



## Outwood Academy Kirkby

### Local Offer 2026-2027

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**Outwood Academy Kirkby is a fully inclusive Academy whose ethos is:**

***Students first: Raising standards and transforming lives***

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 Kirkby.
- Highlight that all teachers at Outwood Academy Kirkby 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 Local Offer?**

The Local Offer from Outwood Academy Kirkby will outline the services and support that is available to students and parents/carers through the Academy. It will form part of the Local Authority Local Offer which provides information on what services children, young people and their families can expect from a range of agencies, including education, health and social care. Knowing what is available to parents/carers and students is important before making decisions.

### **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)

### **How will the Academy support my child or young person's learning?**

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

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

Type	Description	Example
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Universal Support is Wave 1 provision, which refers to high-quality teaching for all students. This level of support is provided within the classroom by the class teacher and is the foundation of the graduated response.

Key Features:

- Quality First Teaching: High-quality, inclusive teaching that meets the needs of most pupils
- Differentiated learning: Lessons are adapted to support different abilities and learning styles
- Classroom strategies: Use of visual aids, clear instructions, scaffolding, and flexible groupings
- Monitoring and assessment: Regular checks to identify pupils who may need additional support

Universal Support includes the entitlement of all students to receive appropriate support, advice, and guidance to help them maximise their achievement and aspirations.

It is delivered through high-quality teaching and inclusive classroom practice, ensuring that every student has the opportunity to access learning effectively, develop their skills, and make progress.

Key elements include:

- Differentiated teaching to meet a range of abilities
- Regular monitoring and assessment to identify emerging needs
- Early guidance and support to promote learning, well-being, and personal development

Students receiving Universal Support may have access to:

- The full curriculum – all subjects and learning opportunities are available to every student
- Differentiated lessons to meet a range of abilities and learning styles
- Classroom strategies such as visual aids, scaffolding, and flexible groupings
- Regular feedback and guidance from teachers to support progress
- Whole-school support for well-being, behaviour, and learning development

<p>Purpose:</p> <ul style="list-style-type: none"> <li>● Ensure all students can access the curriculum effectively</li> <li>● Identify early any emerging learning or social needs</li> <li>● Provide a baseline of support before targeted or specialist interventions are introduced</li> </ul>		
<p>What is <i>Targeted Support</i> (Wave 2)?</p> <p>Targeted Support is additional provision in and out of the classroom for pupils who need more help than high-quality teaching alone can provide.</p> <ul style="list-style-type: none"> <li>● Pupils receiving this support are classified as “SEN Support.”</li> <li>● It replaces the former categories of <i>School Action</i> and <i>School Action Plus</i>.</li> <li>● It is part of a graduated response: Assess → Plan → Do → Review.</li> </ul>	<p>What does Targeted Support include?</p> <p>It provides time-limited, structured interventions for identified pupils who need specific support at particular points in their learning journey.</p> <p>Additional support in and out of the classroom</p> <p>Focused on clearly identified needs</p> <p>Measurable outcomes, regularly reviewed</p> <p>May increase or decrease depending on progress</p> <p>Often involves working with outside agencies</p>	<p>Students receiving Wave 2 Support may have access to:</p> <ul style="list-style-type: none"> <li>● 1:1 literacy or numeracy support</li> <li>● Small group interventions for targeted skills</li> <li>● Personalised timetables for short-term needs</li> <li>● Social skills or emotional regulation programmes</li> <li>● Collaboration with external professionals (e.g., Speech &amp; Language Therapy, Educational Psychologists)</li> </ul>

