

Outwood Academy Hindley SEND SUPPORT OFFER



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Academy Core Offer

Academy Core Offer – See SEND Policy on our website

Interventions for all students – All students are assessed and reviewed half-termly through Praising Stars. This currently is logged on Edukey. Interventions will be identified and implemented where and when required.

Access Arrangements - Students are identified via teaching staff through their normal way of working and testing will be put in place when sufficient evidence is given. We will endeavour to make reasonable adjustments to ensure that all students are supported.

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Additional Information

For information regarding students with SEND:

- Please contact the enquiries line with any queries or concerns.
- Wigan Local Offer
- DfE SEN Code of Practice
- SEND Policy

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Outwood Academy Hindley

Is committed to providing Quality First Teaching for all our students. The principles underpinning SEND provision are those upon which the whole ethos of the Academy is based; 'Students First'. We have high aspirations for all of our students. To support them to achieve we use a range of teaching and learning styles, differentiated teaching materials, access to ICT equipment and resources, Teaching assistants, small group work, flexible/alternative curriculum, rewards, mentoring, counselling and enrichment activities.

We also have onsite alternative provisions and excellent professional relationships with off site alternative provisions that may be used to ensure that students are being fully supported.

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Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care (LA School Nurse appointments available upon the need) Bridge Support through bespoke programmes of support. SCI team involvement from the LA.
- Social time respite in Learning Resource Centre
- Flexible approaches to timetable
- Enhanced access to additional aids
- Access to 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
- One Page Profiles
- Review Meetings where both students and parents/carers can be present.

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Sensory and/or Physical Needs

- Physical aids to support access e.g. wheelchair, hearing aids/hearing loop, flashing lights for bells.
- Large print materials (DDA/JCQ Compliant)
- Access to a specialist teacher for the hearing/visual impaired – Inclusion Services from the LA.
- Concrete apparatus to assist sensory/physical needs
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists, Art Therapy.
- Adapted curriculum to enable inclusive practice
- Teaching Assistant support
- Exam concessions
- Individual Support plan
- Review Meetings where both students and parents/carers can be present

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Cognition and Learning

- Increased access to small group support through TA or 1:1 subject specific tutors.
- Practical aids for learning e.g. table squares, time/number lines, visual aids, accessible reading material suited to age, task plans, reader pens
- Phonic development programmes
- Increased access to ICT
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware, Reader pens
- Bespoke reintegration timetable via the PLC to ensure students are fully supported in their learning and feel confident returning to lessons.
- Adaptations to assessments/exam concessions to enable access e.g. readers, scribe, ICT that are approved via the Access Arrangement requirements.
- Curriculum will be adapted to meet the learning needs of the child/young person
- Differentiated work
- Access to external specialist support services
- Teaching Assistant support and specialists in reading schemes and dyslexia screening and intervention
- Individual learning plan that will be developed with parents/carers and any other professionals.

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Outwood Academy Hindley

Aims to provide an inclusive education for all students ensuring students' individual needs are met and provision is tailored to help students overcome their barriers to learning.

Learners identified as having SEND are fully integrated into mainstream education and, where needed, reasonable adjustments are made to ensure full integration in academy life.

Teaching assistant support is provided when and where required. Students with SEND are encouraged to participate in all Academy activities and have equal access.

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Assessing Progress

Assessment is an ongoing process with progress reviewed by:

- Classroom teachers
- Half-termly assessment in the form of Praising Stars
- Learning Manager Analysis
- Parent/Carer evenings
- One-to-one discussions/meetings
- Involvement of Inclusion Services.
- Educational Psychologist
- EHCP annual reviews

Parents, Carers, Students are encouraged at all times to be involved in the review process. They are invited to Parent evenings, meetings, and all SEND reviews and receive a progress report every 6 weeks throughout the year.

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Ambition for students with SEND

Outwood Academy Hindley strive to ensure all students leave us as:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

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