

# **Outwood Academy Shafton**

## **SEN**

### **Information**

### **Report**

**(Secondary and Post-16)**

<b>Document control table</b>	
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<b>Document History</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
V7	October 2020	L Devine	<p>Changed 'SEND Report' to SEND Information Report' to bring the language in line with the SEND Code of Practice</p> <p>Added a date section to identify when the academy has posted on their website</p> <p>Added an area for academies to provide a link to their local authority local offer</p> <p>Amended wording, where necessary, to assist parental understanding</p> <p>Added a paragraph to evidence how decisions are made about the type and amount of support the child will receive in that section</p> <p>Added elements of the new behaviour policy that align with reasonable adjustments and staff training (highlighted in orange)</p> <p>Added an addendum for Covid-19</p>
V8	November 2021		<p>Added 'We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of school life.' within the provision section to align with the Primary SEN Information Report</p> <p>Added SENDIASS to the Local Authority Parent Partnership Service</p> <p>Changed Champion to Ambassador in the mental wellbeing section</p> <p>Added the Academy's SEND Governor is XXXXXX</p> <p>Added <i>may be given on a ratio basis in the classroom or on-line in a virtual learning scenario in</i></p>

			<p>the Teaching Assistants section.</p> <p>Added <i>partnership with the SENDCo/SEND Officer</i> in the Transition section</p> <p>Amended assistive technology section to align with primary SEN Information Report</p> <p>Amended Covid-19 Addendum to meet return to school guidance</p>
V9	October 2022	H Benson	Removal of Covid 19 addendum. Amendments to reflect the new Positive Discipline for Learning and Living policy.
	October 2022	L Devine	Moved mental wellbeing out of the Covid 19 addendum into the 'support with mental wellbeing' section. Added independence statement to the 'how will the academy prepare my child to' section.
	October 2022	Claire Attrill	Amendments to wording relating to new practice.
V10	October 2023	H Benson	<p>Addition of Element 3 budget reference.</p> <p>Added the implementation of duties as outlined in the Equality Act 2010 around reasonable adjustments for protected characteristics when planning activities outside the classroom, including events and trips.</p> <p>Addition of Emergency Evacuation plans for specific medical and physical needs.</p> <p>Edit of Bridge &amp; PLC to indicate Academy Provision spaces</p> <p>Reference to the Positive discipline for learning and life policy in the graduated response.</p>

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

Outwood Academy Shafton is a mainstream school 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 achieve their full potential.

We support students with a range of needs, including physical and medical needs, social, emotional and mental health needs, communication and interaction difficulties, sensory needs, autism, ADHD and students 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.

If children need additional support to meet our high expectations of being safe, respectful or and responsible, we will ensure they have access to support them through appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

The academy will follow the Positive Discipline for Learning and Life Policy with appropriate colleagues recognising that consideration may be needed for multi-agency involvement..

### **How does the academy know if students need extra help and what should I do if I think 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 any previous schools attended prior to the child's entry into the academy. The academy fully supports the SEND Code of Practice (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' 2015

Throughout this report, the reference to parents also applies to carers and those with guardianship rights.

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

### **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 through our Praising Stars© system, through discussion at parents' evenings, as published on the academy's calendar and review days held termly, in line with the SEND Code of Practice for students on the SEN register. Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

Following this, an evaluation of the effectiveness of the academy SEND provisions and SEND policy takes place. The evaluation of SEND provision is carried out by the academy and the SEND Policy is evaluated by the Regional Directors of SEND. Information is gathered from different sources such as child and parent surveys / teacher and staff surveys / parent evenings / feedback forms / school forums. Evidence collated helps inform academy development and improve planning. This will be collated and published by the Trust annually in accordance with section 69 of the Children and Families Act 2014.

