Outwood Academy Bydales
Local Offer 2026/27

Table of Contents

What is a Local Offer? 3

What is a special educational need? 3

Admission Arrangements 3

How will the Academy support my child or young person's learning? 4

Areas of SEND 5

What do I do if I think my child may have special educational needs? 5

How does the Academy know if my child needs extra help? 6

How will the curriculum be matched to my child's or young person's needs? 6

How accessible is the Academy? 9

How will I know how well my child is doing and how will you help me support my child's learning? 9

What support will there be for my child's overall well-being and social, emotional and behavioural development? 9

What services and expertise are available or accessed by the Academy, including staff with specific specialist knowledge / qualifications? 10

What training and development is done by staff supporting those with SEND? 10

How will my child be included in activities outside the classroom? 10

How will the Academy help children and young people transfer to the next phase of education? 11

How are the Academy's resources / funding allocated and matched to children's needs? 11

Who can I contact for further information? 11

Outwood Academy Bydales 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 Bydales.
- Highlight that all teachers at Outwood Academy Bydales 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 cooperation. 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 Bydales 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)

Admission Arrangements

Outwood Academy Bydales strives to be fully inclusive. It acknowledges the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent/carer wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

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, Associate Vice Principal Deep Support, Inclusion Coordinator, Heads of Department and teachers with specific responsibilities for intervention.

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

Type	Description	Example
Universal Support – this is **Wave One** quality teaching.	Universal Support includes the entitlement of all students to support, advice and guidance to maximise their achievement and aspirations.	Access to all the curriculum

Targeted Support – this is **Wave Two** additional support in and out of the classroom. Any student accessing this support is classified as 'SEN support'. This replaces School Action and School Action Plus.	Targeted Support includes the strands of 'support' for identified students who require specific intervention at specific times during their learning journey.	This could be: ● one to one literacy and/or numeracy ● personalised timetables ● small group work ● working with other interventions in school ● working with outside agencies
Specialist Support – this is **Wave Three** intervention. This level is linked directly to Education and Health Care plans and any individual who requires more intervention than is offered at wave two.	Specialist Support includes the strands of 'support' for the students with the highest level of need, in terms of learning and/or social and emotional needs as well as students with Special Educational Needs.	This could be: ● one to one adult support ● reduced timetables ● literacy and numeracy options ● physiotherapy ● working with advisory teachers ● working with outside agencies

Areas of SEND

Areas	**Description**
Communication and Interaction	Students with speech, language and communication needs (SLCN) may have difficulty: ● communicating with others ● understanding and using social rules of communication This often includes students with Autism Spectrum Disorder, including Asperger's.

Cognition and Learning	Learning difficulties covers a wide range of needs including moderate learning difficulties (MLD) specific learning difficulties (SpLD) and severe learning difficulties (SLD) where students are likely to need support in all areas of the curriculum. Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Students may experience a wide range of social and emotional difficulties. These may include becoming: ● Withdrawn ● Isolated ● Displaying challenging behaviour ● Disruptive or disturbing behaviour Other students may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
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 adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma or eczema; autism; speech, language and communication impairments. If the impairments have a 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 Special Educational Needs and Disability Coordinator (SENDCo) Mrs Rachael Robinson to discuss your concerns. This can be done by e-mail r.robinson@bydales.outwood.com or by telephone on 01642 474000. The SENDCo may be able to advise you about alternative sources of support should you require it; for example health or social care. 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?

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 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 Grange Academy 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
Subject teacher/ Tutor	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 the heads of each year group. Their role is to support students emotionally, socially, behaviourally and academically. They oversee 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 can be found on the website.

Teaching Assistant	Teaching Assistants work with the class teacher to identify areas of support for students with additional needs. Learning Support Assistants attend all training opportunities related to SEN and differentiation. The Learning Support Assistants main priorities are to: ● Support students to access the curriculum ● Empower students to develop effective strategies that enable them to become independent learners ● Support the implementation of differentiation and specialist support strategies in the classroom ● Keep students focused on learning activities during lesson	If you wish to contact any LSA please do so though the Inclusion Manager, Mrs H Boyes h.boyes@bydales.outwood.com

SENDCo	Ensures that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments and targets need to be met to enable them to be included and make progress. Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress/outcome. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND Policy (and other linked policies) is followed in the Academy. Coordinating all the support for children with special educational needs (SEN) and or disabilities, and any student who needs additional support to achieve their potential. 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 are part of the planning process. ● Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy 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.	Miss Rachael Robinson r.robinson@bydales.outwood.com

Associate Vice Principal – Deep Support	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 issues. Ensuring the SENDCo role is delivered in accordance with statutory guidance and in line with the school policy. Ensuring that the Local Academy is kept up to date about any issues in the Academy relating to SEND.	Mr B Roberts b.roberts@bydales.outwood.com
Principal	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 issues. The Principal will give responsibility to the SENDCo and class/subject teachers to meet the needs of students but is still responsible for ensuring that your child's needs are met. Ensuring that the Local Academy Council is kept up to date about any issues in the school relating to SEND.	Mr R McGreal r.mcgreal@bydales.outwood.com
Local Academy Council – Inclusion representative	Making sure that the school has an up to date SEND Policy. Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the Academy. Making sure that the necessary support is made for any child who attends the Academy who has SEN and/or disabilities. Making visits to understand and monitor the support given to children with SEND in the Academy and being part of the process to ensure your child achieves his/her potential in school.	All contact in relation to the Local Academy Council is to be directed to the Principal's PA enquiries@bydales.outwood.com

