

**Outwood Academy
Shafton
SEND Report**

What kinds of special educational needs does Outwood Academy Shafton make provision for?

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

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

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

We identify the needs of students 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' January 2015

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 students with special educational needs?

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

Student progress will be monitored on a half-termly basis through our Praising Stars© system, Parents' Consultation evenings and review days as published in the Academy's calendar. Progress of students 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 Vice Principal of Deep Support and shared with the Regional Director of SEND. 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 Shafton 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 student's needs. The SENCO may also signpost parents of students 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 student has additional learning needs the parents and the student 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 students with special educational needs?

We believe that provision for students 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. Teaching staff have access to the Vulnerable Register, together with information on individual students' special educational needs via the student's One Page Profile 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. Students 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 students to allow students with SEND to thrive within a broad and balanced curriculum. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Wherever possible we aim to foster quality first teaching in the classroom and continued independence into adulthood where appropriate.

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

Each Academy has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced budget, and the DfE gives academies the freedom to make their own decisions about how much to spend on SEN support given the needs of their pupils. When planning budgets OGAT academies will take into account the additional support required for pupils with SEN. To support student progress and meet individual needs academies will aim to use SEN funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. Pupil Premium or Catch Up Premium.

Where individual pupils require additional support that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual pupil from the Local Authority. The SENCO in each academy will advise where this is appropriate and work with students, parents and the Local Authority to access the funding and support required.

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

As an Inclusive Academy, we ensure that students 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 student is omitted from a trip due to their specific needs. If necessary, an Individual Health Care Plan will be drawn up with Kate Herbert in the Academy and we will ensure the staff are fully aware of students with special educational needs, and what those needs are. Staff will be 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 students are included in all aspects of Academy life. We believe that all our students 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 students and anyone who does not feel socially confident. These areas are available during break and lunchtime supervised by Academy staff. Students accessing these areas are encouraged to develop socially through the joining in of games and general conversation.

Students who have additional emotional needs will receive further support from the outside agencies as required. Our support partners include:

MindSPACE
Ignite
Adastra

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

The Academy's SENCO is Lesley Devine, who can be contacted at the Academy on 01226 717730

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 students with SEND.

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

We recognise the need for ongoing training concerning SEND issues and there is 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 student's needs require specific staff training then this will be put in place, for example Manual Handling and Fire Evacuation procedures for students with severe medical needs.

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

Outwood Academy Shafton 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 with external support services and shares information and links in order to fully support our SEND students. 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
- Early Help Support Services
- Educational Psychology Service
- Local Authority Specialist Services
- Speech and Language Services
- Mindspace
- Ignite
- Adastra

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 students 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 Shafton 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

A 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 Educational Needs Register and who are externally funded may be allocated TA support. TA support allocation will be determined by the needs of the student under the direction of the SENCO. TAs work closely with the child, parents and staff to meet the child's needs within the Academy. The SEN Officer, Inclusion Coordinator, SENCO and Learning Managers are always available for students to talk to.

Educational Testing and Dyslexia Screening

Standard testing and assessments and tracking within school helps identify students who may need additional support within lessons or those that may benefit from a more individualised programme of support. It may also provide evidence for referral to a qualified Exam Access Arrangement's Assessor to facilitate additional access arrangements for examinations.

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 areas of need and achieve their maximum potential. The Bridge and PLC accept each student 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 Shafton incorporates facilities for students, staff with disabilities. Facilities include:

Disabled parking bays
Lifts to all floors
Disabled toilets

Our Accessibility Plan can be found here <https://www.shafton.outwood.com/policies>

Assistive Technology

The Academy provides access to a limited number of netbooks, laptops and iPads on a needs led basis to support students 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 Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Students are assessed by a series of tests and if identified as requiring access arrangements, this is co-ordinated between the Academy Exams

Officer, the qualified assessor, and the SENCO. Students and parents are notified of the exam access arrangements and support, as approved, is provided.

More details of access arrangements can be found at www.icq.org.uk

School Transport

Where students with SEND require specific transport to and from school, this is arranged by the local authority transport department.

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

Outwood Academy Shafton 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 students 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 student's needs. The SENCO may also signpost parents of students 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 student has additional learning needs the parents and the student 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 students who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Students 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. Students are encouraged to attend their review meetings.

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

Student 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 students with special educational needs and supporting the families of such students?

Outwood Academy Shafton 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 students and aid school inclusion.

The services used by the Academy are listed in an above section. 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. Outwood Academy Shafton is a member of the Area's Fair Access Panel through which further suggestions as to services available to both academies and parents are made. 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 students 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 students meet their tutor. Students with special educational needs, together with their parents/carers, are also invited to talk to the Inclusion Coordinator and SENCO about the provision for students with SEND. There are extra visits for some students to ensure a smooth transition.
- Staff training may also have taken place where students with high level needs are to be admitted.

Students 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 Shafton aims to support transition at each stage from Year 7 to 13. Students' individual needs are planned for and supported using transition plans in Year 6, Year 8, Year 11 and Year 13. All students 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 student is used to plan provision and support a smooth transition. This includes transition to and from Outwood Academy Shafton.

All students receive information, advice and guidance on Post 16 options and SEND students 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 2015 can be found on the Department for Education's website:

www.education.gov.uk/schools/student-support/sen

Information on the SEND Local Offer can be found at:

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>

Information on the academy's Safeguarding Policy can be found at:

<https://www.shafton.outwood.com/policies>