

**OUTWOOD ACADEMY
BISHOPSGARTH
SEND LOCAL OFFER**

Contents:

- 1) Introduction
- 2) What are Special Educational Needs and What is a Disability?
- 3) How Does Outwood Academy Bishopsgarth Support SEND?
- 4) Identification of Needs and Assess, Plan, Do, Review
- 5) SEN Support Plans
- 6) Reasonable Adjustment Passports
- 7) Frequently asked questions
- 8) External links

1) Introduction

SEND is the term for 'Special Educational Needs and Disability' and, as stated in the SEND Code of Practice (2015) refers to a child or young person with a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability occurs when a child or young person has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-sixteen institutions.

Outwood Academy Bishopsgarth currently has 597 students on roll with 28.1% of students identified as SEND (November 2024). This is made up of 131 students with SEND Support (K) and 37 with an Educational Health Care Plan (E). The Academy has an enhanced mainstream base for pupils with cognition and learning, as well as sensory and physical needs.

2) What are Special Educational Needs and What is a Disability?

The SEND Code of Practice states that:

Many children and young people who have SEN may have a disability under the Equality Act 2010. This means "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". By definition, this is a relatively low threshold and includes more children than many realise. As clarified within the SEND Code of Practice, 'long-term' is defined as "a year or more" and 'substantial' is defined as "more than minor or trivial". This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

3) How Does Outwood Academy Bishopsgarth Support SEND?

Outwood Academy Bishopsgarth is a fully accessible site for young people and children with special educational needs and/or disabilities. The main site is all ground-level, with wheelchair access throughout and all alarms are visual and auditory. The new site boasts two floors and is accessible for all students. There is a lift which grants access to the first floor and is in use for students with disabilities.

Outwood Academy Bishopsgarth has five staff that have completed the Administering Medication in a School and Childcare Setting Level Level 2. This ensures students who require medication during the school day can be supervised by trained staff. There are staff available throughout the day for children and young people who may need help with their personal care, who require first aid support and who have special dietary requirements.

The Academy has thirty Local Authority approved Base Placements for students with cognition and learning and sensory and physical needs.

All Teachers at Outwood Academy Bishopsgarth are teachers of students with special educational needs (as per the Teachers Standards).

Outwood Academy Bishopsgarth's Deep Support we have several staff dedicated to providing support for all our children and young people:

Staff	Role	Contact Details
Andrew Maher	Vice Principal (Deep Support)	a.maher@bishopsgarth.outwood.com
Kathryn Coyle	Lead SENDCo	k.coyle@bishopsgarth.outwood.com
Matthew Dixon	SENDCo	m.dixon@bishopsgarth.outwood.com
Nicola Eastham	Inclusion Coordinator	n.eastham@bishopsgarth.outwood.com
Eden Robinson	SEND Officer	e.robinson@bishopsgarth.outwood.com
Vicky Bell	Bridge Manager	v.bell@bishopsgarth.outwood.com
Kaylee Hunter	PLC Manager	k.hunter@bishopsgarth.outwood.com
Helen Siddle	Safeguarding Officer	h.siddle@bishopsgarth.outwood.com
Sophie Smith	Year 7 Learning Manager	s.smith@bishopsgarth.outwood.com
Daniel Sinclair	Year 8 Learning Manager	d.sinclair@bishopsgarth.outwood.com
Lindsey Kidger-Preston	Year 9 Learning Manager	l.kidger-preston@bishopsgarth.outwood.com
Paige Hunter	Year 10 Learning Manager	p.hunter@bishopsgarth.outwood.com
Claire Fisher	Year 11 Learning Manager	c.fisher@bishopsgarth.outwood.com
Sean Angell	Lead Learning Manager	s.angell@bishopsgarth.outwood.com
Sharon Robinson	Educational Welfare Officer	s.robinson@bishopsgarth.outwood.com

4) Identification of Needs and Assess, Plan, Do, Review

Data from primary feeder schools often provides a baseline for early identification, as do health services with which children and young people are involved. From an educational viewpoint, other key indicators include how a child or young person manages through transition; attendance; academic progress or lack thereof; and behaviour. However, this is by no means an exhaustive list, there the academy operates a system of assess, plan, do, review. All students are assessed on a half-termly basis and the results can show early identification for any additional resources and/or interventions. Parents are provided with this information as it is produced.



Assess

In identifying a child as needing SEND support, the SENDCo, with assistance from other appropriate members of staff such as the classroom teacher and/or staff within the Deep Support structure, will carry out a clear analysis of the student's needs in the form of a SEN Support Plan. This draws on the teacher's assessment and experience of the student; their previous progress and attainment; the individual's development in comparison to their peers and national data; the views and experience of parents/carers; the student's own views; and, if relevant, advice from external support services. We take seriously any concerns raised by a parent and compare our own assessment and information on how the student is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on their SEN Support Plans. The support and intervention provided is selected to meet the outcomes identified for the student. Parents/carers will be made fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the child or young person in class on a daily basis, even when the interventions involve small groups or one-to-one teaching. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving, and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress are reviewed every term, along with the views of the student and their parents/carers. This then feeds back into the analysis of the student's needs. The class teacher, working with the SENDCo, revises the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student.

