



Outwood Alternative Provision
Eston
SEN
Information
Report

(Secondary and Post-16)

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VI	June 2024		<ul style="list-style-type: none">• Job titles updated throughout the document• References to LIFE/PSHE lessons replaced with new nomenclature - Personal Development & Growth
	9.10.25	L Barker	<ul style="list-style-type: none">• Merged the Primary/Junior SEND Information into Secondary/Post-16 this document to VI.• 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 Alternative Provision Eston make provision for?

Outwood Alternative Provision Eston is not like 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 medical needs, social, emotional and mental health needs, communication and interaction difficulties, sensory needs, autism, ADHD and students who have more difficulty with learning than the majority of children of the same age. We believe that all our pupils 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 inline with our Positive Discipline for Learning and Life Policy.

How does the school 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 school. The school 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 provision in the first instance and speak with the appropriate Hub Coordinator. If after speaking to your child's Hub Coordinator, they feel further exploration around your child's needs is required they will facilitate an appointment with the SEN(D) department.

How does the school 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 school's calendar, and other school-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 school SEND provisions for each student will be considered.

Further information is gathered from different sources such as child and parent surveys / teacher and staff surveys / parent evenings / feedback forms / school forums. Evidence collated from these sources helps inform provision development and improve planning. This will be collated and published by the Trust annually in accordance with Section 69 of the Children and Families Act 2014.

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 school response What we plan to do
Students enjoy being creative and completing art projects	We have increased Project-Based Learning time, allowing students to showcase skills through art with specialist teachers.
Students find it hard to sit in a chair for an hour; "I get restless and can't focus"	Movement Breaks are allowed during the lesson and 5 minutes out of class to regulate with a member of support staff when needed.
Student doesn't understand what to do when there is too much writing on the board.	The inclusive classroom now incorporates Dual Coding (using icons alongside text) and teachers provide small step instructions.

What our parent/carers say	Our school response What we plan to do
Parents enjoy taking phone calls to celebrate their child's progress more often and see the amazing work they are doing.	Half termly parent phone calls for all students and Hub Co's to try to make positive phone calls at every opportunity.
Parents feel that support has been given and that students' SEND needs are being addressed.	SENDCo and SEND Officer work closely with outside agencies, EP, OT, SALT, CAMHS to ensure that all students' SEND needs are being addressed in a timely manner.
Students need extra provisions when sitting exams.	Staff ensure that students' Normal Way of Working are followed and SENDCo ensures that these provisions are in place so that all students can access their examinations.

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

Outwood Alternative Provision Eston 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.

What is the school'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 a member of the pastoral inclusion 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, school staff and external professionals input.

Each school 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 school, we ensure that students with SEND take as full a part as possible in all school 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 school 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 school 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:

Barnardos

- Youth Offending Team
- Hearing Impaired service
- Diabetic Clinic
- CAMHS
- Police Liaison
- Early Help
- Daisy Chain
- The Bungalow Partnership
- Prevention Team
- Educational Psychology Service
- Inside Out

- School Nurse
- Social Care
- Youth Justice Service
- Rubies Charity

Support with mental wellbeing:

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

Website link to the Mental Wellbeing green button:

<https://www.eston.outwood.com/mental-wellbeing>

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 school's SEND Governor?

The SEND Governor is Derek Foxcroft

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

The SENDCo is Nikki Escritt, who can be contacted on 01642 056440.

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 school 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 school?

Outwood Alternative Provision Eston invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The school 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 school. 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

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 school?

Outwood Alternative Provision Eston may provide the following additional resources for our students with SEND:

Colored overlays
Coloured paper
Visual timetables
Writing frames
"Chunked" instructions

Small class sizes
Zen Zone for processing and regulation
Wobble cushions
Ear defenders
Writing slopes
Weighted blankets
Concentrators
Extra time
External Specialists such as Speech and Language Therapists (SLTs), Educational Psychologists, and Occupational Therapy
Teaching Assistant
1:1 tutor
Laptops
Counselling
Social Stories

Transition:

Outwood Alternative Provision Eston is an independent school and all admissions are via a referral process. Transition into the provision is arranged as part of this referral process and made to meet the individual needs of the student. We work closely with schools to make sure that all students feel comfortable with their move to the provision. Students will have the opportunity to visit the provision 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.

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 school.

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.

Physical Environments

Outwood Alternative Provision Eston incorporates facilities for students and staff with disabilities. Facilities include:

- Disabled parking bays
- Lift to both floors
- Auditory and visual alarms
- Disabled toilets on both floor

[Accessibility Plan](#)

Assistive Technology

The school provides access to a limited number of laptops, ChromeBooks, Reading Pens, iPads 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 SEND Department 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 school?

We value the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo or a member of the Inclusion Team 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 school website.

How does the school 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 Alternative Provision Eston invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The school 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 school 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 school Council is kept informed about the involvement of other organisations and services through meetings with the SEND Governor and their subsequent reports to the school Council.

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

The school has very good working relationships with outside agencies. Outwood Alternative Provision Eston 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 school prepare my child to:

Join the school or move between phases of education

Outwood Alternative Provision Eston aims to support transition at each stage. 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:

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:

[Redcar & Cleveland LA](#)

[Middlesbrough LA](#)

[Stockton On Tees LA](#)

Information on the Safeguarding Policy can be found at:

[Child Safeguarding Policy](#)

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

[Positive Discipline for Learning And Life policy](#)

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