

OUTWOOD ACADEMY

Acklam

SEND Information Report

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) Outcomes
- 8) 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 1208 students on role with 229 (19%) of students identified as SEND (December, 2018). This is made up of 213 students with SEND Support (K) and 17 with an Educational Health Care Plan (E). The Academy has 30 Local Authority commissioned places for students with moderate learning difficulties.

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 Acklam 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 members of staff that have completed the Administering Medication in Schools an Childcare Settings. This ensures students who require medication during the school day can be supervised by trained staff. There are staff available throughout the day for children and young people who may need help with their personal care, who require first aid support and who have special dietary requirements.

The Academy has thirty Local Authority commissioned additional provision places for students with moderate learning difficulties.

4) Meet the team

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

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

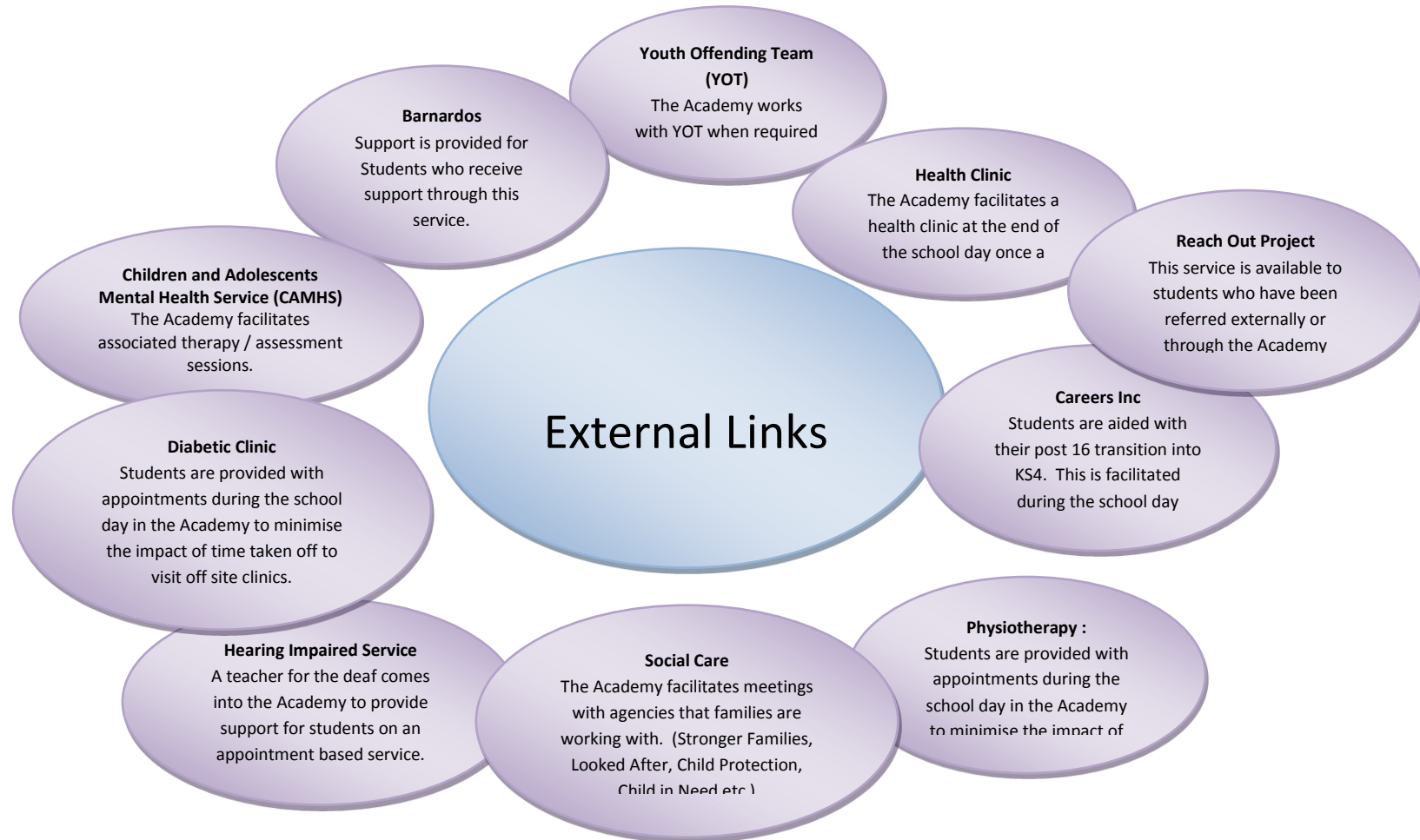
Staff	Role	Relevant Professional Development
Mr L Johnson, BSc (Hons)	Associate Vice Principal (Deep Support)	<ul style="list-style-type: none">• PGCE• Transforming Middle Leaders• Hays Level 1• GDPR• Radical awareness
Mrs J Holmes, BA (Hons)	Regional SEND Officer	<ul style="list-style-type: none">• Cert Ed Special Educational Needs• QTLS (Pending completion Autumn 2019)• Hays Level 1 Child Protection Awareness• Radicalism awareness• Level 3 Safeguarding• Epi-pen awareness• Administering Medication in a Childcare Setting Level 2

