



**Outwood Academy Portland  
Academy Local Offer 2024-25**

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Outwood Academy Portland is fully inclusive academy whose ethos is:

## **Students first: Raising Standards and transforming lives**

CEO Lee Wilson

To achieve this goal the academy aims to:

- Wherever possible educate children and young people in a mainstream setting.
- Value equally all students who attend Outwood Academy Portland.
- Highlight that all teachers at Outwood Academy Portland are teachers of students with special educational needs.
- Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets the needs of all.
- Take into account the views of the student.
- Work in partnership with parents/carers in promoting a culture of cooperation. Support the work of the Local Authority and external providers so that the student's full potential can be reached.

### **What is the Local Offer?**

The local offer from Outwood Academy Portland will outline the services and support that is available to students and parents/carers through the academy. It will form part of the Local Authority Local Offer which provides information on what services children, young people and their families can expect from a range of agencies, including education, health and social care. Knowing what is available to parents/carers and students is important before making decisions.

### **What is a special educational need?**

A child or young person has SEN if they have a learning difficulty or learning disability which calls for a special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has a special educational need if they fall within the definition of (a) or (b) above or would do so if special educational provision was not provided for them. (special educational needs and disabilities code of practice: 0-25 years - June 2015)

## How will the academy support my child or young person's learning?

Support for all students with special educational needs is overseen by the SENDco in Liaison with the Vice Principle of Deep Support, Heads of Department and teachers/staff with specific responsibilities for intervention.

### Within education there are three tiers of support which can be accessed:

Type	Description	Example
Universal support - this is <b>WAVE ONE</b> Quality first teaching	Universal support includes the entitlement of all students to support, advise and guide them to maximise their achievements and aspirations.	Access to all the curriculum Experience of quality first teaching in all lessons.
Targeted support - this is <b>WAVE TWO</b> Additional support in and out of the classroom. Any student accessing this support is classified as 'SEN Support'.	Targeted support includes strands of support for identified students who require specific intervention at specific times during their learning journey	One - One literacy and/or numeracy interventions Small group work Other personalised interventions Working with outside agencies
Specialist support - this is <b>WAVE THREE</b> This level is linked directly to Education and Health and Care Plans (EHCP) and any individual who requires more intervention than is offered at wave two.	Specialist support includes strands of support for students with the highest level of need, in terms of learning and/or social and emotional needs as well as students with Special Educational Needs.	One - One adult support Personalised Curriculum Reduced Timetable Literacy, numeracy and science interventions 1:1 physiotherapy Working with advisory teachers Working with outside agencies

## Areas of SEND NEED

Areas	Description
Communication and Interaction	<p>Students with speech, language and communication needs (SLCN) may have difficulty:</p> <ul style="list-style-type: none"> <li>● Communicating with others</li> <li>● Understanding and using social rules of communication</li> </ul> <p>This often includes students with Autism Spectrum Disorder (ASD), including Aspergers.</p>
Cognition and Learning	<p>Learning difficulties covers a wide range of needs including moderate learning difficulties (MLD), specific learning difficulties (SPLD), where students are likely to need support in all areas of the curriculum. Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as:</p> <ul style="list-style-type: none"> <li>● Dyslexia</li> <li>● Dyscalculia</li> <li>● Dyspraxia</li> </ul>
Social, Emotional and Mental Health difficulties (SEMH)	<p>Students may experience a wide range of social and emotional difficulties. These may include:</p> <ul style="list-style-type: none"> <li>● Withdrawn</li> <li>● Isolated</li> <li>● Displaying challenging behaviour</li> <li>● Disruptive or disturbing behaviour</li> </ul> <p>Other students may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD)</p>
Sensory and/or Physical needs	<p>These include visual impairment, or multi-sensory impairment which will require specialist support and/or equipment for a student to access their learning. Some students with a physical disability require on-going support and equipment to access all the opportunities available to their peers.</p>

## **What is a Disability?**

The Equality Act 2012 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes:

- Learning difficulties including specific learning difficulties
- Medical conditions including epilepsy, diabetes, more severe forms of asthma or eczema
- Autism
- Speech, language and communication impairments

If the impairments have a substantial and long term impact on a person's ability to carry out normal day to day activities it may amount to a disability.

## **What do I do if I think my child may have special educational needs?**

In the first instance you should contact the academy's inclusion officer Oliver Titterington to discuss your concerns. This can be done by email: [o.titterington@portland.outwood.com](mailto:o.titterington@portland.outwood.com) or by telephone on 01909 471010 ext. 288.

