



**OUTWOOD ACADEMY
ORMESBY
SEND LOCAL OFFER**

Contents:

- 1) Introduction
- 2) What is 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 690 students on role with 191 (28%) of students identified as SEND (April 2017). This is made up of 180 students with SEND Support (K), 2 with a Statement (S) and 9 with an Educational Health Care Plan (E). The Academy has a Base for students with physical and/or medical difficulties and speech and language.

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 Ormesby 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 three staff that have completed the Administering Medication in a Childcare Setting Level 1, two members of staff who has completed Administering Medication in a Childcare Setting Level 3 (one pending completion April 2017). This ensures students who require medication during the school day can be supervised by trained staff. There is 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 twenty Local Authority approved Base Placements for students with additional medical and / or physical requirements and for students with speech and language difficulties.

4) Meet the team

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

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

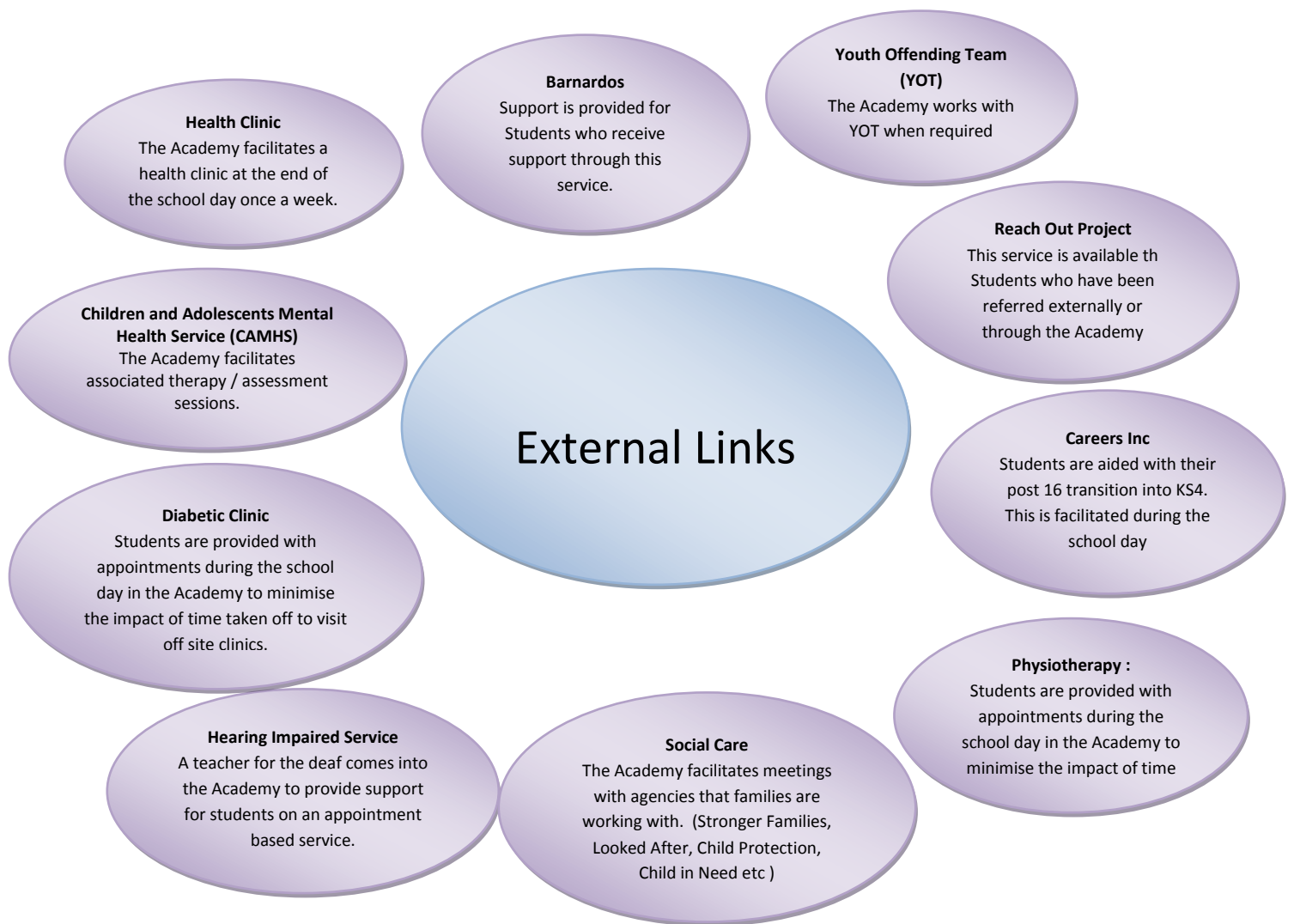
Staff	Role	Relevant Professional Development
Mrs Pritchard BEd (Hons), NPQH	Vice Principal (Deep Support) and Designated Safeguarding Lead	<ul style="list-style-type: none">• Cert Ed Special Educational Needs Coordination (pending completion September 2017)• Hays Level 1 Child Protection Awareness• Radicalism awareness• Level 3 Safeguarding• Transforming Middle Leaders• Keeping Children Safe in Education - Safer Recruitment Training
Mrs Holmes, BSc (Hons)	Inclusion Coordinator and Designated Safeguarding Lead	<ul style="list-style-type: none">• Cert Ed Special Educational Needs Coordination (pending completion September 2017)• Hays Level 1 Child Protection Awareness• Radicalism awareness• Level 3 Safeguarding• Epi-pen awareness• Administering Medication in a Childcare Setting Level 3• First Aid in Mental Health• Transforming Middle Leaders• Keeping Children Safe in Education - Safer recruitment Training