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 Bydales 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 support 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
- Lexonics phonics programme
- literacy and numeracy intervention
- Additional teaching support
- small group support
- access to LSA support in the classroom
- access to ICT for use during lessons
- Personalised Learning Support area (PLC), Bridge or Lighthouse provision
- early release pass
- personalised timetables
- mentoring
- hearing aid checks

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
- Thrive
- mentors
- subject specialists

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 Bydales is a modern building with fully accessible classrooms. There is a lift to access the 1st floor, and two Evac chairs have been installed in case of emergencies. The site has clear signage throughout which is colour coded to ease access. Risk assessments are conducted for any student with mobility issues. The school is now equipped with a defibrillator.

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 an excellent method of communication between home and the Academy. Students will record their homework when it is set and parents/carers are encouraged to check planners every day and to speak to their child about their learning. Planners are checked on a weekly basis by the form tutor. There is advice in the Parent Planner about how parents can support their child with homework and learning in general. Different subject departments organise Information Evenings to help parents/carers to understand the challenges of the ever changing curriculum. Parents/carers should contact subject teachers, form tutor, Learning Managers or the SENDCo if they have any concerns. Parents/carers will receive a Praising Stars report 6 times a year for all students. This will indicate the progress being made towards meeting target grades and the effort grades for each subject. During the course of the academic year there will be three Parents' Evening when subject staff are available to discuss progress.

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

Within the Academy the first point of contact should be the PDG mentor. The PDG Group mentor will remain with the group throughout their time in the Academy, seeing the students every day and monitoring progress and well-being generally. For certain situations it may be more appropriate to contact the Learning Manager. Each year group has a Learning Manager. Year 7 is Miss Lawn, Year 8 is Mr Wilkinson, Year 9 is Mr Page, Year 10 is Ms Bennet-Bade and Year 11 is Mrs Black.

There are a range of First aiders who attend to students in the case of an emergency. Mrs Boyes (Inclusion Coordinator) is responsible for overseeing the completion of medical health care plans, pupil evacuation plans and managing medication within the Academy.

Emotional and Social support can also be provided through a variety of different provisions within the Academy. These include:

- Mentoring
- Targeted Youth Support
- The Link
- Bridge support
- Police Community Support Officer
- School Nurse Drop in

The Academy can also make referrals to other agencies such as:

- Child and Adolescent Mental Health (CAMHS)
- Social Services
- Crest

- Mental Health Hub

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

Outwood Academy Bydales has links to a range of staff with specialist knowledge / qualifications. These include:

- Local Authority Resource and Support Panel
- Advisory teachers from Visual Impairment (VI), Hearing Impairment (HI), Learning Support Service (LSS)
- Parent Partnership

Extended services are available to support in some circumstances where a child's SEN is having an impact on the family at home.

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

Continued Professional Development for staff plays an important part in the provision of high quality support for all students in the Academy. Every year a planned programme of staff training is put in place for both teaching and support staff. This includes medical updates, safeguarding training and differentiation.

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

All students have an entitlement to participate and enjoy activities outside the classroom. There is an extensive range of enrichment activities which take place between 2.50pm – 3.30pm. Over 50 activities can be found in the Enrichment booklet and all students are encouraged to attend.
Learning Support Assistants, staff with First Aid qualifications and other additional adults will accompany students on educational visits as required.

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

Transferring to Key Stage 3

The Academy supports young people who have SEND when transferring from Year 6 to Year 7 in the following ways:

- Primary and Secondary SENDCo meetings to establish a cohort of students who need additional transition visits
- Transfer of data to identify targets to support transition
- Person Centred Transition meetings with students and parents/carers and other professionals
- For some individuals they will begin to have transition meetings from Year 5 onwards
- For other individuals a multi-agency meeting will take place to support effective transition.

Transferring to Key Stage 4

The Academy has a team of staff who will provide Careers Advice and Guidance for all students. Specific meetings will be arranged to support students in their choices. There will be an options event where students and parents/carers can ask questions to select the best suite of Key Stage 4 options. Students can have multiple meetings before finally making these choices.

Transferring to Further Education

The advice and guidance that is received for Key Stage 4 is also here to support students as they transfer to further education and beyond. SEND students are supported in completing applications for Post-16 provision (Sixth Form and College). If a student has an Education and Health Care plan their Post 16 provider is asked to attend these meetings and pre-sessions are in place to help students make this choice.

For some students additional support is provided through independent travel training and additional visits to local colleges.

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

Funding for supporting students with special educational needs in the Academy is provided from a variety of sources including delegated funding from the Local Authority, Top-Up funding for students with an Education, Health and Care Plan and Pupil Premium. The amount and type of support is determined by the child's need and the resources available at the time in the Academy. Parents / carers are encouraged to be actively involved with their child's education and to raise any concerns that they might have with the SENDCo. It is hoped that by working together it will be possible to achieve the best possible outcomes for all students in the Academy.

Who can I contact for further information?

The SENDCo, Miss Robinson can be contacted on 01642 474000 or by e-mailing r.robinson@bydales.outwood.com