

Outwood Academy Kirkby

SEN

Information Report

Document control table	
Document title:	SEND Information Report Secondary
Owner (name & job title):	Trust Strategic Lead for Inclusive Practice and Vulnerable Pupils
Version number:	V2
Date approved:	September 2026
Approved by:	Executive Team
Date of next review:	September 2027

Document History			
Version	Date	Author	Note of revisions
V2	Sept 2026	L Barker	• Included a table for the areas of need. • Included 4 layers of support. • Included Reasonable Adjustment Passports. • Renamed Academy Spaces into Resource Base and Specialist Base.

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' is used to refer to parents, carers, and legal guardians.

You Said, We Did / We Aim to...

(Please include student, parent/carers voice in this section and what you have done/what you plan to do as a result).

What our pupils say	Our academy response What we plan to do
"I need to know who I can go to if I am worried." (Y7 student) "Sometimes I need a quieter space when things feel overwhelming." (Y8&9 students)	We will continue to make sure pupils know which members of staff they can speak to and how to access support. We will review individual support and reasonable adjustments with pupils to make sure these reflect their current needs. We will discuss any concerns raised at our weekly Inclusion meetings.

"It helps when teachers know what support works for me." (Y11 student)	We will continue to develop consistent approaches across classrooms so that staff are aware of the strategies that help individual pupils to access learning.
What our parent/carers say	Our academy response What we plan to do
"I want to know how my child is progressing and what I can do to help."	We will continue to share progress through Praising Stars, Parents' Evenings, SEND Support Plan reviews and EHCP reviews where appropriate.
"Communication is important when things change."	We will maintain regular communication with families and encourage parents/carers to contact us when they have concerns or new information to share.
"It is helpful when school and home use the same strategies."	Where appropriate, we will share practical strategies with families so that pupils receive a consistent approach at home and in the Academy. We will continue to use parent/carer feedback to identify areas where our SEND provision and communication can be improved.

We provide for the following areas of Special Educational Needs and Disabilities (SEND):

We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs to enable them to achieve their full potential. Each student is unique and there are a wide range of special educational needs that are frequently interrelated; however, pupils will have needs and requirements that fall into at least one of these four broad areas of need:

Communication and Interaction (C&I)	This may include Speech, Language and Communication needs and Autism Spectrum Difficulties.
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Cognition and Learning (C&L)	This may include moderate, severe and profound and multiple learning difficulties and specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia.
Social Emotional Mental Health (SEMH)	This may include behaviours that reflect underlying mental health difficulties such as Anxiety, Depression or Eating Disorders. It also includes other disorders such as Attention Deficit Hyperactivity Disorder or Attachment Disorder. Staff will remain alert to the fact that some behaviours can also be indicators of underlying safeguarding issues and/or or abuse. Where a safeguarding concern is raised, the Safeguarding Policy must take immediate precedence over the SEND pathway.
Sensory and/or Physical Needs (S&PD)	This may include visual, hearing or multi-sensory impairment and physical disabilities. Please reference our Accessibility Policy for further information also.

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

Our Academy follows the guidelines within the SEN Code of Practice, which outlines a model known as the Graduated Approach. There are four parts to this cycle, including: Assess, Plan, Do and Review.

We endeavour to identify pupils with SEND at the earliest opportunity through close contact with parent/carers, feeder schools/settings and liaison with the Local Authority SEND services as well as Health/Care services. During transition, information on pupils with SEND is shared with the SEN team. Throughout school, both Teaching and Non-Teaching staff identify where a pupil may not be making the expected levels of progress compared with other children their age. In this instance, further assessment, both in school or by other professionals, may be used to identify any barriers to learning. Parents will be informed of any additional testing or concerns raised within school. We share results of any assessments with parents/carers in order to agree on next steps and how to support the pupil. There are four layers of support in school including: Universal, Targeted, Targeted Plus and Specialist.