Mrs Carberry	Inclusion Administrator	<ul style="list-style-type: none"> • National autistic society early bird plus programme • Fire warden training • NVQ L3 Business Administration • Business Administration L3 Modern Apprenticeship • EDI level 2 Key Skills in Communication • Hays Level 1 Safeguarding • Radicalism awareness • Reading, Scribing and Invigilating in Exams • Epi-pen awareness • Administering Medication in a Childcare Setting Level 3 (pending completion July 2017)
Miss Quinn	Safeguarding Officer and Designated Safeguarding Lead	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Level 3 Safeguarding • Radicalism awareness • First Aid in Mental Health • Level 1 and 2 in Counselling
Mr Sills BSc (Hons)	Y11 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • First Aid in Mental Health • Level 3 Safeguarding • Epi-pen awareness
Mr Bezance	Y10 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Level 3 Safeguarding • Radicalism awareness • First Aid in Mental Health • Epi-pen awareness
Mr Myrie BSc (Hons)	Y9 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • Level 3 Safeguarding (pending completion) • Epi-pen awareness
Mrs Fryett	Y8 Learning Manger	<ul style="list-style-type: none"> • Hays Level 1 Child Protection • Radicalism awareness • Level 3 Safeguarding (pending completion) • Epi-pen awareness
Miss Hatfield	Y7 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection • Radicalism awareness • Level 3 Safeguarding (pending completion) • Epi-pen awareness

Mrs Dixon	Bridge Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • Dyslexia Awareness Training (Peripatetic Learning Support Service) • CEOP "THINKUKNOW" Training (Child Exploitation and Online Protection) • Fire Marshall Training • Level 3 Safeguarding Training • Transforming Middle Leaders • Keeping Children Safe in Education - Safer recruitment Training • Epi-pen awareness
Mr James	PLC Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • Reading, Scribing and Invigilating in Exams • Epi-pen awareness
Mrs Betts	Teaching Assistant	<ul style="list-style-type: none"> • Hays level 1 child protection awareness • Radicalism awareness • Epi-pen awareness • Reading, Scribing and Invigilating in Exams
Mrs Collins	Specialist Teaching Assistant	<ul style="list-style-type: none"> • Administering medication in a childcare setting level 1 • First Aid at Work • Hays Level 1 Child Protection Awareness • Radicalism • Epi-Pen Awareness • Lexia • Reading, Scribing and Invigilating in Exams • Manual Handling • Diabetes Awareness • Hearing Impaired • Tube Feeding
Mrs Craggs	Specialist Teaching Assistant:	<ul style="list-style-type: none"> • Safeguarding Training Level 1 • Administering Medication in a Childcare Setting – Level 1 • Food & Hygiene Awareness • First Aid at Work • Lexia • Epi-pen awareness • Reading, Scribing and Invigilating in Exams • Diabetes awareness • Food feeding machine awareness • Hearing aid battery problems and awareness
Miss Fityo BA (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • Hays Level 1 Child Protection • Radicalism awareness • Reading, Scribing and Invigilating in Exams • Access to HE Diploma in Social Sciences and Humanities