		<ul style="list-style-type: none"> • First Aid in Mental Health • Transforming Middle Leaders • Keeping Children Safe in Education - Safer Recruitment Training • GDPR • Radicalism awareness
Ms R McAndrew	SENDSCO	<ul style="list-style-type: none"> • Information to follow
Ms J Cainer, LLB (Hons)	Inclusion Coordinator	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR • Level 3 Safeguarding • Mental Health First Aid • Level 3 Prevent
Mrs C May	Inclusion Administrator	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR
Mrs S Donnelly	Inclusion Administrator	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR • Business Administration Levels 2 and 3
Miss M Quinn	Safeguarding Officer (acting)	<ul style="list-style-type: none"> • NEFC Safeguarding • Hays Level 1 Child Protection Awareness • GDPR • Level 3 Safeguarding
Mrs A Holmes	Y11 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR
Mrs C Fisher	Y10 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR
Mrs S Hill	Y9 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR

Miss K McNabb, BA (Hons)	Y8 Learning Manger	<ul style="list-style-type: none"> • Makaton • Hays Level 1 Child Protection Awareness • Reading, Scribing and Invigilating in Exams • Radicalisation
Mrs D l'Anson	Y7 Learning Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • GDPR
Mrs G Irvine	Bridge Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • Level 3 Safeguarding • Keeping Children Safe in Education - Safer Recruitment Training • Epi-pen awareness • Fire Warden
Ms S Kubaj, MSc	PLC Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Radicalism awareness • Level 3 Safeguarding • Keeping Children Safe in Education - Safer Recruitment Training • Epi-pen awareness • Lexia training
Mrs A Woods, BSc (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • CCPT3A (Certificate of Competence in Psychometric Testing Access Arrangement Assessor) Visual Stress Testing • NEBOSH Certificate in Occupational Safety and Health • Safeguarding and Child Protection • Radicalisation • GDPR • Fire Safety • Health and Safety • Dyslexia Awareness • Mental Health in Schools