Universal	Most pupils' needs are met through the universal, whole-school offer, which includes our Universal Inclusive Classrooms. Some pupils in this
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	layer may have a Reasonable Adjustment Passport.
Targeted	Pupils who are identified as SEND, and require additional support and intervention in school will be within this layer and have a SEND Support Plan. They will be moved to K on the SEN register. Round robins will be sent out for teachers to feedback on the progress pupils are making. Screeners/toolkits will be completed as appropriate.
Targeted Plus	Pupils with SEND who require additional support and intervention in school, and from external agencies, such as the Local Authority SEND team will sit within this layer of support. They may be K on the SEN register or E coded if they have an Education, Health and Care Plan.
Specialist	This layer of support is for pupils with complex SEND needs, who require a high level of specialist input and support.

If you think your child may have SEND, you should contact the Academy in the first instance and speak with the appropriate [Class teacher or Learning Manager or Inclusion Team]. If after speaking to a member of staff you feel further exploration around your child's needs is required, or your concern cannot be resolved please contact the Inclusion Team/ SENDCo.

How does the Academy prepare my child to:

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

Outwood Academy Kirkby aims to support transition at each stage from Year 6 to 11. Pupil's individual needs are planned for and supported using transition plans. All pupils 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 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 pupils but additional or adapted arrangements are put in place for pupils with SEND.

How will the academy support my child with SEND when they are joining or leaving the academy?

At Outwood Academy Kirkby, we understand that changes in school and moving on to the next stage of education can be a particularly important time for students with SEND. We plan transitions carefully and recognise that some students will need more support than others.

For students joining us from primary school, we work closely with their previous school to make

sure that important information about their needs, strengths, interests and successful strategies is shared with us. Where possible, a member of the Academy team will attend Year 6 EHCP annual reviews and transition meetings so that we can begin planning for the student's needs before they join us.

Students who may find transition more difficult can have **additional visits to the Academy**, opportunities to meet key members of staff and time to become familiar with the school environment and routines. Where needed, we can put together a more personalised transition package, which may include extra visits, photographs or information about the Academy, meeting staff in advance and opportunities to experience parts of the school day before starting.

For students with more complex or higher-level needs, we will work with their primary school, parents/carers and relevant professionals to make sure that staff have the information and training they need to support the student effectively.

Transition support does not stop once a student starts at Kirkby. We continue to monitor how they settle, communicate with families and make adjustments where necessary.

When students move on from Outwood Academy Kirkby, we work with them and their families to support the next stage of their education, training or employment. This includes sharing relevant information with the student's next setting, where appropriate, and helping students understand what to expect from their next destination.

Preparing for adulthood and independent living

At Kirkby, we recognise that preparing students for life beyond school is something that needs to develop over time. From **Year 9 onwards**, preparation for adulthood becomes an increasingly important part of conversations around a student's future.

Students receive **information, advice and guidance about Post-16 options**, including further education, college, training and other pathways. Students with SEND may be offered additional support to explore their options, including visits to colleges and other Post-16 providers where appropriate.

For students with an EHCP, preparation for adulthood is considered as part of the review process, with a focus on the student's longer-term aspirations and the support they may need to achieve them. This can include **education and employment, independent living, relationships and participation in the community, and maintaining good health and wellbeing**.

We want students to leave Kirkby with a clear understanding of their next steps and, wherever possible, the confidence and skills to take greater responsibility for their own future.

How does the academy evaluate the effectiveness of its provision for pupils with SEND?

In order to evaluate the effectiveness of SEND provision, Outwood Academy Kirkby encourages feedback from staff, pupils and parents/carers throughout the year. This is an ongoing process which includes pupil reviews, provision mapping and the analysis of relevant data.

Pupil progress is monitored through our Praising Stars system, discussions at Parents' Evenings, as published on the Academy calendar, and through other Academy-led progress events. For pupils on the SEND register, termly reviews are held in line with the SEND Code of Practice (2015). Where pupils are accessing targeted interventions, their progress and the impact of the intervention are reviewed at the end of each intervention block.

As part of this process, we consider whether the SEND support and provision in place is having the intended impact for each pupil. Where it is not, we will review the approach and make adaptations where appropriate. This may include changing the intervention, adjusting classroom support, introducing different strategies or seeking further advice from specialist services.

In accordance with Section 69 of the Children and Families Act 2014, the Academy gathers feedback from a range of sources, including pupil and parent/carer surveys, staff feedback, Parents' Evenings, feedback forms and school forums. The information gathered helps us to identify areas of strength and areas for development and informs Academy improvement planning. Information about SEND provision and our approach to supporting pupils with SEND is published through the Academy's annual reporting processes.

