

OUTWOOD ACADEMY REDCAR

SEND LOCAL OFFER

Contents:

- 1) Introduction
- 2) What is Special Educational Needs?
- 3) What is a disability?
- 4) Meet the Team (including external links)
- 5) Identification of Needs
- 6) External links

1) Introduction

SEND is the term for 'special educational needs and disability' and refers to children who have additional difficulties or disabilities that can make it harder for them to access education than most children of the same age. This report follows the statutory guidance from the Department for Education and the Department for Health in the Special Educational Needs and Disability Code of Practice; 0 to 25 (January 2015).

The Academy has 554 students on role with 123 (22.20%) of students identified as SEND (September 2022). This is made up of 104 students with SEND Support (K) and 19 with an Educational Health Care Plan (E).

2) What is SEN?

The Special Educational Needs and Disability Code of Practice states that a child or young person has a special educational need if they have:

- a learning difficulty or disability which calls for a special educational provision to be made for him or her
- 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-16 institutions

A young person or child does not necessarily have a special educational need if they are working behind their age expectation.

3) What is a disability?

The Equality Act (2010) gives the following definition of disability:

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long term effect on their ability to carry out normal day-to-day activities.”

Outwood Academy Redcar is a fully accessible site for young people and children with a disability. All floors have wheelchair access and all alarms are visual and auditory.

The Academy currently has three staff that have completed the medicines awareness for schools (foundation) course and one member of staff who has completed the managing medications in an educational setting course. This ensures students who require medication during the school day can be supervised by trained staff and there will be multiple members of staff available to ensure prompt administration of medication. There are several members of staff available to provide first aid support to those who require it.

