raise self-esteem and motivation, in a caring and positive atmosphere.

The Bridge & PLC also offer intensive support for students across the curriculum in small groups or 1:1, coursework catch up sessions for students studying towards qualifications. They offer emotional and study support to students returning from long periods of absence as well as providing reintegration packages for students returning to mainstream. For students who enter the school mid-year, there is also support for them with Academy systems, timetables and testing.

### **Physical environments**

Outwood Academy City is a relatively new building and incorporates facilities for pupils and staff with disabilities. It is easily accessible for all visitors and has marked parking bays at the front of the Academy for blue badge holders. Built on two floors, it has a lift and wheelchair access to all rooms. A loop hearing system is available on request. There are several disabled toilets on both floors, all equipped with handrails and emergency alarms.

### **Assistive Technology**

The Academy provides access to a limited number of netbooks, laptops and i-pads on a needs led basis to support pupils with temporary and long term physical needs and/or literacy related barriers to learning.

### **Exam Access Arrangements**

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the exams board – JCQ. Students are assessed by a series of tests and if identified as requiring access arrangements, this is co-ordinated between the Academy

exams officer, our qualified assessor and the SENCO. Pupils and parents are notified of their exam access arrangements and support, as approved, is provided.

More details of access arrangements can be found at [www.icq.org.uk](http://www.icq.org.uk)

### **School Transport**

Where pupils with SEND require specific transport to and from school, this is arranged by Sheffield City Council.

### **What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?**

Outwood Academy City believes that a close working relationship with parents/carers is vital in order to ensure:

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B) continuing social and academic progress of pupils with SEND
- C) personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through progress reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parent/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **What are the arrangements for consulting young people with SEN and involving them in their education?**

We believe that pupils who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Pupils will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support. Pupils are encouraged to attend their review meetings.

The Academy is an environment where pupils feel safe to voice their opinions of their own needs. This means we will seek the views of the pupils and take them into account during the decision making process and will be made easier by carefully monitoring the progress of all pupils.

Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the student voice.

### **What do I do if I have a concern or complaint about the SEND provision made by the Academy?**

We value the partnership between Parents and the Academy but should a problem arise, parents are asked to contact the SENCO in the first instance to discuss the issue.

If a parent or 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, who will be able to advise on formal procedures for complaint.

Any complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, refer to the Academy website.

**How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

Outwood Academy City invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

The services used by the Academy are listed in question 6. Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

The governing body is kept informed about the involvement of other organisations and services through meetings with the SEN Governor and the termly governors' report.

**How does the Academy seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?**

The Academy has very good working relationships with outside agencies (see question 6). Parents receive information about external events which may be relevant to them by email or post.

**How will the Academy prepare my child to:**

- i) Join the school?**
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?**
- iii) Prepare for adulthood and independent living?**

To facilitate the smooth transition for students with support needs both from feeder and non-feeder schools, there will also be, prior to admission:

- The attendance of a representative of the Academy at Year 6 Annual Reviews for pupils with a Statement of Special Needs/Education Health Care Plan, where possible
- A transition programme co-ordinated by Deep Support
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package and summer school
- A timetable for transition planning for all students with SEND
- Special Evening Events where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents/carers, are also invited to talk to the Inclusion Coordinator and



SENCO about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.

Staff training may also have taken place where pupils with high level needs are to be admitted.

Pupils with special educational needs admitted to school, at times other than year 7 transitions, are carefully assessed on admission to ensure their needs are met.

Outwood Academy City aims to support transition at each stage from Year 7 to 11. Pupils' individual needs are planned for and supported using transition plans in Year 6, Year 8 and Year 11. All pupils with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any pupil is used to plan provision and support a smooth transition. This includes transition to and from Outwood Academy City.

All pupils receive Information, Advice and guidance on Post 16 options and SEND pupils are escorted on visits to local colleges and Post 16 centres.

### **Where can I access further information?**

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)