The Academy works closely with the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice and the wider school improvement team to ensure that SEND provision is appropriate, effective and responsive to the needs of our pupils.

The SEND Policy and SEN Information Report are reviewed annually by the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice. Where there are changes to government guidance or legislation, these documents are updated as required.

Our aim is to make sure that SEND provision is not simply in place, but is making a meaningful difference to pupils' progress, engagement, wellbeing and independence.

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

At Outwood Academy Kirkby, we believe that parents and carers should have a clear understanding of how their child is progressing and what they can do to support them. We work closely with families and encourage regular communication so that any concerns can be identified early and the right support can be put in place.

Your child's progress is monitored through the Academy's assessment and reporting systems, including our Praising Stars system. Progress information is shared with parents and carers through Parents' Evenings, progress events and other opportunities throughout the academic year. Parents and carers can also use the Parent Portal to keep up to date with information about their child's attendance, behaviour, praise and wider Academy life.

For pupils receiving SEND support, progress towards individual targets is reviewed regularly. This may be through SEND Support Plan reviews, intervention reviews or, where appropriate, EHCP annual reviews. Parents and carers are involved in these reviews and are encouraged to share their views about what is working well, any concerns they have and any changes they have noticed at home.

Where a pupil is accessing a specific intervention, staff will monitor whether it is helping the pupil to make progress. If the support is not having the expected impact, we will review the provision and consider whether changes are needed.

We also recognise that learning does not stop at the Academy gates. Staff can provide parents and carers with practical advice about how they can support their child's learning, organisation, reading, homework, independence and wider development at home. Where appropriate, this may include sharing strategies that are being used successfully in school so that pupils receive a consistent approach.

Parents and carers can contact the Academy if they have concerns about their child's progress or feel that something has changed. We will work with families to understand the situation and, where necessary, involve the appropriate staff or specialist services.

For pupils with SEND, our aim is to make sure that parents, pupils and Academy staff are working together, with a shared understanding of the pupil's strengths, needs, progress and next steps.

How will the academy involve parents and carers of children with SEND?

At Outwood Academy Kirkby, we believe that working closely with parents and carers is an important part of supporting students with SEND. Parents and carers know their child best, and we value the information they share with us. By working together, we can develop a better understanding of a student's strengths, needs and any barriers that may be affecting their learning or wellbeing.

Working in partnership with families helps us to:

- Identify SEND needs as early as possible and put appropriate support in place.
- Understand the whole child, including their academic progress, attendance, wellbeing and social development.
- Agree appropriate targets and review progress towards them.

- Identify any concerns around attendance or engagement at an early stage.
- Make sure that support in school reflects the individual needs of the student.

Where a student requires additional or more regular support, we will maintain contact with parents and carers in a way that is appropriate to the individual student. This may include telephone conversations, meetings, emails or more regular review meetings with the SENDCo, Learning Manager or other members of the Academy team.

Where appropriate, we will work with parents and carers alongside external professionals. If a student is referred for specialist assessment or support, parents and carers will be kept informed and invited to contribute to meetings and discussions about their child's needs and next steps.

Parents and carers can expect to be kept informed about their child's progress through **Praising Stars reports, Parents' Evenings, SEND Support Plan review meetings, EHCP reviews and Reasonable Adjustment Passport reviews**, where these apply.

Parents can also use the **Parent Portal** to keep up to date with their child's behaviour, attendance, praise and wider school information. This provides an additional way for parents to stay connected with their child's day-to-day experience at the Academy.

Where a student has a disability and requires reasonable adjustments that are not additional to or different from those provided for their peers, we will work with the student and their parents/carers to develop a **Reasonable Adjustment Passport**. This sets out the reasonable adjustments that help the student to access school successfully and is reviewed regularly, normally on an annual basis or sooner if the student's needs change.

We also recognise that navigating SEND support can sometimes feel complicated for families. Where parents or carers would benefit from independent advice, we can signpost them to **Nottinghamshire SENDIASS (SEND Information, Advice and Support Service)**. Families can also be directed to the **Nottinghamshire Local Offer**, which provides information about SEND services, support and opportunities available across the local area.