Support may be provided in one or more of the following ways:

- SEN Support Plan, with links to identified need, student and parent/carer voice, reasonable adjustments and adaptive teaching methods and short/medium term SMART targets;
- Individual Health Care Plans, with links to medical diagnosis, description of emergency situation, description of medical need, staff training required and emergency contact details;
- Access to spaces within the Inclusion Department such as the Bridge and/or PLC for students who are identified as vulnerable or who are experiencing emotional stress and/or finding it difficult to access their mainstream lessons;
- Shared Teaching Assistant support within a classroom environment;
- Specialist Teaching Assistant Support in Literacy for students with identified learning needs with reading, writing, listening and speaking;
- Literacy interventions and reading programmes such as Fresh Start - Read, Write, Inc and Accelerated Reader;
- Specialist Teaching Assistant Support in Social, Emotional and Mental Health for students with identified needs;
- Learning and Language assessment/monitoring for students who require Specific Learning, WRIT and exam concessions. These assessments and subsequent suggestions for intervention and resources are monitored by the SENDCO, SEND Officer and Inclusion Coordinator during learning walks and work scrutiny to ensure maximum impact;
- 1:1 support in core subjects - English, Maths and Science - to raise aspirations and attainment in KS3 and KS4;

- Referrals to external agencies such as CAMHS, Neurodevelopmental Team, Alliance, Schools in Mind and more;
- Enrichment activities to consolidate subject knowledge, promote practice and develop a love of learning;
- All students will be discussed at weekly RAG meetings and Inclusion meetings, giving chance for group discussions from the Senior Leadership Team to Deep Support, helping to identify any educational and/or pastoral support that may be required;
- All students have the opportunity to voice their concerns through Student Voice sessions: The themes are always relevant and react to ongoing issues within the community.

5) SEN Support Plans

A child or young person will be in receipt of a SEN Support Plan should they have an identified special educational need and/or disability and are on the SEN register. It is worth noting that the SEN register is fluid and regularly monitored. The SEN Support Plan aims to give a detailed summary of need to adults who work with that particularly child or young person, and also outlines any reasonable adjustments and/or adaptive teaching strategies the student needs to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

OGAT SEN Support Plan Example

SEND Support Plan (*OGAT*) for



Stage:

Date of birth:

Tutor group:

Year group:

House:

Teacher:

Start date:

Review date:

Plan number:

SEN needs:

•

First language:

Medical needs:

Pupil Premium:

Attendance:

Element 3 funding

received?:

Element 3 funding amount (£):

EMS:

EAL:

Allocated reviewer:

Next

review date (term):

Date/Time of next review:

Summary of Need

What are the needs and how do these present?

Reasonable Adjustments and adaptive teaching methods

What is it?

What does it look like?

Targets: Short/medium term targets (link to EHCP outcomes if appropriate)

Broad area of
need

SMART Target

Success Evidence / Source

Strategies & Provisions

Key staff

6) Reasonable Adjustment Passports

A Reasonable Adjustment Passport (RAP) is a standardised document designed to ensure students with long-term health conditions, disabilities, or specific medical needs receive necessary, tailored support to access education on an equal footing with their peers. Standardised across Outwood Grange Academies Trust (OGAT) and logged on Edukey as RA Passport, it clearly outlines specific, non-negotiable classroom and environmental adaptations teachers must implement.

Key Differences: RA Passport vs. SEND Support Plan

Feature	Reasonable Adjustment (RA) Passport	SEND Support Plan (Code 'K')
Primary Legal Basis	Equality Act 2010 (Disability Discrimination & Statutory Duty)	Children and Families Act 2014 (SEND Code of Practice)
Census Coding	Code 'R'	Code 'K'
Primary Focus	Equal access and removing environmental/learning barriers for medical, physical, or sensory needs.	Targeted intervention for identified Special Educational Needs (e.g. cognition, learning, communication).
Scope & Relationship	Functions independently; an RA Passport is not an automatic stepping stone to SEND support.	Involves the Assess-Plan-Do-Review (APDR) cycle and targeted SEN interventions.

Typical Adjustments	Exam Access Arrangements (EAA), academy passes (early exit, bridge, toilet access), sensory/hearing adaptations, specialised equipment.	Adapted curriculum, targeted academic intervention, SEN learning strategy plans.
---------------------	---	--

7) Frequently asked questions – See SEND Outwood Academy Bishopsgarth Local Offer FAQ

8) External Links

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<https://www.gov.uk/government/publications/teachers-standards>