<p><b>Specialist Support (Wave 3)</b></p> <p>Specialist Support is Wave 3 intervention within the graduated response. It is provided for pupils whose needs are significant, complex and long-term, and who require provision that goes beyond Targeted Support (Wave 2).</p> <p>This level of support is directly linked to an Education, Health and Care Plan (EHCP) and is for individuals who require more intensive intervention than can be delivered through SEN Support alone.</p>	<p><b>Specialist Support (Wave 3) – Description</b></p> <p>Specialist Support includes the strands of provision for students with the highest level of need, whether in relation to learning, social and emotional development, communication, or complex Special Educational Needs.</p> <p>This level of support is designed for students who require highly individualised, intensive intervention, often delivered through an Education, Health and Care Plan (EHCP). Provision is tailored to meet significant and long-term needs and may involve specialist teaching approaches, multi-agency involvement, and enhanced adult support.</p> <p>The aim of Specialist Support is to ensure that students with the most complex needs can:</p> <ul style="list-style-type: none"> <li>● Access a suitably adapted curriculum</li> <li>● Make sustained and measurable progress</li> <li>● Develop independence and resilience</li> <li>● Achieve the specific outcomes outlined in their EHCP</li> </ul>	<p><b>Examples of Specialist Support</b></p> <p>Students receiving Specialist Support may access highly personalised interventions, such as:</p> <ul style="list-style-type: none"> <li>● One-to-one adult support for learning or emotional needs</li> <li>● Personalised curriculum tailored to individual strengths and needs</li> <li>● Reduced or modified timetable to support focus and well-being</li> <li>● Targeted support in literacy, numeracy, and science</li> <li>● Intensive support from specialist staff or external professionals</li> </ul> <p>These interventions are designed to meet the highest level of need and ensure students can engage with learning effectively while making progress toward their EHCP outcomes.</p>
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Sensory and / or Physical needs	These include visual impairment, or multi – sensory impairment which will require specialist support and/or equipment for a student to access their learning. Some students with a physical disability require on-going support and equipment to access all the opportunities available to their peers.
What is a disability?	The Equality Act 2012 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term effect adverse effect on their ability to carry out normal day to day activities. If the impairments have substantial and long term effect on a person's ability to carry out normal day to day activities, it may amount to a disability.

### **What do I do if I think my child may have special educational needs?**

In the first instance you should contact the Academy's Inclusion Co-ordinator, Jane Jones to discuss your concerns. This can be done by e\_mail [j.jones@kirkby.outwood.com](mailto:j.jones@kirkby.outwood.com) or by telephone on 01623 455925.

The Inclusion Coordinator may be able to advise you about alternative sources of support should you require it; for example health or social care. The Academy SENDCo is Tara Whitehouse contactable by email [t.whitehouse@kirkby.outwood.com](mailto:t.whitehouse@kirkby.outwood.com).

You may also wish to arrange an appointment with your child's GP if you feel that this is more appropriate.

### **How does the Academy know if my child needs extra help?**

Information is shared between schools as your child joins the academy. If your child has already been identified by a previous setting as having SEN the they will arrive already on the SEN register. 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 SENDCo and Inclusion team to explore the curriculum experience that an individual is having.

## How will the curriculum be matched to my child's or young person's needs?

Outwood Academy Kirkby 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 Contact		
Class teacher/ VMG Mentor	Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Ensuring that your child receives the correct guidance and pastoral support to make academic progress.	All teachers can be contacted directly through the email service in the Academy using their first initial and surname.
Learning Manager	Learning Managers are key members of the school's pastoral and academic support team, responsible for overseeing students' learning, progress, and well-being, particularly for those with additional needs.  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.	Learning Manager details are contained on the website and in the parent planner.