Our aim is to make sure parents and carers feel able to talk to us, ask questions and share concerns. We value open and honest communication and will work with families to find solutions that help each student to feel supported, included and able to make progress at Outwood Academy Kirkby.

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

Most pupils with SEND have their needs met as part of high-quality teaching and our 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). We believe that provision for students with special educational needs is a whole school responsibility, involving all staff. If a pupil is identified (through the assessment process) as having SEND, teachers and the SENDCo will consider if any additional support is needed to remove any barriers to learning. Where additional provision for SEND is needed, we work with pupils and their families to plan an offer of support to put in place. Staff are kept informed of the varying needs of pupils in their class and are kept up-to-date with any changes. Staff are briefed regarding pupil's specific needs and how best to support them.

How will the Academy adapt the curriculum for my child with SEND?

All staff adapt their lessons as appropriate, ensuring they are accessible to all pupils as part of our quality first teaching. Resources are modified according to the pupil's learning requirements. Specialised equipment may be provided to support specific identified needs. SEND Support Plans are created for every pupil on the SEN register, and these are reviewed three times a year. The strategies and targets are shared with parents via Edukey. All staff use the strategies to inform their planning of each lesson. Planning, teaching and assessment is evaluated through the Academy's quality assurance system. Personalised timetables and access to other spaces in school may be available depending on the pupil's individual needs. To support pupils who may have physical disabilities, medical professionals work alongside the SEND team to ensure a suitable medical care plan is in place to meet those pupil's needs as required.

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 pupil will receive; from transition and historical information to the identification and meeting of emerging needs. Where there are emerging or identified needs a collaborative with parents will be in place to consider a SEND Support Plan reviews, and external professionals input as appropriate.

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 pupils.

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 pupils 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 pupils, parents and the Local Authority to access the funding and support required.

How will the academy enable my child to engage in activities of the academy, together with children who do not have SEND?

Teaching assistants and/or other support staff are deployed to support our most vulnerable pupils and facilitate their learning to enable them to work alongside their peers. All pupils, including those with SEND, are encouraged to take part in our wide selection of school enrichments and trips, and also join teams within the academy. This is often reiterated during SEND Support Plan review meetings. All trips and visits undergo risk assessments and where appropriate, pupils with SEND are supported by a member of support staff. The attendance team offers intensive support to both pupils and the parents of pupils who are struggling to attend the Academy. Reintegration back into the mainstream may seem difficult but can be supported through the use of our strong pastoral support.

What social, emotional and mental support will there be for my child with SEND?

We strive to enable all pupils to develop their full potential academically, creatively, socially, physically and emotionally, in a happy, supportive, caring and structured environment. We ensure that staff receive training to be emotionally aware and support pupil's emotional health and well-being and implement a relational approach. 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.

What support will there be for my child's overall wellbeing?

At Outwood Academy Kirkby, we place a strong emphasis on the wellbeing of our students. We want students to feel safe, valued and supported and to know that there are adults in the Academy they can talk to if they are worried about something.

Students are supported through their **Learning Manager, tutors, Inclusion Team and wider support team**. Where a student needs additional support, this may include individual conversations, mentoring, pastoral interventions, support with friendships and relationships, help with managing emotions and support with attendance or engagement in school.

Mental health and wellbeing are also an important part of our **Personal Development and Growth (PD&G) programme**. Students have dedicated time each day to develop their personal skills, confidence and understanding of relationships, health, character and life skills. Our wider personal development programme also provides opportunities for students to develop resilience, self-awareness and positive relationships.

Students can also take an active role in supporting the wellbeing of others through our **Student Voice programme**, including our Mental Wellbeing Champions. This gives students the opportunity to have a voice within the Academy and contribute to activities and initiatives that support positive mental wellbeing.

Where a student needs support beyond what we can provide within the Academy, we work with parents/carers and appropriate outside agencies. This may include:

- **CAMHS (Child and Adolescent Mental Health Services)**
- **School Nursing Service**
- **Nottinghamshire County Council specialist services**
- **Educational Psychology Service**
- **Early Help**
- **Children's Social Care**, where appropriate
- **Speech and Language Services**, where communication needs are affecting wellbeing or access to learning
- **Other specialist services**, depending on the individual needs of the student

The support a student receives will always depend on their individual circumstances. We work with families and professionals to make sure that any outside advice is understood and, where appropriate, reflected in the support provided in the Academy.