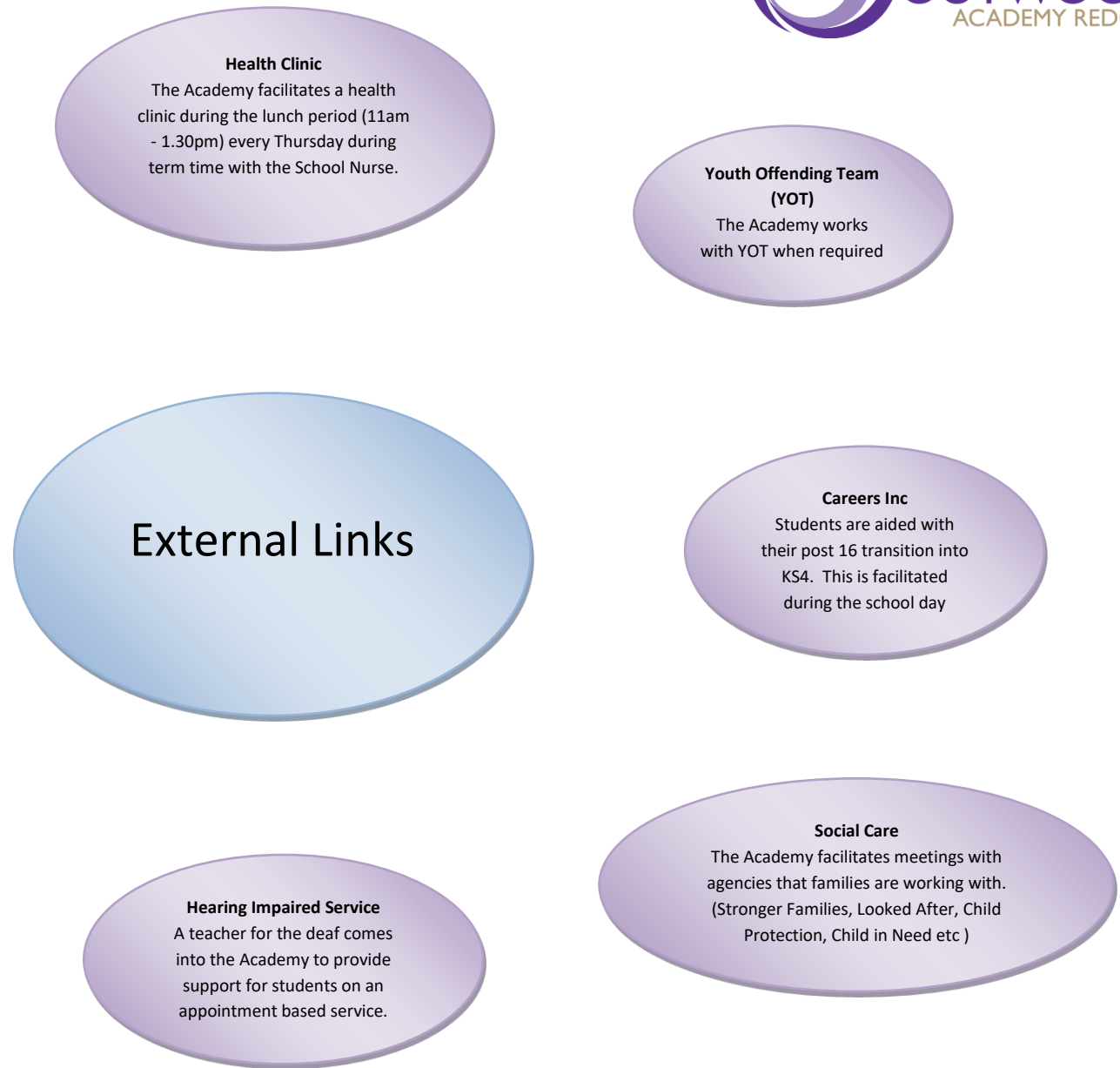
4) Meet the team

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

In Outwood Academy Redcar's Deep Support structure we have several staff with roles dedicated to providing Inclusion support for all our children and young people:

Staff	Role	Contact Details
Mr K Broom	Vice Principal (Deep Support) and Designated Safeguarding Lead	k.broom@redcar.outwood.com
Ms L Tait	SENDCO	l.tait@redcar.outwood.com
Ms M Ryan	Inclusion Coordinator	m.ryan@redcar.outwood.com
Ms S Rutter	Inclusion Administrator	s.rutter@redcar.outwood.com
Ms H Lavery	Safeguarding Officer and Designated Safeguarding Lead	h.lavery@redcar.outwood.com
Ms S Dudley	Y11 Learning Manager	s.dudley@redcar.outwood.com
Ms M Marshall Ms C Ferrier	Y10 Learning Managers	m.marshall@redcar.outwood.com c.ferrier@redcar.outwood.com
Ms S O'Toole	Y9 Learning Manager	s.otoole@redcar.outwood.com
Ms K McLaughlin	Y8 Learning Manger	k.mclaughlin@redcar.outwood.com
Mr L Young	Y7 Learning Manager	l.young@redcar.outwood.com

Mrs H Fox	Bridge Coordinator	h.fox@redcar.outwood.com
Mrs H Tibbett Miss B Hopper	PLC Manager	h.tibbett@redcar.outwood.com b.hopper@redcar.outwood.com



**Children and Adolescents
Mental Health Service (CAMHS)**

The Academy facilitates associated therapy / assessment sessions.

Health Clinic

The Academy facilitates a health clinic during the lunch period (11am - 1.30pm) every Thursday during term time with the School Nurse.

**Youth Offending Team
(YOT)**

The Academy works with YOT when required

External Links

Careers Inc

Students are aided with their post 16 transition into KS4. This is facilitated during the school day

Therapeutic Services

Students are provided with appointments throughout the school day with Emotional Wellbeing Practitioners in order to re-frame their thought processes and enhance their enjoyment of life.

Hearing Impaired Service

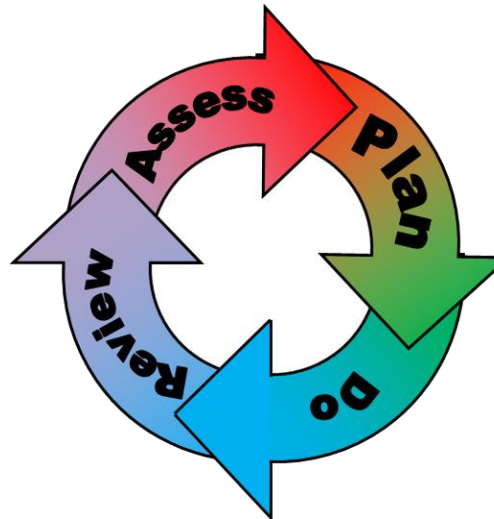
A teacher for the deaf comes into the Academy to provide support for students on an appointment based service.