### **How will both the academy and I know how my child is progressing 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
- D) attendance to school is above 90%

Parents are kept up to date with their child's progress through Praising Stars reports, parents' evenings

and SEND review meetings or Education Health Care Plan reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of students with SEND may be signposted to the Local Authority Parent Partnership Service, also known as SENDIASS (SEND Independent Advice Support Service) in some local authorities, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs, parents are invited to attend any meetings with external agencies, 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. We believe that all teachers are teachers of children with SEND. Teaching staff have access to information on individual student's special educational needs via Management Information Systems and the student's One Page Profile to enable them to plan and differentiate their lessons accordingly. Both the One Page Profile and o'Cloud advise teachers on the reasonable adjustments to be made for the student.

### **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 SEND support will, where appropriate, be supported by the teacher, alongside a member of the pastoral inclusion team through specific interventions. We will ensure that all staff know and understand the needs of pupils to allow students with SEND to thrive within a broad and balanced curriculum. All staff will have access to training, advice and support by the central school improvement team and external providers 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?**

There are many forums where decisions are made about the type and amount of support a pupil will receive; during transition, parental input at EHCP review meetings, One Page Profile process, historical information, through regular monitoring of pupil progress every half-term and any identification of emerging needs, weekly Inclusion meetings, external professionals input, and with local authority agreement of support.

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 students.

When planning budgets OGAT academies will take into account the additional support required for students 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. EHCP top-up (element 3), Pupil Premium, Pupil Premium Plus or Catch-Up Premium.

Where individual students require additional support that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual student from the Local Authority. In partnership with other members of the Inclusion Team, the SENDCo will advise where

this is appropriate and initiate processes 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, including the duties as outlined in the Equality Act 2010 around reasonable adjustments for protected characteristics. No student is omitted from a trip due to their specific needs. If necessary, an Individual Health & Care Plan will be put into place. 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 at all times.

For SEND students, and any other students that do not feel socially confident, support is available to build their confidence in social situations to enable students to thrive.

Areas to develop social skills are available during break and lunchtime that are supervised by Inclusion staff. Students are encouraged to develop socially through the joining in of educational games, general conversation and interventions to develop academic and/or life skills.

### **Support with mental wellbeing:**

The academy supports students and parents in any way it can to assist positive mental wellbeing. Please contact the academy if you have any concerns about the mental wellbeing of your child. In addition, please visit the green Mental Wellbeing 'green button' on the academy website home page that gives access to organisations that can help. The academy has a dedicated mental wellbeing Governor.

Website link to the Mental Wellbeing green button::

[shafton.outwood.com/mental-wellbeing](https://shafton.outwood.com/mental-wellbeing)

A member of the senior management team is a Mental Health First Aid England certified Mental Wellbeing Lead who leads on the wellbeing of students. Students who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Ambassadors. All academies also have at least one Senior Mental Health Lead trained member of staff initiated by the Department of Education.

Students will receive further support from the outside agencies as required. Our support partners include:

iSpace  
Compass  
Adastra  
CAMHS

**Who is the Academy's SEND Governor?**

The Academy's SEND Governor is Mrs Webster

**Who is the Academy's special educational needs and disability coordinator (SENDCo) and what are their contact details?**

The Academy's SENDCo is Leanne Burgin, who can be contacted at the Academy on [l.burgin@shafton.outwood.com](mailto:l.burgin@shafton.outwood.com)

**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.

All staff have access to relevant SEND focused internal and external training opportunities. The SENDCo attends regional network meetings led by the Regional Directors of SEND. The SENDCo is appropriately qualified and receives additional training to recognise the difference between an unmet need and poor behaviour. External professionals are involved to give additional advice and guidance, if appropriate. Poor behaviour is never ignored and is regularly monitored to ensure unmet needs are addressed. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

We recognise the need for ongoing training concerning SEND and there is funding available to support this professional development. The SENDCo, 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 all staff 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 Emergency Evacuation procedures for students with specific medical needs and or physical disability.