We encourage parents and carers to contact us if they have concerns about their child's emotional or mental wellbeing. We would always rather have an early conversation and work together to support a student than wait until difficulties become more significant.

Our curriculum also promotes mental wellbeing, positive relationships, self-regulation and healthy lifestyle choices, alongside the wider pastoral and personal development opportunities available to students.

Mental Wellbeing Support

Parents, carers and students can also access further information and sources of support through the **Mental Wellbeing** section of the Outwood website.

Mental Wellbeing support:

[Outwood Mental Wellbeing support](#)

If you have a concern about your child's mental health or wellbeing, please contact the Academy so that we can discuss the concern with you and consider what support may be appropriate.

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. Pupils 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.

In line with Keeping Children Safe in Education (KCSIE), the Designated Safeguarding Lead (DSL) or a Deputy DSL will be immediately consulted if any behaviour or underlying need raises a safeguarding concern. While the SENDCo manages the implementation of special educational provision, the DSL retains ultimate responsibility for any safeguarding matters. The Inclusion and Safeguarding teams work in close partnership to ensure that a pupil with SEND does not overshadow potential signs of abuse, neglect, or exploitation.

What training does the academy offer staff in supporting SEND?

All staff have access to relevant internal and external training opportunities in relation to SEND and quality-first teaching. The SENDCo attends termly network meetings led by the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice. The SENDCo is appropriately qualified and receives additional support within their community from the School Improvement Team and Community Executive Principal. External professionals are involved to give additional advice and guidance, if appropriate. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

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?

At Outwood Academy Kirkby, we recognise that some pupils need support from professionals outside of the Academy. We work closely with families and external services to make sure that we understand a pupil's needs and can put the right support in place.

Our SENDCo and Inclusion Team work with a range of specialist services and professionals when this is appropriate. The advice we receive helps us to understand a pupil's needs, identify barriers to learning and make sure that the support we provide in school is appropriate and effective.

The following services may be involved, depending on the individual needs of the pupil:

- CAMHS – where pupils require specialist mental health support
- Social Care – where there are concerns relating to a pupil's welfare or safeguarding
- Early Help Support Services – to provide additional support to pupils and families at an earlier stage
- Educational Psychology Service – for advice and assessment around learning, development and emotional needs
- Nottinghamshire Local Authority Specialist Services, including accessibility services
- Speech and Language Services – where pupils have speech, language or communication needs
- Family SENDCo and District SENDCo – to provide advice and support around SEND provision
- Cognition and Learning Specialists – for advice around learning difficulties and barriers to progress
- Communication and Interaction Specialists – including support around communication needs and autism
- Occupational Therapists (OTs) – particularly where sensory, physical or functional needs are affecting access to learning
- Physiotherapists (PTs) – where physical needs affect a pupil's mobility or access to school
- Paediatricians – where medical or developmental advice is required
- Statutory SEND Service – where specialist assessment or support is needed

We also work with voluntary organisations and other external agencies where their expertise can support a pupil or their family. These professionals may contribute to meetings, provide advice to staff or work directly with pupils where appropriate.

When a pupil is already working with an outside professional, we will, where appropriate, work alongside that service so that advice can be understood and put into practice in the Academy. We may arrange focused meetings with the relevant professionals to review the pupil's needs, progress and next steps.

Parents and carers are an important part of this process. We will normally discuss concerns with parents/carers and keep them informed when specialist advice or involvement is being considered. Parents/carers will usually be invited to meetings about their child's SEND provision and progress, unless there is an overriding safeguarding reason why this is not appropriate.

At Kirkby, we see specialist advice as part of a wider team around the pupil. Our aim is not simply to refer pupils on to another service, but to use the advice we receive to help our own staff understand the pupil better and make practical changes to their support in school.

The Academy Council is kept informed about SEND provision and the involvement of external services through the SEND Governor and the Academy's usual governance arrangements.

How will equipment and facilities support my child with SEND?

At Outwood Academy Kirkby, we work with pupils and families to identify any equipment, adaptations or additional support that may help a pupil to access the Academy and their learning.