The inclusion officer may be able to advise you about alternative sources of support should you require it; for example health or social care. The academy's SENDco is Chris Chancellor contactable by email: [c.chancellor@portland.outwood.com](mailto:c.chancellor@portland.outwood.com).

You may also wish to arrange an appointment with your child's GP if you feel that is more appropriate.

## **How does the academy know if my child needs extra support?**

Information is shared between schools as your child joins the academy. If your child has already been identified by a previous setting as having SEN then they will arrive already on the SEND register. Staff within the academy, including SENDco, are responsible for collecting and analysing data. This may relate to:

- Literacy
- Numeracy
- Homework and controlled assessment
- Behaviour
- Attainment

The correct intervention will be selected based on the area where support is needed. Staff and parents/carers can make referrals to the SENDco and inclusion team to explore the curriculum experience that an individual is having.

## **How will the curriculum be matched to my Childs or young person's needs?**

Outwood Academy Portland strives to create a broad, balanced and relevant curriculum for every student through an extensive programme of individual advice and guidance as they progress through their education. In order to help young people develop there are certain individuals in the academy who are responsible for support.

Role	Responsibility	Contact
Class teacher / Tutor Mentor	<p>Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</p> <p>Ensuring that your child receives the correct guidance and pastoral support to make academic progress.</p>	All teachers can be contacted directly through the email service in the academy using their first initial and surname.
Learning Manager	Learning Managers are the heads of each year group. Their role is to support students emotionally, socially, behaviourally and academically. They have the day to day running of their year group and will support students in lessons and help with the organisation of any support plans and external agency work that takes place to meet the needs of the student.	Learning Manager details are contained on the website and in the parent planner.
Teaching Assistants	<p>Teaching assistants work with the class teacher to identify areas of support for students with additional needs.</p> <p>Teaching assistants attend all training opportunities relating to SEN and differentiation. The Teaching assistants main priorities are to:</p> <ul style="list-style-type: none"> <li>● Support students to access the curriculum</li> <li>● Empower students to develop effective strategies that enable them to become independent learners</li> <li>● Support the implementation of differentiation and specialist support strategies in the classroom</li> <li>● Keep students focused on learning activities during lessons.</li> </ul>	If you wish to contact any of the Teaching assistants please do so through the SENDco, Inclusion Officer or SEND Officer.
SENDco, Inclusion Officer and SEND Officer	<p>Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions via a One Page Profile (OPP). This includes specific adjustments and targets which need to be met to enable your child to be meaningfully included and make progress.</p> <p>Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress/outcome. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Ensuring the school's SEND Policy (and other linked policies) is followed in the</p>	<p><b>SENDco:</b> Mr Chris Chancellor Email: <a href="mailto:c.chancellor@portland.outwood.com">c.chancellor@portland.outwood.com</a></p> <p><b>SEND Officer:</b> Mrs Melanie Tennela Email: <a href="mailto:m.tennela@portland.outwood.com">m.tennela@portland.outwood.com</a></p> <p><b>Inclusion Officer:</b> Mr Oliver Titterington Email: <a href="mailto:o.titterington@portland.outwood.com">o.titterington@portland.outwood.com</a></p>



	<p>academy. Coordinating all the support for children with special educational needs and or disabilities (SEND), and any student who needs support to achieve their potential.</p> <p>The SENDCo ensures that you are:</p> <ul style="list-style-type: none"> <li>● Involved in supporting your child's learning.</li> <li>● Kept informed about the support your child is getting.</li> <li>● Involved in reviewing how they are doing and part of planning ahead for them.</li> <li>● Liaising with all the other people who may be coming into school to help support your child's learning e.g. Communication and Interaction Advisory Team (CIAT), Speech and Language Therapy (SALT), Social, Emotional and Mental Health Advisory Team and the Educational Psychology Service.</li> <li>● Updating the school's SEND record of need and the vulnerable register (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.</li> <li>● To provide specialist support for teachers and support staff in the school so they can help your child (and other students with SEND in the school achieve their potential)</li> <li>● Organise training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p>The SEND Officer and Inclusion Officer ensures that all of this is in place in the absence of the SENDCo.</p>	
<p>Vice Principal - Deep Support</p>	<p>The day to day management of all aspects of the SEND and Inclusion department, including the support for children with SEND and other academic/social/behavioural/emotional and mental health issues. Ensuring the SENDCo role is delivered in accordance with the statutory guidance and in line with the school policy. Ensuring that the Local Academy Council is kept up to date about any issues in the academy relating to SEND.</p>	<p><b>VP - Deep Support:</b> Mrs Sophie Gascoyne Email: <a href="mailto:s.gascoyne@portland.outwood.com">s.gascoyne@portland.outwood.com</a></p>