**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 pupils. Sharing knowledge and information with our support services is essential in allowing us to provide effective SEND provision within our academy. If a concern is raised it will be brought to the attention of the SENDCo who will then inform the child's parents 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 (including accessibility services)
- Speech and Language Services
- Compass



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 be 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 SEND:

**Transition**

We work closely with all primary schools to make sure that all students feel comfortable with their move to a secondary academy. 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 Support:**

Lunch passes are available by referral from the Inclusion Team that aims to meet the needs of students needing additional short-term support, or for those students 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 SEN Register who are externally funded may be allocated TA support, depending on needs of the student. The TA support may be allocated on a ratio basis in the classroom or on-line in a virtual learning scenario. TAs work closely with the child, parent and staff to meet the child's needs within the academy. Inclusion staff, SENDCo and Learning Managers are available for students to talk to.

**Educational Testing**

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 Arrangements Assessor to facilitate additional access arrangements for examinations, where appropriate.

**Academy provision spaces**

Bridge and PLC are bespoke 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.

The focus of the Bridge and PLC is to identify and remove barriers to educational achievement,

ensuring all have equality of opportunity and empowering all students with skills and strategies to deal with their individual areas of need to 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 and PLC also offer intensive support and interventions for students across the curriculum in small groups or 1:1, e.g. 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.

The PDC gives opportunities for students with more challenging behaviours to be supported to modify behaviours that are preventing them from reaching the top of the pyramid, as outlined in the Trust's Positive Disciplinary and Learning for Life policy (see link to the policy in the section 'Where can I access further information?').

These spaces will work with students who are referred, to ensure that they complete the work set by their class teachers and also have opportunity for restorative and reflective work. This work is focused on ensuring students know what is expected of them in terms of being safe, respectful and responsible. The aim is to successfully reintegrate students quickly back to the mainstream curriculum, armed with skills and strategies to make good behaviour choices and re-engage with their route to being top of the pyramid.

### **Physical environments**

Outwood Academy Shafton incorporates facilities for students and staff with disabilities. Facilities include:

- Disabled parking bays
- Lift usage
- Ramps

Add link to Accessibility Plan here

### **Assistive Technology**

The academy provides access to a limited number of laptops, ChromeBooks, Reading Pens or any other assistive technology requirements on a needs led basis to support pupils with temporary and long-term physical needs and/or other identified needs that are related to barriers to learning across all areas of the curriculum.

### **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 their normal way of working in the classroom, their history of need and other appropriate evidence. If the student is identified as requiring access arrangements, the Inclusion Department will coordinate information and refer to the qualified assessor, where appropriate. The Exams Department are informed of the exam access arrangement assessment outcome. Students and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found at <https://www.jcq.org.uk/exams->

[office/access-arrangements-and-special-consideration/](#)

### **School Transport**

Where students with SEND require specific transport to and from school, this is arranged by the Local Authority Transport Department. Contact details for this can be found on the Local Authority Local Offer.

### **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. We will seek the views of students and they 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.

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 with parents but should a problem arise, the parents are asked to contact the SENDCo or an Inclusion Coordinator/Officer of the Inclusion Team 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 SENDCo, 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 academy involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in 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 the 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 Academy Council is kept informed about the involvement of other organisations and services through meetings with the SEN Governor and their subsequent reports to the Academy Council.

### **How does the academy seek to signpost organisations, services etc., that can provide additional support to parents or students?**

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 text, email or post.

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

- 1. Join the school?**
- 2. Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?**
- 3. 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 an EHCP, where possible
- A transition programme co-ordinated by Deep Support in partnership with the SENDCo/SEND Officer
- 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
- 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, are also invited to talk to the Inclusion Coordinator and/or SENDCo 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
- From Year 9 onwards, independence is a key consideration to ensure the student is prepared for adulthood, as per the SEND Code of Practice (2015).

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. All students with SEND are supported to ensure transition between key educational phases or settings 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.

All students receive information, advice and guidance on Post-16 options and SEND students are escorted on orientation visits to local colleges, Post 16 centres and University.

**Where can I access further information?**

More details about the SEND Code of Practice 2015 can be found in the link below:

[SEND code of practice: 0 to 25 years - GOV.UK](#)

Information on the Local Authority Local Offer can be found at:

[https://barnsley.cloud.servelec-synergy.com/Synergy/Local\\_Offer/](https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/)

Information on the Safeguarding Policy can be found at:

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

Information on the Positive Discipline for Learning and Life policy can be found at:

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