

Outwood Academy City Fields SEND SUPPORT 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©. Interventions will be identified and implemented where and when required

The identification of students having special educational needs is processed from a range of information. This information is supplied by primary schools, standardised tests, internal assessments, school monitoring, teaching staff, parent/carers, students and external agencies.

Student assessment is an on-going process, and forms an essential part of teaching. If a student is not making progress despite high quality teaching, the Inclusion Coordinator/ SENDCo is to be informed. We are keen to involve parents/carers as much as possible. As a parent/carer if you have a concern regarding your child and special educational needs, please contact the Inclusion Department or SENDCo.

Teaching staff will liaise with Learning Managers and the inclusion team regarding students progress. Assessment is on going through high quality teaching.

Progress of all students is assessed and reviewed through half-termly testing and the results generate the praising stars report which is sent to parents. Students taking part in an intervention, know the expected outcomes and that a review will take place within a given time.

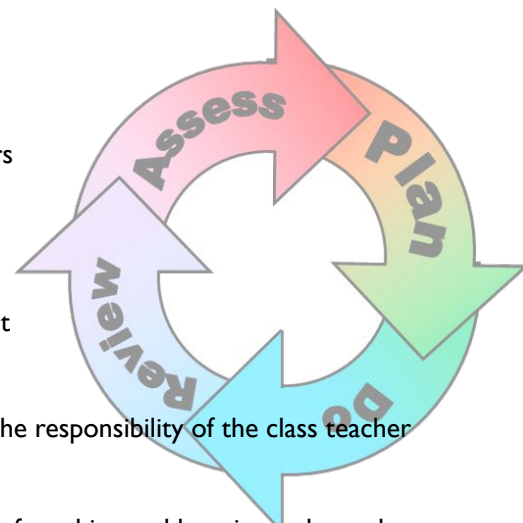
Students and parents/carers are involved in all stages of the review provision. Statutory Assessment/ Educational Health Care Plans will be reviewed inline with the required time period. All notes of discussions/meetings will be kept in the students SEND file. Additional information can be found on the LA Local Offer website.

All teachers at Outwood Academy City Fields are teachers of students with special educational needs. It is primarily the responsibility of the class teacher with support from the inclusion team and SENDCo to ensure individual needs are met.

All staff have responsibility to plan lessons, ensuring differentiation to meet individual needs. High aspirations, a range of teaching and learning styles and differentiated material is the first process in responding to students' special educational needs. Once specific areas of need have been recognised and gaps in learning identified other additional provision can be planned for.

Support staff will be deployed to work with the students identified through the assessment process. This may be short, medium or long term. Alternative learning materials / physical aids will be provided where appropriate to support learning e.g. Lift, ICT equipment, large print materials etc. Access to specialist teachers and outside agencies can be sought through Springboard. Dyslexia Intervention, behaviour programmes and tailored 1:1 support delivered in the academy. Staff development / training to increase understanding of special educational needs is undertaken regularly and tailored to meet the needs of our students.

Parent/Carers can contact school to discuss alternative arrangements.



For information around SEND support, please see the following:

Please contact the Academy or visit the website for a copy of the complaints procedures if required.

Wakefield Council Website - Parent Partnership

SEN Code of Practice Website

Wakefield Council LA Local Offer

SEND Policy

We also assess for access arrangements for exam support and will endeavour to make reasonable adjustments to support all students

Outwood Academy City Fields

- is committed to providing high quality teaching for all our students. The principles underpinning SEND provision are those upon which the whole ethos of the Academy is based which is Students First: Raising Standards and Transforming Lives.
- We have high aspirations for all 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.

Communication and Interaction

Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care

Bridge Support

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



Sensory and/or Physical Needs

Physical aids to support access e.g. hearing aids/ hearing loop
Large print materials (DDA Compliant)
Access to a specialist teacher/LSA for the hearing/visual impaired (outside agency)
Concrete apparatus to assist sensory/physical needs
Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
Adapted curriculum to enable full access
Teaching assistant support
Exam concessions
Individual Support plan
Review Meetings

Cognition and Learning

Individually focused intervention

Increased access to small group support

Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age

Phonic development programmes

Increased access to ICT

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

Access to external specialist support services

Teaching Assistant support and specialists in reading schemes and dyslexia screening and intervention

Dyslexia screening

Individual learning plan

Outwood Academy City Fields

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.

Progress of students with SEND is an on-going process and is monitored by:

Half-termly assessment in the form of Praising Stars©

Classroom teachers

Parent evenings

One-to-one discussions / meetings

Involvement of outside agencies

SEND reviews

Statutory reviews

Parents/Carers, students are encouraged at all times to be involved in the review process. They are invited to Parents' Evenings, meetings, and all SEND reviews

Outwood Academy City Fields Offer

Outwood Academy City Fields 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