Outwood Academy Danum
SEN
Information
Report

(Secondary and Post-16)

Document control table			
Document title:	SEND Information Report Secondary and P16 Academies		
Owner (name & job title):	Trust Strategic Lead for Inclusive Practice and Vulnerable Pupils		
Version number:	V1		
Date approved:	October 2025		
Approved by:	Executive Team		
Date of next review:	October 2026		
Document History			
Version	**Date**	**Author**	**Note of revisions**
V1	June 2024		● Job titles updated throughout the document ● References to LIFE/PSHE lessons replaced with new nomenclature - Personal Development & Growth
	9.10.25	L Barker	● Merged the Primary/Junior SEND Information into Secondary/Post-16 this document to V1. ● Included information regarding contact with parents and SENDIASS service. ● Replaced 'Directors of SEND' with Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice. ● Included a 'You Said, We Did/We aim to' section which includes student and parent/carer voice.

What kinds of special educational needs does Outwood Academy Danum make provision for?

Outwood Academy Danum is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to achieve their full potential.

We support students with a range of needs, including: physical and sensory needs, social, emotional and mental health needs, communication and interaction difficulties and cognition and learning needs (students who have more difficulty with learning than the majority of children of the same age). We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

Where children need additional support to meet our high expectations of being safe, respectful and responsible, we will ensure they have access to appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

How does the academy know if students need extra help and what should I do if I think my child may have special educational needs?

We identify the needs of students as early as possible by gathering information from parents, education, health and care services and any previous schools attended prior to the child's entry into the academy. The academy fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014).

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015

Throughout this report, the reference to parents also applies to carers and those with guardianship rights.

If you think your child may have special educational needs, you should contact the Academy in the first instance and speak with the appropriate Learning Manager**.** If after speaking to your child's Learning Manager, they feel further exploration around your child's needs is required, or your concern cannot be resolved please contact the SEN(D) department.

How does the academy evaluate the effectiveness of its provision for students with special educational needs?

In order to evaluate the effectiveness of SEND provision the school encourages feedback from staff, parents and students throughout the year. This is a continuous process including student reviews, parents' evenings, provision mapping and the analysis of data.

Student progress will be monitored through our Praising Stars© system, through discussion at parents' evenings, as published on the academy's calendar, and other academy-led progress events. For students on the SEN register, termly reviews are held in line with the SEND Code of Practice (2015). Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention. As part of this process, an evaluation of the effectiveness of the academy SEND provisions for each student will be considered.

In accordance with Section 69 of the Children and Families Act 2024, our academy gathers information from different sources such as: child/parent surveys/ teacher and staff surveys/ parent evenings/ feedback forms/ school forums. Evidence collated from these sources helps inform academy development and improvement planning and is published annually.

The SEND Policy is reviewed annually by the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice but where there are Government legislative updates, the policy is amended as and when required.

You Said, We Did / We Aim to…

What our students say	**Our academy response** **What we plan to do**
Students have reported the need for intervention around handling negative emotions and developing healthy coping strategies.	We have recruited for a social, emotional and mental health specialist teaching assistant who will deliver 1:1 and group interventions to support mental health in school. We have bought two intervention spaces this year and plan to implement them from September 2026. One will become a sensory area and the other a designated space for all interventions in school.
What our parent/carers say	**Our academy response** **What we plan to do**
Parents/ carers have reported the need for more intervention on speech and language needs.	We will continue to work with Let's Verbalise (our specialist speech and language service) into the 2026/2027 academic year. They will upskill staff on identifying speech and language needs in the classroom, work with students directly and also train staff on specialist interventions.
Parents/ carers would like more contact with school.	On top of termly SEND Support Plan meetings, we will incorporate three coffee mornings into the 2026-2027 school calendar as an additional means of allowing parents to have their say and

	also meet with external professionals such as the educational psychology team.

How will both the academy and I know how my child is progressing and how will the academy help me to support their learning?

Outwood Academy Danum believes that a close working relationship with parents is vital in order to ensure:

A. early and accurate identification and assessment of need leading to the correct intervention and provision
B. the holistic progress of students with SEND is monitored
C. personal and academic targets are set and met effectively
D. attendance to school is regular and consistent

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of students with SEN may be signposted to the local Authority Parent Partnership Service also known as SENDIASS (SEND Independent Advice Support Service) in some local authorities, where specific advice, guidance and support may be required. Wherever appropriate, parents will also be signposted to the Local Authority's Local Offer for other appropriate resources, pathways and supportive mechanisms.