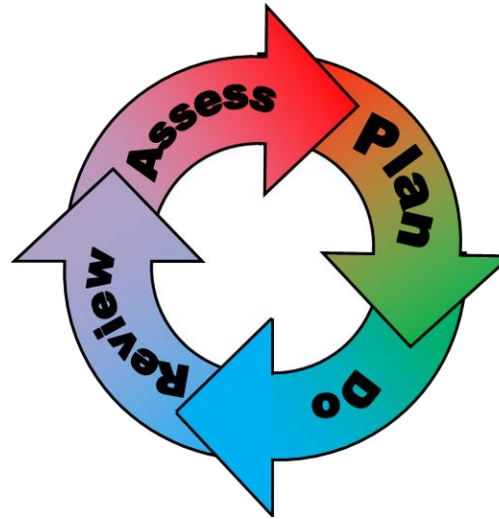
		<ul style="list-style-type: none"> • Autism awareness • Reading, Scribing and Invigilating in Exams • Numicon
Ms B Minsty	Teaching Assistant	<ul style="list-style-type: none"> • TSST MATHS • Mastery Maths • Dyslexia awareness • Autism, ADHD awareness • Dyspraxia awareness • Hays Level 1 Child Protection Awareness • GDPR • Reading, Scribing and Invigilating in Exams • Radicalisation • Fire Safety • Numicon
Mrs L McCabe, Bsc (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • Deaf champion (deaf awareness) • Autism awareness • Mental health awareness • Hays Level 1 Child Protection Awareness • GDPR • Reader/scribe course for exams • Fire Safety • Reading, Scribing and Invigilating in Exams
Mrs C Cavanagh	Teaching Assistant	<ul style="list-style-type: none"> • General data protection regulations (GDPR) • Exam invigilator • Hays level 1 child protection awareness • Reading, Scribing and Invigilating in Exams • Numicon
Mrs J Quinn	Teaching Assistant	<ul style="list-style-type: none"> • Certificate in Supporting Teaching and Learning • Teacher Specialist Subject Training (Maths) • Human Anatomy and Physiology Certificate in Basic Counselling Skills • EAL Training • Autism Awareness Training • Hays level 1 child protection awareness • Reading, Scribing and Invigilating in Exams

		<ul style="list-style-type: none"> • Numicon
Mrs L Burniston	Teaching Assistant	<ul style="list-style-type: none"> • BA (hons) Health and Social (pending completion) • Diploma in Specialist Support in teaching and learning • Functional ICT (Level II) • Diploma in Health • Hays Level 1 Child Protection Awareness • EAL training • Lexia training • EVAC user course training • Reading, Scribing and Invigilating in Exams
Ashley Peart BA (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness • Reading, Scribing and Invigilating in Exams
Mr R Buckton	Acting Hub Manager	<ul style="list-style-type: none"> • Hays Level 1 Child Protection Awareness
Mrs M Boyle	Teaching Assistant	<ul style="list-style-type: none"> • CACHE Level 3 Diploma Supporting Teaching and Learning in Schools • NCFE Level 2 Supporting Teaching and Learning in Schools • First Aid Training • Hays Level 1 Child Protection Awareness • Reading, Scribing and Invigilating in Exams
Ms H Azadi	Teaching Assistant	<ul style="list-style-type: none"> • Information to follow
Ms L Waddup, BA (Hons)	Teaching Assistant	<ul style="list-style-type: none"> • Information to follow



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	
Present	
Authorised Absence (Days)	
Unauthorised Absence (Days)	
Latess	

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

Behaviour Record for Year	
Fixed Term Exclusion	

Subject	Teaching	Target	Predicted	Difference	EBul	HL/CLW Concern	JL Concern	Parental Evening
Additional Science								
English Literature								
GCSE (9-1) in English Language								
GCSE (9-1) in Mathematics								
Games								
History B								
Information and Communication Technology								
Religious Studies B								
Science A								
VMG								

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 every third 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 completes 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.

What is important to me:

-

I want you to know that...

When you talk to me...

What I am good at:

One Page Profile

Name:

DOB:

What people like and admire about me:

Primary need:

Other needs:

The best ways to support me:

...e....

I don't like...

If... then...

My aspirations:

This term I want to...

This year I want to ...

SAMPLE

- 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 Acklam Local Offer FAQ (to follow)

7) Outcomes

Academic Year	On Roll	Progress 8	SEND on Roll	SEND Progress 8	Base on Roll	Base Progress 8
2016-2017 (actual)	148	+0.71	16	+0.52	7	+0.39
2017-2018 (actual)	127	+0.32	33	+0.04	3	-1.24

8) External Links

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

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