<p>Teaching Assistants</p>	<p>Teaching Assistants work with the class teacher to identify areas of support for students with additional needs.</p> <p>Teaching Assistants attend all training opportunities related to SEN and differentiation. The Learning Support Assistants main priorities are to:</p> <ul style="list-style-type: none"> <li>● Support students to access the curriculum</li> <li>● Empower students to develop effective strategies that enable them to become independent learners</li> <li>● Support the implementation of differentiation and specialist support strategies in the classroom</li> <li>● Keep students focused on learning activities during lesson</li> </ul>	<p>If you wish to contact any TA please do so through the SENDCo / Inclusion Coordinator</p>
<p>SENDCo and Inclusion Coordinator</p>	<p>Ensuring that all staff working with your child are fully aware of their individual needs and/or conditions through a One Page Profile. This includes any specific adjustments, strategies, and targets required to enable your child to participate meaningfully in learning and school life. Ensuring that all staff working with your child are interventions, enabling your child to achieve the best possible progress and outcomes. This may include the use of additional adults, specialist support from external agencies, and specially designed work or resources. Ensuring that the school's SEND Policy, along with any related policies, is consistently followed across the Academy.</p> <p>Coordinating all support for students with Special Educational Needs (SEN) and/or disabilities, as well as for any student who requires additional help to achieve their full potential.</p>	<p>SENDCo: Tara Whitehouse contactable by email <a href="mailto:t.whitehouse@kirkby.outwood.com">t.whitehouse@kirkby.outwood.com</a></p> <p>Inclusion Coordinator: Jane Jones contactable by email <a href="mailto:j.jones@kirkby.outwood.com">j.jones@kirkby.outwood.com</a></p>

The SENDCo ensures that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing and part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Communication and Interaction Advisory Team (CIAT), Speech and Language Therapy (SaLT), Social, Emotion and Mental Health Advisory Team and the Educational Psychology Service.
- Updating the school's SEND record of need and the vulnerable register, (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other students with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
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The Inclusion Co-ordinator ensures that all SEND-related provision and support is maintained in the absence of the SENCO.

<p>Vice Principal – Deep Support</p>	<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 and mental health issues.</p> <p>Ensuring the SENDCo role is delivered in accordance with statutory guidance and in line with the school policy.</p> <p>Ensuring that the Local Academy is kept up to date about any issues in the Academy relating to SEND.</p>	<p>Gavin Swinscoe  <a href="mailto:g.swinscoe@outwood.com">g.swinscoe@outwood.com</a></p>
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<p>Lead Principal</p>	<p>The Lead Principal has overall responsibility for the day-to-day management of the Learning Support and Inclusion department, including provision for students with SEND, as well as those with additional academic, social, behavioural, emotional, or mental health needs. While delegating responsibility to the SENCO and class/subject teachers to deliver appropriate support, the Head of School remains accountable for ensuring that all students’ needs are met effectively. They also ensure that the Local Academy Council is kept informed about any SEND-related issues within the school.</p>	<p>Andrew Scruby  <a href="mailto:a.scruby@outwood.com">a.scruby@outwood.com</a></p>
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<p>Local Academy Council Inclusion representative</p>	<p>Local Academy Council Responsibilities – SEND</p> <ul style="list-style-type: none"> <li>● Ensuring the school has an up-to-date SEND Policy.</li> <li>● Ensuring the school provides appropriate provision and has made any necessary adaptations to meet the needs of all students.</li> <li>● Ensuring that adequate support is in place for every student with SEN and/or disabilities.</li> <li>● Conducting visits to monitor and understand the support provided to students with SEND.</li> </ul>	<p>All contact in relation to the Local Academy Council is to be directed to the Principal’s PA, Savannah Giles - <a href="mailto:s.giles@kirkby.outwood.com">s.giles@kirkby.outwood.com</a></p>
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|  | <ul style="list-style-type: none"><li>● Being actively involved in the process of ensuring that each child achieves their full potential within the school.</li></ul> |  |
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In order for your child to be successful and achieve their potential the Academy has developed a range of different interventions to support them. Every teacher at Outwood Academy Kirkby is a teacher of students with special educational needs and as such the focus is on 'Quality First Teaching' in the classroom with teachers differentiating the work in the classroom in order to meet the needs of the students. For some students additional support is necessary. Some interventions may be very simple, such as a change in seating position, coloured overlays or ensuring that homework is clearly recorded in Planners. For other students interventions could include:

- homework/catch-up clubs
- paired reading
- literacy and numeracy intervention
- 1-to-1 teaching support
- small group teaching support
- access to LSA support in the classroom
- access to ICT for recording
- Bridge support
- early release pass
- personalised timetables
- social skills groups
- mentoring

In addition to this there may be staff that offer specific areas of expertise depending on the child's needs. This includes:

- specialist literacy and numeracy support staff
- mentors
- subject specialists
- counsellors

Parents and carers are informed of any additional support that may be put in place and this is reviewed regularly where the impact of interventions can be measured. The Academy will also monitor progress through the annual Education, Health and Care Plan (EHCP) review where appropriate.

