

**OUTWOOD ACADEMY**

**BISHOPSGARTH**

**SEND LOCAL OFFER**

## Contents:

- 1) Introduction
- 2) What are Special Educational Needs?
- 3) What is a disability?
- 4) Meet the Team (including external links)
- 5) Identification of Needs
- 6) Frequently asked questions
- 7) External links

### 1) Introduction

SEND is the term for 'special educational needs and disability' and refers to children who have additional difficulties or disabilities that can make it harder for them to access education than most children of the same age. This report follows the statutory guidance from the Department for Education and the Department for Health in the Special Educational Needs and Disability Code of Practice; 0 to 25 (January 2015).

The Academy has 508 students on roll with 29% of students identified as SEND (February 2022). This is made up of 113 students with SEND Support (K) and 36 with an Educational Health Care Plan (E). The Academy has an enhanced mainstream base for pupils with cognition and learning and sensory and physical needs.

SEND Support is made up of:

### 2) What is SEN?

The Special Educational Needs and Disability Code of Practice states that a child or young person has a special educational need if they have:

- a learning difficulty or disability which calls for a special educational provision to be made for him or her
- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A young person or child does not necessarily have a special educational need if they are working behind their age expectation.

### 3) What is a disability?

The Equality Act (2010) gives the following definition of disability:

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long term effect on their ability to carry out normal day-to-day activities.”

Outwood Academy Bishopsgarth is a fully accessible site for young people and children with a disability. All floors have wheelchair access and all alarms are visual and auditory.

The Academy has five staff that have completed the Administering Medication in a School and Childcare Setting Level Level 2 . This ensures students who require medication during the school day can be supervised by trained staff. There are staff available throughout the day for children and young people who may need help with their personal care, who require first aid support and who have special dietary requirements.

The Academy has thirty Local Authority approved Base Placements for students with cognition and learning and sensory and physical needs.

### 4) Meet the team

All Teachers at Outwood Academy Bishopsgarth are teachers of students with special educational needs (as per the Teachers Standards).

Outwood Academy Bishopsgarth’s Deep Support we have several staff dedicated to providing support for all our children and young people:

Staff	Role	Contact details
Faye Lindsey	Assistant Principal (Deep Support)	f.lindsey@bishopsgarth.outwood.com
Matthew Dixon	SENDCo	m.dixon@bishopsgarth.outwood.com
Lauren McGuire	Inclusion Coordinator	l.mcguire@bishopsgarth.outwood.com
Nicola Eastham	SEN Admin Assistant	n.eastham@bishopsgarth.outwood.com
Vicky Bell	PLC Coordinator	v.bell@bishopsgarth.outwood.com
Bethany Tonge	PLC Coordinator	b.tonge@bishopsgarth.outwood.com
Kelly Taylor	PLC Coordinator	k.taylor@bishopsgarth.outwood.com

Bethany McWilliams	Safeguarding Officer	b.mcwilliams@bishopsgarth.outwood.com
Katie Palethorpe	Pastoral Support Lead	k.palethorpe@bishopsgarth.outwood.com
Maisie Rasmussen	Learning Manager	m.rasmussen@bishopsgarth.outwood.com
Paige Hunter	Learning Manager	p.hunter@bishopsgarth.outwood.com
Jessica Hall	Learning Manager	j.hall@bishopsgarth.outwood.com
Claire Fisher	Learning Manager	c.fisher@bishopsgarth.outwood.com
Jean Barker	Teaching Assistant	j.barker@bishopsgarth.outwood.com
Sally Bennett	Teaching Assistant	
Kelly Calder	Teaching Assistant	k.calder@bishopsgarth.outwood.com
Jonny Haddow	Teaching Assistant	
Marika Fityo	Teaching Assistant	m.fityo@bishopsgarth.outwood.com
Sasha Powell	Teaching Assistant	
Alison Gamble-Thompson	Teaching Assistant	
L Waddup	Teaching Assistant	
K Hunter	Teaching Assistant	
Becky Smith	Healthcare Assistant	
Sarah Docherty	Healthcare Assistant	
Sarah Siddell	Healthcare Assistant	s.siddell@bishopsgarth.outwood.com
M Todd	Healthcare Assistant	

## External Links

### **Hart Gables**

Hart Gables is a support service for young people and adults who identify as LGBTQ+ across the Tees

### **Youth Offending Team (YOT)**

The Academy works with YOT when required

### **Children and Adolescents Mental Health Service (CAMHS)**

The Academy facilitates associated therapy / assessment sessions.

### **A Way Out**

An outreach charity which aims to equip vulnerable young people with the skills to live a life free from harm,

### **Visually Impaired Service**

Students with a visual impairment are provided with specialist support and staff receive guidance and training for how best to meet the needs of students.