Principal	<p>The day to day management of all aspects of the SEND and Inclusion department, including the support for children with SEND and other academic/social/behavioural/emotional and mental health issues. They will give responsibility to the SENDCo and class/subject teachers to meet the needs of students but remain responsible for ensuring that your child's needs are met.</p> <p>Ensuring that the Local Academy Council is kept up to date about any issues in the school relating to SEND.</p>	<p><b>Principal:</b> Mrs Danielle Sheehan  Email: <a href="mailto:d.sheehan@portland.outwood.com">d.sheehan@portland.outwood.com</a></p>
Local Academy Council - Inclusion representative	<p>Making sure that the school has an up to date SEND policy.  Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the academy.  Making sure that the necessary support is made for any child who attends the academy who has SEND.  Making visits to understand and monitor the support given to children with SEND in the academy and being part of the process to ensure your child achieves his/her potential in school.</p>	<p>All contact in relation to the Local Academy Council is to be directed to the Principal' PA.  Email: <a href="mailto:m.gregory@portland.outwood.com">m.gregory@portland.outwood.com</a></p>

In order for your child to be successful and achieve their potential the academy has developed a range of different interventions to support them. Every teacher at Outwood Academy Portland is a teacher of students with Special Educational Needs and as such the focus is on 'Quality First Teaching' in the classroom with teachers differentiating the work in the classroom in order to meet the needs of the students. For some students additional support is necessary. Some interventions may be very simple, such as a change in seating position, coloured overlays or ensuring that homework is clearly recorded in planners. For other students interventions could include:

- Homework/catch up enrichments
- Paired reading
- Literacy and numeracy interventions
- 1-1 teaching support
- Small group teaching support
- Access to TA support in the classroom
- Access to ICT for recording
- Bridge support
- Social skills groups
- Early release pass
- Personalised timetables
- Mentoring
- Hearing aid checks

In addition to this there may be staff that offer specific areas of expertise depending on the child's needs. This includes:

- Specialist literacy and numeracy support staff
- Mentors
- Subject Specialists
- Counsellors

Parents and carers are informed of any additional support that may be put in place and this is reviewed regularly where the impact of interventions can be measured. The academy will also monitor progress through the annual Education, Health and Care Plan (EHCP) review where appropriate.

### **How Accessible is the Academy?**

Outwood Academy Portland has disabled access as a priority; there is access to two lifts within the academy building that take you to the first floor based at either end of the school. Access to the academy building is inclusive and accessible by all users.

Students who require adaptations can access tailored equipment such as: specialist seating, adjustable height desks and footrests as a few examples. The advisory team for visual impairment, hearing impairment and occupational therapy advise the academy where appropriate on access around the site. Risk assessments are conducted for any student with mobility issues.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

The student planner is an excellent method of communication between home and the academy. Students will record their homework when it is set and parents/carers are encouraged to check planners every day and to speak to their child about their learning. Planners are checked on a weekly basis by the form tutor. There is advice in the parent planner about how parents can support their child with homework and learning in general. Different subject departments organise information evenings to help parents/carers to understand the challenges of the ever changing curriculum. Parents/carers should contact the subject teacher, form tutor, learning manager or the SENDCo if they have any concerns.

Just before the end of every half term parents/carers will receive a Praising Stars report. This will indicate the progress being made towards meeting target grades and the effort grades for each subject. Following on from the issue of Praising Stars report is a parent's consultation evening. Staff will request to see parents on these occasions and parents can request appointments with staff. Staff can be contacted by email - details are on the Academy website.

### **What support will there be for my child's overall well-being and social, emotional and behavioural development?**

Within the Academy the first point of contact should be the form tutor. The form tutor will remain with the group throughout their time in the academy, seeing the students every day and monitoring progress and well-being generally.

For certain situations it may be more appropriate to contact the Learning Manager. Each year group has a Learning Manager:

- Year 7 Learning Manager - Miss C Carnall
- Year 8 Learning Manager - Miss A Kelly

- Year 9 Learning Manager - Mrs M Coates
- Year 10 Learning Manager - Mr D Hazlehurst
- Year 11 Learning Manager - Miss L Jackson
- Lead Learning Manager - Mrs R Jackson

There is a full time Academy First Aider as well as a number of qualified first-aiders among the teaching and support staff to administer medication and basic first aid to students. We also have a professional health care worker to support students with physical disabilities; access to the toilet, use of feeding tubes and get changed for PE.