### **How accessible is the Academy?**

Outwood Academy Kirkby is part of the Government's School Rebuilding Programme, and we will soon begin major development work to enhance the site. In the new building, disabled access is a priority, with full accessibility via lifts.

Some of our existing teaching blocks have more limited access, but all ground-floor classrooms are accessible. Students who require adaptations can benefit from specialist equipment, including adjustable-height desks, specialist seating, and footrests, among others.

The school site has wheelchair-friendly paths, ensuring that all ground-floor areas are accessible. In addition, the Academy works with specialist advisory teams for visual impairment, hearing impairment, and occupational therapy to provide guidance on site accessibility. Risk assessments are conducted for any student with mobility issues to ensure safe access around the Academy.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

The Student Planner is a key tool for communication between home and the Academy. Students record their homework in the planner, and parents/carers are encouraged to check it daily and discuss their child's learning. Planners are reviewed weekly by the VMG tutor. Guidance in the Parent Planner provides advice on supporting homework and learning at home.

The Academy also hosts Parents' Information Evenings to help parents/carers understand the challenges of the changing curriculum. If you have any concerns, you are encouraged to contact your child's subject teachers, VMG tutors, Learning Managers, or the SENCO. Staff can also be reached by email, with details available on the Academy website.

Just before the end of each half term, parents/carers receive a Praising Stars report, which shows progress towards target grades and effort grades for each subject. This is followed by a Parents' Consultation Evening, where staff may invite parents to meet, and parents can also request appointments. These events provide opportunities to discuss progress, address concerns, and plan support for your child's learning.

## **What support will there be for my child's overall well-being and social, emotional and behavioural development?**

At Outwood Academy Kirkby, the first point of contact for students' well-being is the Personal Development Group (PDG) mentor. Each PDG mentor remains with their group throughout their time at the Academy, meeting students daily and monitoring their overall progress, well-being, and engagement.

For specific concerns, parents/carers can also contact the Learning Manager for the relevant year group:

- Year 7 – Miss Thorpe
- Year 8 – Miss Meakin
- Year 9 – Mrs Laverty
- Year 10 – Mrs Storey
- Year 11 – Miss Bragg
- Lead Learning Manager – Miss Bragg

The Academy has a full-time First Aider and a number of qualified staff trained to administer medication and provide basic first aid.

## **Emotional, Social, and Mental Health (SEMH) Support**

The Academy provides a range of SEMH support, including:

- Break-time access to The Bridge or Personalised Learning Centres
- Mentoring
- Counselling
- Friendship and social skills groups
- Access to a Community Liaison Police Officer

- SEMH-specific interventions

Where additional support is needed, the Academy can refer students to external agencies, including:

- Child and Adolescent Mental Health Services (CAMHS)
- Social Services
- Primary Care Trust Nurse

### **Specialist Services and Expertise Available**

Outwood Academy Kirkby works with a range of specialist staff and external services to support students with SEND or additional needs:

- Educational Psychologist
- Advisory teachers for Visual Impairment (VI), Hearing Impairment (HI), Learning Support Service (LSS), and Communication, Interaction, and Access Team (CIAT)
- Dyslexia support and screening
- Parent Partnership services
- Access Arrangement Assessors (for exam arrangements reflecting normal way of working)
- Extended services are also available to support families in circumstances where a child's SEND may be affecting life at home.

### **What services and expertise are available or accessed by the Academy, including staff with specific specialist knowledge / qualifications?**

Outwood Academy Kirkby has access to a range of specialist staff and external services to support students with SEND and additional needs. These include:

- Educational Psychologist
- Advisory teachers for Visual Impairment (VI) and Hearing Impairment (HI)
- Learning Support Service (LSS)
- Communication, Interaction, and Access Team (CIAT)
- Dyslexia support and screening
- Parent Partnership services
- Access Arrangement Assessors (for exam arrangements reflecting a student's normal way of working)

In addition, extended services are available in some circumstances to support families where a child's SEND may be affecting life at home.

