



# Outwood Academy Foxhills SEND SUPPORT OFFER

**SENCO: Mrs Lizzie Baxter**  
**SEND Officer: Mrs Sally**  
**Boothby**

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# Outwood Academy Foxhills

We are committed to providing an inclusive education where every child's unique needs are met through tailored support. Our goal is to help students overcome barriers to learning by fully integrating them into academy life. We provide reasonable adjustments and Teaching Assistant support based on individual requirements, ensuring all students can participate in school activities. Above all, we empower our learners to build the independence skills they need for a successful future



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## Specialist Support - EHCP

Support required above and beyond what is generally offered in school

## Targeted Support - SEND register

Bridge Support, Numeracy and Literacy interventions, Life skills, ELSA (emotional literacy) support

## Universal Support - All Learners

**Quality First Teaching** - Questioning, scaffolding, chunking, displays, praise and positive reinforcement, visuals and modelling, strong structure and routines, visual timetables, recap and recall, seating plans, Outwood Reads, enrichment clubs.

See SEND Policy on our website

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# Identifying need in School

The process of identifying a student with Special Education needs (SEN) is a culmination of information from a range of sources;

- Data from primary schools
- Results from standardised and internal tests
- Feedback from teaching staff
- Input from parents and carers
- Student feedback
- Information from external agencies

The assessment process is continuous. When a student is making less than expected progress, regardless of what is on offer in the school's Universal Offer (outlined in page 4), the SENDCo is informed and the process of identifying the need and the support required will be initiated.

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For information around SEND support, please see the following:



**North Lincolnshire Council Website – SENDIASS Parent Partnership**

<https://www.nlsendiass.org.uk/>



**SEN Code of Practice Website**

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)



**North Lincolnshire Council LA Local Offer**

<https://localoffer.northlincs.gov.uk/>

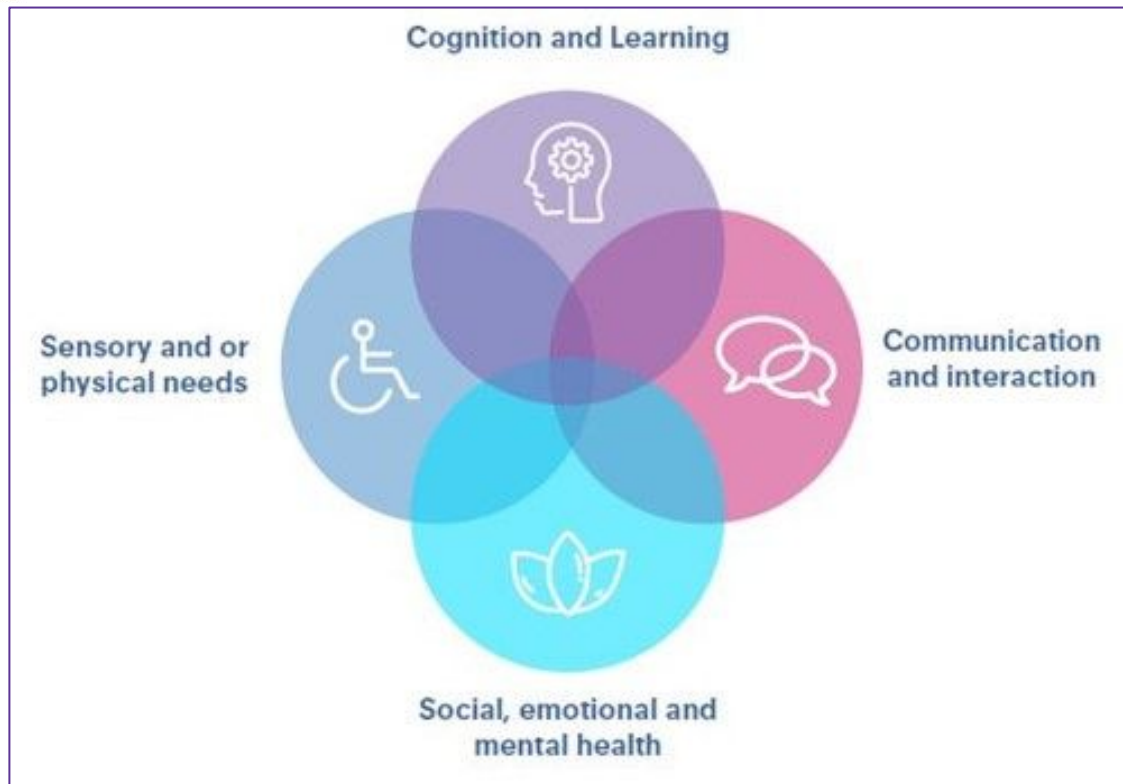


**Outwood academy Foxhills SEND Policy**

<https://www.foxhills.outwood.com/>

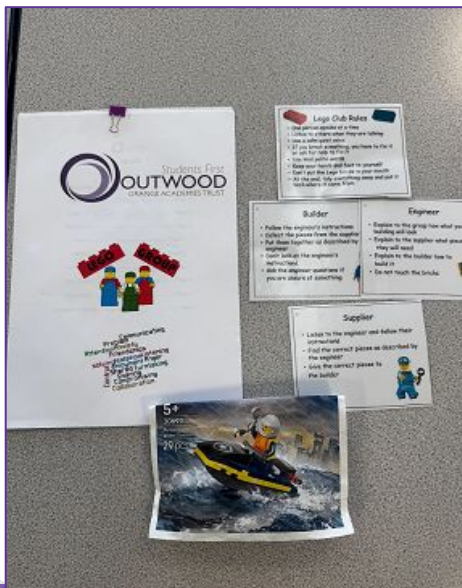
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## What are the 4 broad areas of need?



