

SEND Support Offer

Outwood Academy Carlton

Academy Core Offer

- Academy Core Offer - See SEND Policy on our website
- Interventions for all students - All students are assessed and reviewed half- termly through Praising Stars. Interventions will be identified and implemented where and when required.

The identification of students having special educational needs is processed from a range of information. This information is supplied by primary schools, standardised tests, internal assessments, school monitoring, teaching staff, parent/carers, students and external agencies.

Student assessment is an on-going process, and forms an essential part of teaching. If a student is not making progress despite high quality teaching, the Inclusion Coordinator/ SENDCo is to be informed.

We are keen to involve parents/carers as much as possible.

As a parent/carer if you have a concern regarding your child and special educational needs, please contact the Inclusion Coordinator or SENDCo.

Teaching staff will liaise with Learning Managers and the Inclusion team regarding students' progress. Assessment is on going through high quality teaching.

Progress of all students is assessed and reviewed through half-termly testing and the results generate the praising stars report which is sent to parents. Students taking part in an intervention, know the expected outcomes and that a review will take place within a given time.

Students and parents/carers are involved in all stages of the review provision. Statutory Assessment/ Educational Health Care Plans will be reviewed inline with the required time period. All notes of discussions/meetings will be kept in the student's SEND file. Additional information can be found on the LA Local Offer website.

All teachers at Outwood Academy Carlton are teachers of students with special educational needs. It is primarily the responsibility of the class teacher with support from the inclusion team and SENDCo to ensure individual needs are met.

All staff have responsibility to plan lessons, ensuring differentiation to meet individual needs. High aspirations, a range of teaching and learning styles and differentiated material is the first process in responding to students' special educational needs.

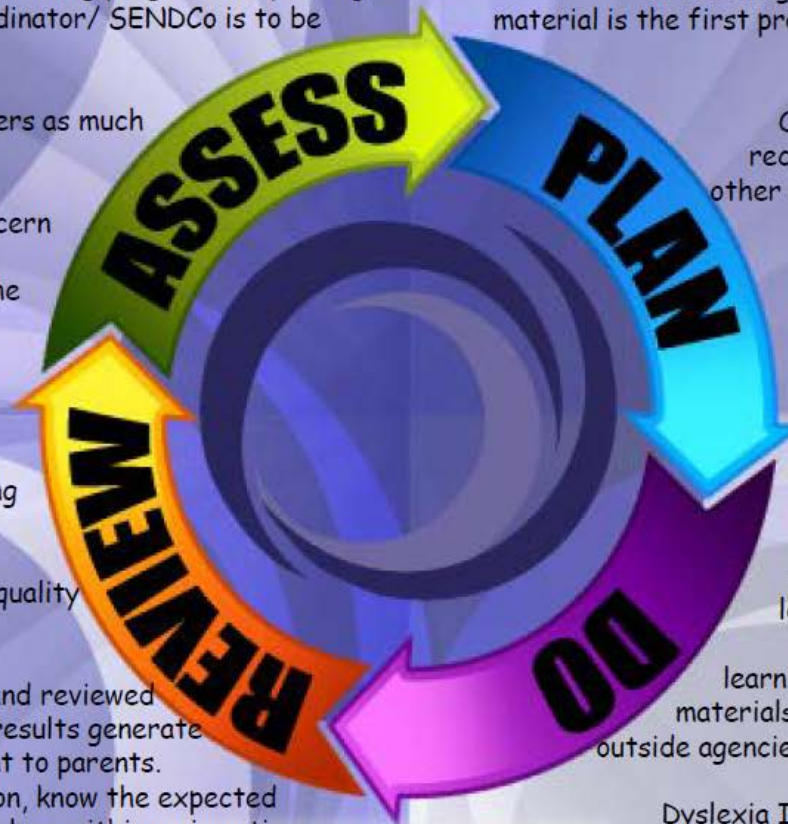
Once specific areas of need have been recognised and gaps in learning identified other additional provision can be planned for.

Support staff will be deployed to work with the students identified through the assessment process. This may be short, medium or long term. Alternative learning materials / physical aids will be provided where appropriate to support learning e.g. Lift, ICT equipment, large print materials etc. Access to specialist teachers and outside agencies can be sought through the SEN team.

Dyslexia Intervention, behaviour programmes and tailored 1:1 support delivered in the academy.

Staff development / training to increase understanding of special educational needs is undertaken regularly and tailored to meet the needs of our students.

Parent/Carers can contact school to discuss alternative arrangements.





For information around SEND support please see the following information:

- Please contact the Academy for complaints procedures if required.
- **Barnsley LA Local Offer** - Please follow this [hyperlink](#) to view the Barnsley Local Authority Local Offer for children with Special Educational Needs and Disability.
- **Barnsley Metropolitan Borough - Parent Partnership**
- **SEN Code of Practice Website**
- **SEND Policy**

We also assess for access arrangements for exam support and will endeavour to make reasonable adjustments to support all students.

Outwood Academy Carlton:



- Is committed to providing high quality teaching for all our students. The principles underpinning SEND provision are those upon which the whole ethos of the Academy is based which is 'students first'.
- We have high aspirations for all our students. To support them to achieve we use a range of teaching and learning styles, differentiated teaching materials, access to ICT equipment and resources, Teaching assistants, small group work, flexible / alternative curriculum, rewards, mentoring, counselling and enrichment activities.

Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care (LA School Nurse drop in).
- Bridge Support
- Lunchtime club in Learning Resource Centre
- Flexible approaches to timetable
- Enhanced access to additional aids
- Access technology
- Explicit teaching of general skills transferable from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Use of specialist outside agencies
- Teaching Assistant support
- One Page Profiles
- Review Meetings



Sensory and/or Physical Needs

- Physical aids to support access e.g. wheelchair, hearing aids/ hearing loop, flashing lights for bells.
- Large print materials (DDA Compliant)
- Access to a specialist teacher/LSA for the hearing/visual impaired - Inclusion Services.
- Concrete apparatus to assist sensory/physical needs
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists, Art Therapy..
- Adapted curriculum to enable full access
- Teaching Assistant support
- Exam concessions
- Individual Support plan
- Review Meetings



Cognition and Learning

Individually focused intervention:

- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, visual aids, accessible reading material suited to age, task plans
- Phonic development programmes
- Increased access to ICT
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments/ exam concessions to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Differentiated work
- Access to external specialist support services
- Teaching Assistant support and specialists in reading schemes and dyslexia screening and intervention
- Dyslexia screening
- Individual learning plan



Outwood Academy Carlton:

Aims to provide an inclusive education for all students ensuring students' individual needs are met and provision is tailored to help students overcome their barriers to learning.

Learners identified as having SEND are fully integrated into mainstream education and, where needed, reasonable adjustments are made to ensure full integration in academy life.

Teaching assistant support is provided when and where required.

Students with SEND are encouraged to participate in all Academy activities and have equal access.



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- Classroom teachers
- Half-termly assessment in the form of Praising Stars
- Learning Manager Analysis
- Parent/ Carer evenings
- One-to-one discussions / meetings
- Involvement of Inclusion Services.
- Educational Psychologist
- SEND reviews
- Statutory reviews

Parents, Carers, Students are encouraged at all times to be involved in the review process. They are invited to Parent evenings, meetings, and all SEND reviews.



Outwood Academy Carlton Offer

- Outwood Academy Carlton strive to ensure all students leave us as:
 - ✓ Successful learners who enjoy learning, make progress and achieve
 - ✓ Confident individuals who are able to live safe, healthy and fulfilling lives
 - ✓ Responsible citizens who make a positive contribution to society