The Academy has a number of facilities and resources to support pupils with SEND, including:

- Disabled parking bays
- Accessible toilets
- Wheelchair-friendly paths and access to ground-floor areas
- Accessible classrooms where required
- Support with medical needs and medication where required
- Risk assessments for pupils with mobility needs
- Access to a limited number of laptops and Chromebooks
- Reading Pens and other assistive technology where there is an identified need
- Access to specialist advice, including support from the Advisory Team for visual impairment, hearing impairment and Occupational Therapy where appropriate

Equipment and adaptations are considered on an individual basis. We look at what is likely to make the biggest difference for each pupil and, where appropriate, seek advice from parents/carers, external professionals and specialist services. The Academy is also part of the Government's School Rebuilding Programme, with accessibility being an important consideration within the new building.

Accessibility Plan

Our Accessibility Plan can be found on the Academy website#::

[Outwood Academy Kirkby – Accessibility Plan](#)

Exam Access Arrangements

Having SEND does not automatically mean that a pupil will receive exam access arrangements. Arrangements are based on the pupil's individual needs and must meet the requirements set out by the Joint Council for Qualifications (JCQ) and the relevant awarding body.

At Outwood Academy Kirkby, we look at how a pupil normally works in the classroom, their history of need and any other appropriate evidence when considering whether an access arrangement may be needed. This means that arrangements are based on the pupil's normal way of working rather than simply on a diagnosis or identification of SEND.

Where appropriate, the Inclusion Department will coordinate the assessment process and refer pupils to a qualified assessor. The Academy will then make the appropriate application to the awarding body where required.

Pupils and parents/carers are kept informed throughout the process, including any request for assessment, the outcome and any changes to approved arrangements.

More details of exam access arrangements can be found on the JCQ website.

<https://www.jcq.org.uk/>

Resource Base (e.g. Bridge/PLC/PDC)

At Outwood Academy Kirkby, our Bridge, Personalised Learning Centre (PLC) and Personalised Development Centre (PDC) provide additional support for pupils who need a more personalised approach to help them access school and learning.

The **PDC** is there to support pupils who may be finding aspects of school particularly difficult and need a more individualised programme. This might include pupils who have difficulties with emotional regulation, social interaction, attendance, engagement, behaviour for learning or accessing the mainstream curriculum. The aim is to understand what is getting in the way for each pupil and put the right support in place to help them move forward.

Support in the PDC is flexible and depends on the needs of the individual pupil. This can include individual or small-group work, targeted learning, mentoring, support with emotional regulation and relationships, help with routines and organisation, and opportunities to build confidence and independence. Where appropriate, pupils are supported to increase their time in mainstream lessons as they become more settled and confident.

The Bridge and PLC provide additional support for pupils who may benefit from a quieter, more supportive environment at particular times. This can include literacy and numeracy support, reading, social-skills work, mentoring, homework and organisation support and additional help from Learning Support Assistants.

Pupils access these areas based on their individual needs rather than through a fixed placement. Staff work closely with pupils, families and the wider Academy team to decide what support is needed. This may be identified through the SEND process, pastoral support, discussions with parents/carers or concerns raised by staff or the pupil.

We regularly review how pupils are getting on and whether the support is making a difference. As pupils' needs change, the support they receive can change too. For some pupils, this may mean gradually reducing the additional support they need and increasing their time and independence within mainstream lessons.

The overall aim of the provision is to **help pupils feel safe, understood and ready to learn**, while giving them the support and skills they need to make progress and become increasingly

independent.

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 Mrs T Whitehouse (SENDCo) or Mrs J Jones (Inclusion Coordinator) Miss A Mosley (SEND 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.

Who is the Academy's SEND Governor?

The Academy's SEND Governor is Yvonne Asumadu

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

The Academy's SENDCo is Mrs Tara Whitehouse, who can be contacted at the Academy on t.whitehouse@kirkby.outwood.com

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.yournottsdirectory.org.uk/send-local-offer/nottinghamshire>

Information on the Safeguarding Policy can be found at:

<https://www.kirkby.outwood.com/safeguarding>

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

<https://www.kirkby.outwood.com/policies>

Date SEND Information Report updated:

<https://www.kirkby.outwood.com/send>