Emotional, Social and Mental Health support can also be provided through a variety of different provisions with the academy. These include:

- Break time in the Personalised Learning Centre or Bridge
- Mentoring
- Counselling
- Health care worker
- Friendship and Social skills groups
- Community Liaison Police Officer
- SEMH specific Interventions

The Academy can also make referrals to other agencies such as:

- Child and Adolescent Mental Health (CAMHS)
- Post Adoption Team
- Social Services
- Primary Care Trust Nurse

**What services and expertise are available or accessed by the academy, including staff with specific specialist knowledge / qualifications?**

Outwood Academy Portland has links to a range of staff with specialist knowledge / qualifications. These include:

- Educational psychologist
- Advisory teachers from Visual Impairment (VI), Hearing Impairment (HI), Learning Support Service (LSS)
- Dyslexia support and Screening
- Interaction and Access team (CIAT)
- Parent Partnership
- Access Arrangement Assessor (where arrangements are normal way of working in the academy)

Extended services are available to support in some circumstances where a child's SEND is having an impact on the family at home.

### **What training and development is done by staff supporting those with SEND?**

Continued professional development for staff plays an important part in the provision of high quality support for all students in the academy. Every year a planned programme of staff training is put in place for both teaching and support staff. This includes medical updates, safeguarding training and differentiation.

Learning support staff all follow a programme of training that has included ADHD, Autism, Dyslexia, Dealing with Anxiety, Precision Teaching, EVAC chair training, Anger Management and Zones Regulation, Mentoring Safeguarding and GDPR requirements.

### **How will my child be included in activities outside the classroom?**

All students have an entitlement to participate and enjoy activities outside the classroom. There is an extensive range of enrichment activities which take place between 2:30pm - 3:30pm. Over 200 activities can be accessed. The Activities can be found in the enrichment booklet on the school's website and all students are encouraged to attend. Teaching Assistants, staff with First Aid qualifications and other additional adults will accompany students on educational visits as required

### **How will the academy help children and young people transfer to the next phase of education?**

The academy supports young people who have SEND when transferring from year 6 to year 7 in the following ways:

- Primary and Secondary SENDCo meetings to establish a cohort of students who need additional transition visits.
- Transfer of data to identify targets to support transition.
- Person Centred transition meetings with students and parents/carers and other professionals.
- For some individuals they will begin to have transition meetings from year 5 onwards.
- For other individuals a multi-agency meeting will take place to support effective transition.

### **Transferring to Key Stage 4**

The academy has access to support from Career advisors who provide Careers Advice and guidance for students. Specific meetings will be arranged to support students in their choices. There will be Options events where students and parents/carers can ask questions to select the best suite of Key Stage 4 options. Students can have meetings with senior staff before finally making these choices.

### **Transferring to Further Education**

The advice and guidance that is received for Key Stage 4 is also here to support students as they transfer to further education and beyond. SEND students are supported in completing applications for Post-16 provision (Sixth form and College) and Higher Education options. If a student has an Education, Health and Care Plan (EHCP) their post-16 provider is asked to attend these meetings and pre-sessions are in place to help students make this choice. For some students additional support is provided through independent travel training and additional visits to local colleges.

**How are the academy's resources / funding allocated and matched to children's needs?**

Funding for supporting students with special educational needs in the academy is provided from a variety of sources including delegated funding from the local authority, Top-up funding for students who have access to Higher Level Needs (HLN) funding or Additional Family Needs (AFN) funding and Pupil Premium. The amount and type of support is determined by the child's need and resources available at the academy. Parents/carers are encouraged to be actively involved with their child's education and to raise concerns that they might have with the SENDCo. It is hoped that by working together it will be possible to achieve the best possible outcomes for all students in the academy.

**Who can I contact for further information?**

The SENDCo, Chris Chancellor can be contacted by email on: [c.chancellor@portland.outwood.com](mailto:c.chancellor@portland.outwood.com)

The Inclusion Officer, Oliver Titterington can be contacted by email on: [o.titterington@portland.outwood.com](mailto:o.titterington@portland.outwood.com)

The SEND Officer, Melanie Tennela can be contacted by email on: [m.tennela@portland.outwood.com](mailto:m.tennela@portland.outwood.com)