If an assessment or referral indicates that a pupil has additional special educational needs, parents are invited to attend any meetings with external agencies, are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Parents are kept up to date with their child's progress through Praising Stars© reports, Parents' Evenings and SEND Support Plan review meetings and/or Education, Health and Care Plan (EHCP) reviews. This gives information on the pupils progress this half term and their targets for the next half term. Parents can also access the Parent Portal for daily updates in relation to behaviour and praise.

What is the academy's approach to teaching students with special educational needs?

We believe that provision for students with special educational needs is a whole school responsibility, involving all staff. We believe our teachers are teachers of students with SEND and this is central to our Universal Inclusive Classrooms approach. This approach ensures that all staff are continually considering: the environment in the classroom and around school; the use of physical resources; as well as their approach and strategy to delivery in the classroom across the 4 broad areas of SEND (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory). Teaching staff have access to information on individual student's special educational needs via their Management Information System and the student's SEND Support Plan or EHCP to enable them to plan with appropriate adaptations and implement appropriate reasonable

adjustments.

How will the curriculum and learning be matched to my child's needs?

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. Students identified as requiring SEND support will, where appropriate, be supported by the teacher, alongside teaching assistant(s), a Learning Manager or another appropriate member of the school staff team through specific interventions. We will ensure that all staff know and understand the needs of students to allow students with SEND to thrive within a broad and balanced curriculum. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice. Wherever possible we aim to foster high quality adaptive teaching in the classroom, with appropriate scaffolds and reasonable adjustments. This is to enable pupils to access the same learning opportunities as their peers whilst developing their independence which is a vital part of preparation for adulthood.

How are decisions made about the type and amount of support my child will receive?

There are many forums where decisions are made about the type and amount of support a student will receive; from transition and historical information to the identification and meeting of emerging needs. Where there are emerging or identified needs a collaborative approach will be conducted through a graduated response. Information will be gathered from parent/carers, SEND Support Plan reviews, academy staff and external professionals' input.

Each academy has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced or an extra budget and the DfE gives academies the freedom to make their own decisions about how much of their budget to dedicate to SEN support given the needs of their students.

When planning budgets OGAT academies will take into account the additional support required for students with SEND. To support student progress and meet individual needs, academies will aim to use SEN funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. EHCP 'top-up' (element 3), Pupil Premium and Pupil Premium Plus. Where individual students require additional provision that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual student from the Local Authority.

In partnership with other members of the Inclusion Team, the SENDCo will advise where this is appropriate and initiate processes with students, parents and the Local Authority to access the funding and support required.

How will my child be included in activities outside the classroom, including events and trips?

As an inclusive academy, we ensure that students with SEND take as full a part as possible in all academy activities. We deliver practice that ensures that statutory obligations with regard to SEND are met, including the duties as outlined in the Equality Act 2010 around reasonable adjustments for protected characteristics. No student is omitted from a trip due to their specific needs. If necessary, an Individual

Health & Care Plan or risk assessment will be completed to mitigate risk. We will ensure the staff are fully aware of students with special educational needs, and what those needs are. Staff will be given training and support to help them meet those needs, both in and out of the classroom.

What support will there be for my child's overall well-being?

We work hard to ensure that students are included in all aspects of academy life. We believe that all our students should be valued equally, treated with respect and be given equal opportunities at all times. Relational approaches are used to enable consistent and effective ways to help students better manage their emotions and develop their own unique toolkit to self-regulate. For students with SEND, and any other students that do not feel socially confident, support is available to build their confidence in social situations to enable pupils to thrive.

The Learning Manager, Safeguarding and Attendance Officer or members of the support staff team within the school, support students' needs through pastoral care or specific interventions. Support agencies also offer school advice and support sessions for individual pupils through their local offer.

Student well-being is a central part of the academy Personal Development and Growth programme, and wider personal development opportunities.

Students will receive further support from the outside agencies as required. Our support partners include:

- With Me in Mind
- School nursing service
- Child and Adolescent Mental Health Service (CAMHS)
- Local Authority Specialist Services

Support with mental wellbeing:
The academy supports students and parents in any way it can to assist positive mental wellbeing. Please contact the academy if you have any concerns about the mental wellbeing of your child. In addition, please visit the Mental Wellbeing 'green button' on the academy website home page that gives access to organisations that can help. The academy has a dedicated mental wellbeing Governor.

Website link to the Mental Wellbeing green button:

https://mentalwellbeing.outwood.com/

A member of the senior management team is a Mental Health First Aid England certified Mental Wellbeing Lead who leads on the wellbeing of students. Students who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Ambassadors. All academies also have at least one Senior Mental Health Lead trained member of staff initiated by the Department of Education.