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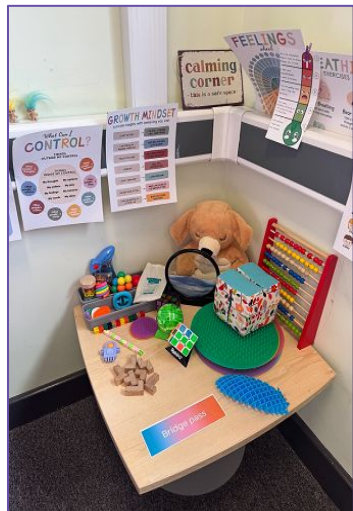
# How we support Communication and Interaction



- Bridge Support (Learning Support Centre)
- Lego Therapy
- Flexible approaches to timetable
- Enhanced access to additional aids
- Access technology
- Explicit teaching of general skills transferable from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Use of specialist outside agencies
- Teaching assistant support
- Individual Support Plans
- Review Meetings
- Visual aids



## How we support Sensory and/or Physical Needs



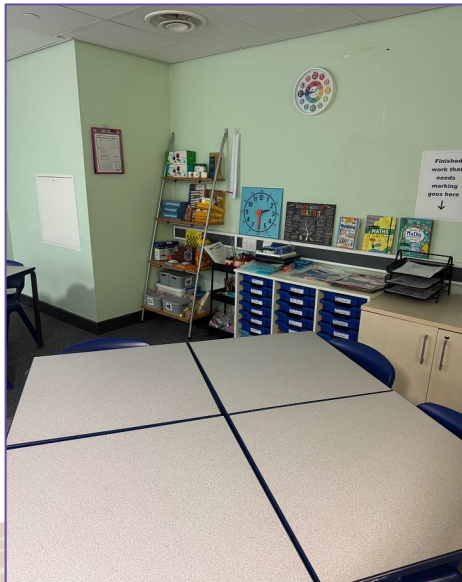
- Physical Aids: Support tools like wheelchairs, hearing aids, or a hearing loop.
- Accessible Materials: Large print documents that follow compliance rules.
- Specialist Support: Access to teachers or TAs who specialize in hearing or visual impairment (via outside agencies).
- School-Delivered Therapy: Programs designed by specialists, such as Occupational Therapists or Physiotherapists, and carried out in school.
- Curriculum Adaptation: Adjusting lessons to ensure full access for all.
- Teaching Assistant (TA) Support.
- Exam Access Arrangements.
- Individual Support Plan.
- Review Meetings.
- Bridge Support



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# How we Support Cognition and Learning Needs



- Individually focused intervention
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Ruth Miskin Fresh start programme
- Rapid Plus Reading Programme
- Outwood Reads
- Phonic development programmes
- Numeracy Intervention Programmes
- Lexia Intervention
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person differentiated work
- Teaching Assistant support
- SEN Student Support Plan (SSP)

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# How we Support Social, Emotional and Mental Health needs



- Individually focused intervention
- ELSA (Emotional Literacy) intervention
- SEMH/ PDG Tutor group
- Bridge Passes
- Movement Passes
- Restorative practices
- Work alongside external counselling companies
- Learning Manager interventions
- Support Plan reviews termly
- TA support in lessons where identified
- Lego Therapy
- Life Skills sessions
- Group therapy sessions (self-esteem, anxiety, body image)
- Referrals to outside agencies and specialists

# Progress of students with SEND is an ongoing process and is monitored by:

2025/2026 - Praising Stars 3		Outwood Academy Foxhills - Japan
READING AGE	ATTAINMENT 8	HONOURS
10y 7m	57	8
when tested in October 2025	average grade 5.7	awarded up to February 2026
<b>ART AND DESIGN</b>		<b>Grade 5</b>
C. Bradley		Below target of Grade 6
<b>COMPUTER SCIENCE</b>		<b>Grade 5</b>
A. McCabe		On track for target
<b>DANCE</b>		<b>Grade 6</b>
A. Senior		On track for target
<b>DESIGN AND TECHNOLOGY</b>		<b>Grade 6</b>
J. Bagg		On track for target
<b>ENGLISH</b>		<b>Grade 5</b>
D. Neal and L. Shale		On track for target
<b>GEOGRAPHY</b>		<b>Grade 5</b>
G. Robinson		Below target of Grade 6
<b>HISTORY</b>		<b>Grade 6</b>
J. Towers		On track for target
<b>MATHEMATICS</b>		<b>Grade 6</b>
T. Nightingale		On track for target
<b>MUSIC</b>		<b>Grade 4</b>
G. Lane		Below target of Grade 6
<b>PHYSICAL EDUCATION</b>		<b>Grade 7</b>
L. Barker and K. Robinson		Above target of Grade 6
<b>RELIGIOUS EDUCATION (EFFORT...)</b>		
J. Tibbatts		
<b>SCIENCE</b>		<b>Grade 5½</b>
D. Page		Below target of Grade 5½
<b>SPANISH</b>		<b>Grade 5</b>
V. Bowen		On track for target
<b>TUTOR GROUP</b>		
N. Dobson		

- Half-termly assessment in the form of Praising Stars©
- Classroom teachers
- Parent evenings
- One-to-one discussions / meetings
- Involvement of outside agencies
- Termly SEND reviews
- Termly review of interventions in place

Working together is key to your child's success. We invite parents, carers, and students to be active participants in all reviews and meetings. Whether it is a formal SEND review or a termly parents' evening, your input is vital in helping us shape the best possible learning environment for your child



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