### **Careers Inc**

Students are aided with their post 16 transition into KS4. This is facilitated during the school day

### **Hearing Impaired Service**

A teacher for the deaf comes into the Academy to provide support for students on an appointment based service.

### **Social Care**

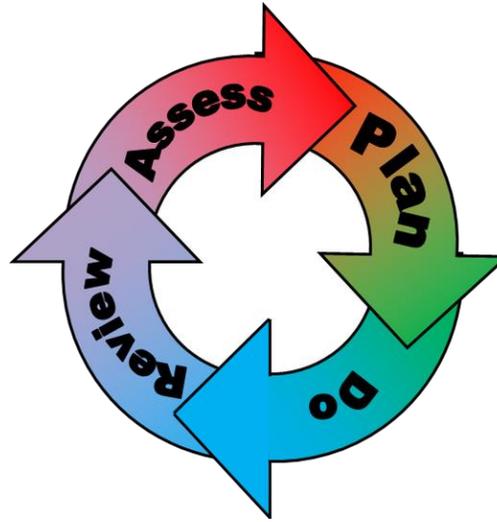
The Academy facilitates meetings with agencies that families are working with. (Stronger Families, Looked After, Child Protection, Child in Need etc )

### **Physiotherapy :**

Students are provided with appointments during the school day in the Academy to minimise the impact of time taken off to visit off site

## 5) Identification of Needs

Data from primary feeder schools provides a baseline for early identification. However, the Academy operates a system of assess, plan, do, review:



This is evident for all students in Praising Stars ©. All students are assessed on a half termly basis and the results can show early identification for any additional resource and / or intervention. Parents are provided with this information as it is produced.

Attendance for PFD		Subject	Teacher(s)	Target	Predicted	Attended	Eta(s)	HW/CA	AT	Parent's
Present		Additional Science								
Authorised Absence (Days)		English Literature								
Unauthorised Absence (Days)		GCSE (9-1) in English Language								
Lates		GCSE (9-1) in Mathematics								
Attendance for Year		Games								
Present		History B								
Authorised Absence (Days)		Information and Communication Technology								
Unauthorised Absence (Days)		Religious Studies B								
Lates		Science A								
Behaviour Record for Year		VMS								
Fixed Term Exclusion										

SAMPLE

Support may be provided in one or more of:

- Learning and Language assessment / monitoring. The Academy employs a member of the Learning and Language Team one day per week to provide this support. This assessment may come in the form of Specific Learning, WRIT and exam concessions. These assessments and subsequent suggestions for intervention and resources are monitored by the SENDCO, Learning Managers, Assistant Principal of Deep Support, Inclusion Coordinator and Teaching Assistants in learning walks and work scrutiny to ensure maximum impact.
- Individual Health Care Plans that are available to all staff (with parental permission) to help support a child or young person.
- Teaching assistant support. Teaching assistant timetables are reviewed every term to provide appropriate and immediate support where required. A One Page Profile is completed for students receiving this support which is reviewed every term. Students and parent / carer views are encouraged.

## One Page Profile

Name:

DOB:

What people like and admire about me:

**Primary need:**

**Other needs:**

**The best ways to support me:**

*I like....*

*I don't like....*

*If... then...*

**My aspirations:**

*This term I want to...*

*This year I want to ...*

- The Academy has a service level agreement with a counselling service to support individual students and/or group work. Referrals to this service can be made by any member of staff in the academy via the Learning Managers.
- Students who are identified as vulnerable or who are experiencing emotional stress can access The Bridge on a part time basis. Staff in the Academy can make a referral via Learning Managers.
- Identified students have access to 1:1 support in Maths, English and Science to raise aspiration and attainment in KS3 and KS4.
- Further intensive intervention is provided for identified students with reading programs (Lexia, Ruth Miskin and Accelerated Reading) in small group work.
- Maths, English and Science offer catch up sessions to Y11 students between 2.30pm and 3.30pm.
- Identified students have access to assessment and progress review(s) from the Learning and Language Team.
- Students who are struggling with accessing their mainstream lessons can be referred, via Learning Managers, to the Personalised Learning Centre (PLC).
- Weekly meetings are held with the Senior Leadership Team and Heads of Departments to identify educational and / or pastoral support that may be required.
- The Inclusion Team meets on a weekly basis to identify educational and / or pastoral areas of support that may be required.
- All students have the opportunity to voice their concerns through Satellite Groups that are made up of elected Student Voice. The themes of these groups are:
  - ❖ - The Community
  - ❖ - Citizenship/International Links
  - ❖ - Life Skills
  - ❖ - Enterprise
  - ❖ - Health and Fitness
  - ❖ - Social Events
  - ❖ - Tutor Groups

6) Frequently asked questions – See SEND Outwood Academy Bishopsgarth Local Offer FAQ

7) External Links

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<https://www.gov.uk/government/publications/teachers-standards>