### **What training and development is done by staff supporting those with SEND?**

Continued professional development (CPD) is a key part of ensuring high-quality support for all students at the Academy. Each year, a planned programme of

training is provided for both teaching and support staff. This covers a range of areas, including:

- Medical updates
- Safeguarding
- Differentiation in teaching

Staff in the Learning Support team also follow specialist training programmes, which have included:

- ADHD and Autism awareness
- Dyslexia support
- Supporting students with anxiety
- Precision Teaching
- Emotion Coaching and Mentoring
- Safeguarding and GDPR compliance

This training ensures that all staff are equipped with the knowledge and skills needed to support students with SEND effectively, both academically and socially.

### **How will my child be included in activities outside the classroom?**

All students at Outwood Academy Kirkby are entitled to participate in and enjoy activities outside the classroom. The Academy offers an extensive range of enrichment activities, which take place between 3:00pm and 4:00pm. Details of these activities are published in the Enrichment Programme in each tutor room, and all students are encouraged to take part.

To ensure safety and accessibility, Learning Support Assistants, staff with First Aid qualifications, and additional adults accompany students on educational visits and other off-site activities as required.

This ensures that every student, including those with SEND or additional needs, can fully engage in the wider life of the Academy.

How will the Academy help children and young people transfer to the next phase of education?

Transferring to Key Stage 3 (Year 6 → Year 7)

Outwood Academy Kirkby provides specialist support for students with SEND to ensure a smooth transition from primary to secondary school. Support includes:

- Meetings between primary and secondary SENDCOs to identify students who require additional transition visits

- Transfer of key data to help identify targets and plan support during transition
- Person-centred transition meetings involving students, parents/carers, and other professionals
- For some students, transition planning may begin as early as Year 5
- Multi-agency meetings for individuals with more complex needs to ensure an effective and supported transition

These measures help students feel confident, understand their new environment, and continue to make progress as they move into Key Stage 3.

#### Transferring to Key Stage 4

Outwood Academy Kirkby provides careers advice and guidance to support students as they move into Key Stage 4. Support includes:

- Individual meetings to help students make informed pathway and option choices
- Options events where students and parents/carers can ask questions and explore the best combination of subjects
- Consultations with senior staff for students needing additional guidance before finalising their choices

These measures ensure that students, including those with SEND or additional needs, select the most suitable courses for their strengths, interests, and future aspirations.

#### **Transferring to Further Education**

Outwood Academy Kirkby continues to provide advice and guidance for students with SEND as they move beyond Key Stage 4 into post-16 education and higher education. Support includes:

- Helping students complete applications for Sixth Form, college, or higher education courses
- Involving Post-16 providers in meetings for students with Education, Health and Care Plans (EHCPs)
- Providing pre-sessions to help students make informed choices about their next steps
- Offering additional support where needed, such as independent travel training and extra visits to local colleges

These measures ensure that students with SEND can transition smoothly into further education with confidence, independence, and the appropriate support to succeed.

### **How are the Academy's resources / funding allocated and matched to children's needs?**

Funding to support students with Special Educational Needs (SEND) at Outwood Academy Kirkby comes from a variety of sources, including delegated funding from the Local Authority.

The Academy ensures that resources are matched to the individual needs of students, providing support that is appropriate to their learning, social, emotional, and behavioural requirements.

Parents and carers are encouraged to be actively involved in their child's education and to raise any concerns with the SENCO. By working together, the Academy and families aim to achieve the best possible outcomes for all students.

### **Who can I contact for further information?**

The SENDCo, Tara Whitehouse can be contacted by emailing [t.whitehouse@kirkby.outwood.com](mailto:t.whitehouse@kirkby.outwood.com).

The Inclusion Co-Ordinator, Jane Jones, can be contacted on 01623 455925 or by emailing [j.jones@kirkby.outwood.com](mailto:j.jones@kirkby.outwood.com)