Who is the Academy's SEND Governor?

The Academy's SEND Governor are Judy Parker and Sue Williams

Who is the Academy's special educational needs and disability coordinator (SENDCo) and what are their contact details?

The Academy's SENDCo is Gail Murphy, who can be contacted at the Academy on 01302 831385.

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

All staff have access to relevant SEND focused internal and external training opportunities. The SENDCo attends network meetings led by the SEND School Improvement Team. The SENDCo is appropriately qualified and receives additional training to recognise the difference between an unmet need and dysregulated behaviour. External professionals are involved to give additional advice and guidance, if appropriate. Dysregulated or unsafe behaviour is never ignored and is regularly monitored to ensure unmet needs are addressed. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

We recognise the need for ongoing training concerning SEND and there is funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for all staff is organised as and when required. If a particular student's needs require specific staff training then this will be put in place, for example Manual Handling and Emergency Evacuation procedures for students with specific medical needs and or physical disability.

What specialist services and expertise are available or accessed by the academy?

Outwood Academy Danum invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The academy continues to build strong working relationships with external support services and shares information and links in order to fully support our SEND students. Sharing knowledge and information with our support services is essential in allowing us to provide effective SEND provision within our academy. If a concern is raised it will be brought to the attention of the SENDCo who will then inform the child's parents in line with our safeguarding policy.

The following services will be involved as and when is necessary:

- CAMHS
- Social Care

- Early Help Support Services
- Educational Psychology Service
- Local Authority Specialist Services (including accessibility services)
- Speech and Language Services
- Supporting Families
- Extended Services
- Specialist Schools and Families Services
- School nursing service
- Language and Learning Support Service

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress, and keep staff up to date with legislation.

In cases where a child is working with an external agency, focused meetings will be arranged with the appropriate service. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How will equipment and facilities to support students with special educational needs be secured? How accessible is the academy?

Outwood Academy Danum may provide the following additional resources for our students with SEND:

Transition:
We work closely with all primary schools to make sure that all students feel comfortable with their move to a [primary/secondary] academy. Students will have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future.

Lunch Support:
Support is provided for pupils that have lunchtime support specified in their EHCP.
Lunch passes are available by referral from the Inclusion Team that aims to meet the needs of students needing additional short-term support, or for those students with communication and interaction difficulties who may find social times difficult. The pass gives them an opportunity to mix with other students and staff in a small and friendly environment.

Homework Support:
Homework can be adapted on an individual basis depending on the student's needs. The school uses a combination of paper-based tasks and online learning tasks to support children with their home learning.
Enrichment sessions are held throughout the week to support all students with homework and to give access to ICT when necessary.

Teaching Assistants (TAs):
Students on the SEN Register who are externally funded may be allocated TA support, depending on

needs of the student. The TA support may be allocated on a ratio basis in the classroom or on-line in a virtual learning scenario. All supporting adults work closely with the child, parent and staff to meet the child's needs within the academy.

Educational Testing:

Standard testing and assessments and tracking within school helps identify students who may need additional support within lessons or those that may benefit from a more individualised programme of support. It may also provide evidence for referral to a qualified Exam Access Arrangements Assessor to facilitate additional access arrangements for examinations, where appropriate.

Academy Provision Spaces

The Bridge and Personalised Learning Centre (PLC) are bespoke facilities, which provide short-term, time-limited, focused support for individuals who, for a range of reasons, cannot access all of their learning in their current regular learning situations.

The focus of the Bridge and PLC is to identify and remove barriers to learning and enable students to make progress. This will be done by ensuring equal opportunity and empowering all students with skills and strategies to manage their individual areas of needs. The Bridge and PLC accept each student as a unique individual and aims to raise self-esteem and motivation, in a caring and positive atmosphere.

The Bridge and PLC also offer intensive support and interventions for students across the curriculum in small groups or 1:1, e.g. coursework catch up sessions for students studying towards qualification. Our staff are trained to deliver a wide range of targeted interventions designed to support students across all four broad areas of need. Whether a student needs support with speech, language and communication, their learning, social and emotional skills, or physical and sensory needs, our aim is to help them build the crucial skills they need to thrive whilst developing their independence. They offer emotional and academic support to students returning from long periods of absence as well as providing reintegration packages for students returning to mainstream. For students who enter the school mid-year, there is also support for them with academy systems, timetables and testing.

