

Outwood Academy

Brief description of the school

Outwood Academy Adwick is an 11-18 Academy with approximately 1100 students on roll. Outwood Grange Academies Trust is nationally recognised as a high performing academy chain and we are all committed to the vision of our Chief Executive, Sir Michael Wilkins in that “the whole point of schools is that children come first and everything we do must reflect that single goal”, hence our motto of ‘Students First’. In February 2016 the Ofsted inspection team concluded that Outwood Academy is Outstanding in every category including the sixth form. Our success places us amongst the highest achieving schools in Doncaster, and perform at the highest nationally as we are first of our 55 similar schools.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Prior to transfer the members of the Inclusion team visit and contact all feeder primary schools in order to identify students with special educational needs through discussion with the primary school staff. The Learning Manager and the Inclusion Coordinator review all the written transfer information to identify all students who will require specific support within the region.

For students identified as vulnerable or anxious during the transfer process, a comprehensive transition programme is put in place involving the creation of a child-centred transition plan and additional visits to the Academy during the summer term.

For students with Education Health and Care plans the Inclusion Coordinator will have been invited to attend the Phase Transfer Review at the primary school in the autumn or spring term of Year 6 or in Year 5 for students with more complex needs.

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo/Inclusion Coordinator and will be circulated to all staff, this information is checked 6 times a year for accuracy. The SENDCo/Inclusion Coordinator will highlight the needs of particular students to all staff at the start of term.

During Year 7 all students are assessed using a range of assessment methods, all students have their reading, spelling and mathematical age tested. This enables the SENDCo/Inclusion Coordinator to prioritise those students who require further intervention.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Partnership with parent/carers plays a key role in enabling children and young people with SEND to achieve their potential. Outwood Academy Adwick recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best way of supporting them. All parent/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children’s education. Further to this, all the Academies operate an open Academy policy, where parents are encouraged to request the opportunity for an informal discussion or a meeting at any time.

Parents/carers of SEND support students are invited to attend termly meetings to discuss progress and termly targets are agreed. Parents/carers of a student with a Statement/EHCP are invited to attend an annual review to discuss their child’s

progress. In addition to these meetings all parents receive a half termly report which informs them of their child's progress across subject areas, SEND staff are also available at parent evenings throughout the academic years.

How we will involve your child in the planning and review of their support

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years.

At Outwood Academy Adwick, we encourage students to participate in learning by:

- regular target setting in line with Academy policy
- participation in Annual Review of EHC plans
- participation in transition planning
- being involved in decision making about attendance on specific courses
- encouragement to come and discuss any difficulties they might be experiencing
- student voice activities

How we match the curriculum, teaching and learning approaches if your child has SEN

The Inclusion department ensure that all staff are aware and understand the needs of identified students, this information is shared with all staff at the start of each academic year. Throughout the year the inclusion department work closely with subject areas to develop their provision for students with special educational needs in order to ensure full access to the curriculum.

Outwood Academy Adwick has a Staff CPD Policy which is approved annually by the Local Academy Council. Specific training is given on areas linked to SEND at regular intervals during the year. Extra resources can be found on the academy intranet. In-Service Training for specialist Learning Support Staff and for all staff will be addressed annually through these existing procedures.

The teacher responsible for the induction of NQTs, new staff and ITT students includes at least two training sessions on Inclusion, SEND Code of Practice, SEND Policy, Social Inclusion (The Bridge and Personalised Learning Centre), learning support in the classroom, working with teaching assistants.

How we provide additional support if your child has learning needs

For all areas of SEND, the inclusion department will provide support and advice to colleagues. The nature of this support is determined by the needs of the individual student.

Outwood Academy Adwick works closely with outside agencies and with specialist teachers from visually impaired, hearing impaired, ASCETS teams and educational psychology service to ensure that all students receive the relevant support identified.

Students with a statement/ECHP or those identified as requiring SEND support will be supported in a number of ways, which can include in class teaching assistant support, small group work in literacy, numeracy, social skills etc.

How we provide additional support if your child has social and communication needs

Outwood Academy Adwick aims to provide training for inclusion staff that work with students on the autistic spectrum. The Bridge Manager is trained and works closely with specialist teachers from the ASCETS team. All staff are fully aware of the needs of our students with autism and are provided with strategies to use in order to best support them.

How we provide additional support if your child has physical, sensory and/or medical needs

Outwood Academy Adwick works closely with all NHS services, carefully planning collaboratively with both them and the family to provide the necessary support.

The Academy has a good working relationship with the visually impaired and hearing impaired teams who offer guidance, support and resources where needed. All students with any physical needs have an individual medical plan recording any moving, handling support and any personal care they need. The Academy site is fully accessible and is equipped with a care room facility.

How we provide help to support your child's emotional health and well being

Outwood Academy Adwick has a well-established transition programme to support students moving from Year 6 into Year 7. The Bridge and the Personalised Learning Centre offer support to our vulnerable students throughout the year. The Inclusion staff also act as one to one mentors with any students who are experiencing problems with emotional health and wellbeing.

How we promote developing independence

The Academy ensures that we encourage independence in the review of EHCPs and support plans and consider the teaching assistants allocation of time to encourage independence and discourage over reliance on support.

How we measure and review your child's progress against their targets and longer term outcomes

At Outwood Academy Adwick parents/carers are provided with half termly reports to show progress across the curriculum. Students are continually assessed on a day to day basis by teaching staff and adjusting their planning to meet the needs of individual students.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The Academy building is fully accessible and DDA compliant with lift access available for students which require this. Student timetables can be personalised through time allocated to the Bridge or Personalised Learning Centre.

How we include children with SEND in the life of our school

All students with SEND are fully integrated within the Academy. The inclusion department ensure that the complex needs of some SEND students are explained to their peers where appropriate.

All enrichment activities are planned to ensure that they are accessible for all students within the Academy.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

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External support and expertise we can call upon to help us to meet children's needs

- Integrated Family Support Service
- Child and Adolescent Mental Health (CAMHS)
- Social Services
- Educational psychologist
- Advisory teachers from Visual Impairment (VI), Hearing Impairment (HI), Learning Support Service (LSS) and Communication
- SAIDSEND (formerly Parent Partnership)
- Platform 51
- The Junction
- Pride
- Young Carer's
- Counselling Service

How we prepare children to join our school

The Academy supports young people who have SEND 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
- A number of additional sessions in the Academy to support transition of SEND or other vulnerable students
- 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 transitions meetings from Year 5 onwards
- For other individuals a multi-agency meeting will take place to support effective transition

How we prepare children to move on from our school

SEND students are supported in completing applications for Post-16 provision (sixth form and college) and higher education options. For some students additional support is provided through independent travel training and additional visits to local colleges.

How we deploy our resources to meet the needs of children with SEND

At Outwood Academy Adwick each student is viewed as an individual and the inclusion team carefully plan how their needs will be met within the overall resources available within the Academy.

Contacts for more information

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SEND Policies and SEN Information Report

link(s): www.adwick.outwood.com/send