Social Care

The Academy facilitates meetings with agencies that families are working with. (Stronger Families, Looked After, Child Protection, Child in Need etc)

5) Identification of Needs

Data from primary feeder schools provides a baseline for early identification. However, the Academy operates a system of assess, plan, do, review:



This is evident for all students in Praising Stars ©. All students are assessed on a half termly basis and the results can show early identification for any additional resource and / or intervention. Parents are provided with this information as it is produced.

Year Praising Stars Progress Report

Attendance for PSD		Subject	Teachery	Target	Predicted	Difference	Effort	IN/Out Concern	AE Concern	Parent/ Evening
Present		Additional Science								
Authorised Absence (Days)		English Literature								
Unauthorised Absence (Days)		GCSE (9-1) in English Language								
Lates		GCSE (9-1) in Mathematics								
Attendance for Year		Games								
Present		History B								
Authorised Absence (Days)		Information and Communication Technology								
Unauthorised Absence (Days)		Religious Studies B								
Lates		Science A								
Behaviour Record for Year		WIG								
Fixed Term Exclusion										

SAMPLE

Support may be provided in one or more of:

- Learning and Language assessment / monitoring. The Academy buys in support for additional Literacy, Numeracy and Exam Concession assessments. These assessments can be based on Specific Learning, WRIT and exam concessions. The assessments, and subsequent suggestions for intervention and resources, are monitored by Learning Managers, the Vice Principal, the SENCO, the Inclusion Coordinator and Teaching Assistants through learning walks and work scrutiny to ensure the maximum impact from interventions and support.
- Individual Health Care Plans – The Academy currently has 11 long term Individual Health Care Plans that are available to all staff (with parental permission) to help support a child or young person.
- Teaching assistant support. Teaching assistant timetables are reviewed every term to provide appropriate and immediate support where required. A One Page Profile is completed for students receiving this support which is reviewed every term. Students and parent / carer views are actively

sought out and incorporated into support plans. A sample of the type of support plan used by the Inclusion Team to inform practice throughout the Academy can be seen below

Pupil information

Stage: E Date of birth: 16/10/2009 Gender: Male Pupil ID: W807233912035

Tutor group: Nigeria Year group: 7

Teacher: Mrs Catherine Myers Start date: 16/9/2021 Review date: 15/12/2021
Requires reminder

This is a confidential document

Assess

Areas of concern

add field

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
<p>add target from the library add blank target reorder</p>				
Summary			Parent / Guardian contribution	
Pupil contribution				
add additional field				

Provisions

Name	Area of concern	Wave	Start date	End date	Session frequency	Session length
------	-----------------	------	------------	----------	-------------------	----------------

Files

Name	Time uploaded	Type
<div style="display: flex; justify-content: center; gap: 10px;"> Upload a file Upload a confidential file </div>		

Signatures

add additional signature

- The Academy employs an Emotional Wellbeing Practitioner who attends the Academy for a half day per week and offers support to students who have been identified by the Inclusion Team.
- Students who are identified as vulnerable or who are experiencing emotional stress can access the Bridge for emotional wellbeing interventions e.g. social stories, anger management and anxiety reduction. Staff in the Academy can make a referral via the student's Learning Manager.
- Identified students have access to 1:1 support in Maths, English and Science to raise aspiration and attainment in KS3 and KS4.
- Further intensive intervention is provided for identified students with reading programs (Lexia and Accelerated Reading) in small group work.
- Maths, English and Science offer weekly catch up session to Y11 students between 2.30pm and 3.30pm.
- Identified students have access to assessment and progress review(s) from the Learning and Language Team.
- Students who are struggling with accessing their mainstream lessons can be referred, via Learning Managers, to the Personalised Learning Centre (PLC).
- Weekly meetings are held with the Senior Leadership Team and Heads of Departments to identify educational and / or pastoral support that may be required.
- The Inclusion Team meet on a weekly basis to identify educational and / or pastoral areas of support that may be required.

6) 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>