The Personal Development Centre (PDC) gives opportunities for students with more challenging behaviours to be supported to modify behaviours that are preventing them from reaching the top of the pyramid, as outlined in the Trust's Positive Disciplinary and Learning for Life policy (see link to the policy in the section 'Where can I access further information?').

These spaces will work with students who are referred, to ensure that they complete the work set by their class teachers and also have opportunity for restorative and reflective work. This work is focused on ensuring students know what is expected of them in terms of being safe, respectful and responsible. The aim is to successfully reintegrate students quickly back to the mainstream curriculum, armed with skills and strategies to make good behaviour choices and re-engage with their route to being top of the pyramid.

Physical Environments

Outwood Academy Danum incorporates facilities for students and staff with disabilities. Facilities

include:

- Disabled parking bays
- Lift access
- Loop hearing system is available on request
- Disabled toilets

Add link to Accessibility Plan here https://www.danum.outwood.com/send

Assistive Technology

The academy provides access to a limited number of laptops, ChromeBooks, Reading Pens or any other assistive technology requirements on a needs led basis to support students with temporary and long-term physical needs and/or other identified needs that are related to barriers to learning across all areas of the curriculum.

Exam Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Students are assessed by their normal way of working in the classroom, their history of need and other appropriate evidence. If the student is identified as requiring access arrangements, the Inclusion Department/SENDCo/Class Teacher will coordinate information and refer to the qualified assessor, where appropriate. Students and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found at www.jcq.org.uk

School Transport

Where students with SEND require specific transport to and from school, this is arranged by the Local Authority Transport Department. Contact details for this can be found on the Local Authority Local Offer.

What are the arrangements for consulting young people with SEND and involving them in their education?

All students have the right to express their opinions and to have that opinion taken into account. There will be opportunities for students to take an active role in sharing their views. Students are also encouraged to attend their SEND review meetings where they will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. This is formally documented on the student SEND Support Plan. For students who are unable to attend their review meeting, their voice will be captured through alternative methods.

Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through various student voice activities.

What do I do if I have a concern or complaint about the SEND provision made by the academy?

We value the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo or SEND Officer or Inclusion Officer in the first instance to discuss the issue.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to make their best endeavours to support. If the concern is not resolved the SENDCo, in liaison with the Principal, can advise on formal procedures for complaint.

Any complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, refer to the academy website.

How does the academy involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of students with special educational needs and supporting the families of such students?

Outwood Academy Danum invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The academy continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

The services used by the academy are listed in the above section. Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

The Academy Council is kept informed about the involvement of other organisations and services through meetings with the SEND Governor and their subsequent reports to the Academy Council.

How does the academy seek to signpost organisations, services etc., that can provide additional support to parents or students?

The academy has very good working relationships with outside agencies. Outwood Academy Danum is a member of the Area's Fair Access Panel through which further suggestions as to services available to both academies and parents are made. Parents receive information about external events, which may be relevant to them, by text, email or post.

How will the academy prepare my child to:

Join the school or move between phases of education (e.g. Secondary to Post 16):

Outwood Academy Danum aims to support transition at each stage from Year 6 to 13. Students' individual needs are planned for and supported using transition plans. All students with SEND are

supported to ensure transition between key educational phases or settings is well planned and that provision is in place to aid this process. Information regarding the additional needs of any student is used to plan provision and support a smooth transition. A transition process takes place for those students moving into school, moving between classes and into secondary school and into Post 16 education. Arrangements are made for all students but additional or adapted arrangements are put in place for those students who have Special Educational Provision. Examples of transition support below:

- The attendance of a representative of the academy at Year 6 Annual Reviews for students with an EHCP, where possible
- A transition programme co-ordinated by Deep Support in partnership with the SEND Team
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package
- There are extra visits for some students to ensure a smooth transition
- Staff training may also take place where students with high level needs are to be admitted

Prepare for adulthood and independent living:

From Year 9 onwards, independence is a key consideration to ensure the student is prepared for adulthood, as per the SEND Code of Practice (2015).

All students receive information, advice and guidance on Post-16 options and some SEND students are escorted on orientation visits to local colleges, Post 16 centres and University.

Where can I access further information?

More details about the SEND Code of Practice 2015 can be found in the link below:

SEND code of practice: 0 to 25 years - GOV.UK

Information on the Local Authority Local Offer can be found at:

https://www.doncaster.gov.uk/services/schools/local-offer-send

Information on the Safeguarding Policy can be found at:

www.danum.outwood.com/policies

Information on the Positive Discipline for Learning and Life policy can be found at:

www.danum.outwood.com/policies

Date SEND Information Report updated:
29 June 2026