

# Outwood Academy Carlton SEND Local Offer

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# 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

## **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.

## For information around **SEND** support, please see the following:

Please contact the Academy with any queries or concerns  
[enquiries@carlton.outwood.com](mailto:enquiries@carlton.outwood.com).

Barnsley SENDIASS advice and support

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendiass-advice-and-support/>

SEN Code of Practice Website

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Barnsley Council LA Local Offer

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>

## Outwood Academy Carlton

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.

We also have onsite alternative provisions and fantastic 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.

Aspire Support through bespoke programmes of support.

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 including the SCI team

Teaching assistant support

One Page Profiles

Review Meetings where both students and parents can be present

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## Sensory and/or Physical Needs

- Physical aids to support access e.g. wheelchair, 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 inclusive practice
- Teaching assistant support
- Exam access arrangements
- One Page Profiles
- Review Meetings where both students and parents can be present

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## Cognition and Learning

Individually focused intervention

Increased access to small group support

Practical aids for learning e.g. table squares, time/number lines, visuals, 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

Adaptations to assessments 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

One Page profile

Review Meetings where both students and parents can be present

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## Outwood Academy Carlton

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

This is an on-going process and is monitored by:

- Half-termly assessment in the form of Praising Stars©
- Classroom teachers
- SENCO and Learning manager analysis
- Parent/Carer 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 Parent evenings, meetings, and all SEND reviews

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## Outwood Academy Carlton Local Offer

Outwood Academy Carlton 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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