		<ul style="list-style-type: none"> • Epi-pen awareness
Miss McGuire BSc (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • Hays Level 1 Child Protection • Radicalism awareness • Reading, Scribing and invigilating in Exams • Epi-pen awareness
Mrs Mitchell	Senior Teaching Assistant Maths	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness • Radicalism awareness • British Sign Language Level 1 • Teacher Subject Specialist Training (Mathematics – pending completion September 2017) • Epi-pen awareness
Miss Pierre	Senior Teaching Assistant English	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness • Radicalism awareness • Lexia training • Accelerated Reader training • Epi-pen awareness
Miss Rafferty BSc (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • Hays Level 1 Child Protection • Radicalism awareness • Reading, Scribing and Invigilating in Exams • Epi-pen awareness
Ms Rathbone	Teaching Assistant	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness • Radicalism awareness • Epi-pen awareness
Mrs Reekie	Teaching Assistant	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness • Radicalism awareness • Epi-pen awareness
Mrs Rose	Specialist Teaching Assistant	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness • Radicalism awareness • Administering Medication in a Childcare Setting – Level 1 • Administering Medication in a Childcare Setting Level 3 • First Aid at Work • Epi-pen awareness
Mr Sharples	Teaching Assistant	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness • Radicalism awareness • Epi-pen awareness
Mr Watson	Specialist Teaching Assistant	<ul style="list-style-type: none"> • Reading, Scribing and Invigilating in Exams • Hays Level 1 Child Protection Awareness

		<ul style="list-style-type: none"> • Radicalism awareness • First Aid at Work • Epi-pen awareness
Mrs Derdowski, Bsc, Cert Ed	Life Coach	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Mrs K Birch	Specialist Teacher	<ul style="list-style-type: none"> • PGC (Dyslexia) • PGC (Special Educational Needs) • AMBDA
Miss A Norton BA (Hons)	Supports English Reading Programme	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • Lexia training • Accelerated reader training • Sound Training • Epi-pen awareness
Mr B Al-Khabass MSc	Science 1:1	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Mrs E Lynch	Science 1:1	<p>Qualified Science Teacher</p> <ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Mr D Pashley	Maths 1:1	<p>Qualified Maths Teacher</p> <ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Miss E Pashley	English 1:1	<p>Qualified English Teacher</p> <ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Mrs L Sumpton	English 1:1	<p>Qualified English Teacher</p> <ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Mrs S Wilson	Maths 1:1	<p>Qualified Maths Teacher</p> <ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness
Dr D Fowler PhD	English 1:1	Qualified English Teacher
Mr A Marshall	Science 1:1	Pending further information



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 P15		Subject	Teacher(s)	Target	Predicted	Offences	Effort	HL/ChC Concern	HL Concern	Parental Concern
Present		Additional Science								
Authorised Absence (Days)		English Literature								
Unauthorised Absence (Days)		GCSE (9-1) in English Language								
Lates		GCSE (9-1) in Mathematics								
		Games								
		History B								
		Information and Communication Technology								
		Religious Studies B								
		Science A								
		VWO								

Attendance for Year	
Present	
Authorised Absence (Days)	
Unauthorised Absence (Days)	
Lates	

Behaviour Record for Year	
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 resource are monitored by Learning Managers, Vice Principal, Inclusion Coordinator and Teaching Assistants in learning walks and work scrutiny to ensure maximum impact.
- Individual Health Care Plans – The Academy currently has 28 long term 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 Pen Portrait is completed for students receiving this support which is reviewed every term. Students and parent / carer views are encouraged.

PEN PORTRAIT

NAME:

DOB:

YEAR:

PP:

	KS2 SAT RESULT		GCSE Target Grades		GCSE Predicted Grades	
	English		English		English	
	Maths		Maths		Maths	
	Science		Science		Science	

OPTIONAL SUBJECTS – PREDICTED GRADES

DETAILS OF STUDENT

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I learn best if...

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I struggle when...

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Medical Information

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Resources

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STUDENT VIEW

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PARENT VIEW

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- The Academy employs a Life Coach two days per week to support students with strategies and / or counselling services to promote emotional wellbeing. Referrals to the life coach 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 full or 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 and Accelerated Reading) in small group work and during VMG for KS3 and KS4.
- Maths, English and Science offer weekly catch up session 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 meet 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 Environment/Recycling
 - ❖ - The Community
 - ❖ - Citizenship/International Links
 - ❖ - Life Skills
 - ❖ - Enterprise
 - ❖ - Health and Fitness
 - ❖ - Social Events
 - ❖ - Vertical Mentoring Groups (VMG)

6) Frequently asked questions – See SEND Outwood Academy Ormesby 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/publications/teachers-standards>