



# **Outwood Post 16 Centre**

# **SEND Report**

# Outwood Grange Academies Trust

## SEND Information Report

### **What kinds of special educational needs does Outwood Post 16 Centre make provision for?**

Outwood Post 16 Centre is fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to meet their potential.

We support students with physical and medical needs, students on the autistic spectrum and with ADD / ADHD, students with social, emotional and mental health needs, students with communication and interaction difficulties, students with sensory needs, and those who have more difficulty with learning than the majority of children of the same age. We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of Centre life.

### **How does the Centre know if students need extra help and what should I do if I think that my son / daughter 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 feeder schools prior to the student's entry into the Centre. The Centre fully supports the SEND Code of Practice January 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'

If you think your son/daughter may have special educational needs, you should contact the Centre in the first instance and speak with the SENCO or Inclusion Co-ordinator.

The Centre's SENCO is Jo Perry, who can be contacted at [www.valley.outwood.com](http://www.valley.outwood.com)

### **How does the Centre evaluate the effectiveness of its provision for students with special educational needs?**

In order to make consistent continuous progress in relation to SEND provision, the Centre 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 on a half termly basis through our Praising Stars<sup>®</sup> system and reviews held termly in line with the SEND Code of Practice for students on the SEND Support Register. Students' progress will be monitored via the use of Praising Stars<sup>®</sup> and parents' consultation evenings, as published in the Centre's calendar. Progress of students undertaking interventions will be reviewed and evaluated at the end of each block of intervention.

There is an annual formal evaluation of the effectiveness of the Centre SEND provision and policy. The evaluation is carried out by the Director of SEND and information is gathered from different sources

such as student and parent surveys, teacher and staff surveys, parents' evenings, feedback forms and Centre forums. This will be collated and published by the Trust annually in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform Centre development and improvement planning.

### **How will both the Centre and I know how my son / daughter is doing and how will the Centre help me to support their learning?**

Outwood Post 16 Centre believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- b) continuing social and academic progress of children with SEND and
- c) personal and academic targets are set and met effectively.

Parents are kept up to date with their son's / daughter's progress through Praising Stars<sup>®</sup> reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEN to the Local Authority Parent Partnership Service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their son / daughter, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **What is the Centre's approach to teaching students with special educational needs?**

We believe that provision for students with special educational needs is a whole Centre responsibility requiring a whole Centre response, involving all staff, teaching and support. We believe that all teachers are teachers of children with special educational needs. All teaching staff have access to the full Inclusion Register, together with information on individual student's special educational needs, to enable them to plan their lessons accordingly.

### **How will the curriculum and learning be matched to my son's / daughter's needs?**

Learning activities are planned to match individual learning needs. The learning environment is stimulating, supportive and well-resourced. We will ensure that all staff know and understand the needs of students. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

### **How will my son/daughter be included in activities outside the classroom, including events and trips?**

As an inclusive Centre, we ensure that students with SEND take as full a part as possible in all Centre activities. We deliver practice that ensures that statutory obligations with regard to SEND are met. No student is omitted from a trip due to their specific needs. If necessary, a Health Care Plan will be drawn up with the First Aid Team in the Centre. We will ensure that staff are fully aware of students with special educational needs, and what those needs are, giving training and support to help them meet those needs, both in and out of the classroom.

## **What support will there be for my son's / daughter's overall well-being?**

We work hard to ensure that students are included in all aspects of Centre life. We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all aspects of Centre life.

Students who have additional emotional needs will receive further support from outside agencies as required. Our support partners include the School Nursing Service, CASY Counselling and the Child and Adolescent Mental Health Service (CAMHS).

## **Who is the Centre's special educational needs co-ordinator (SENCO) and what are their contact details.**

The Centre's SENCO is Jo Perry, who can be contacted via Outwood Academy Valley on 01909 475121.

## **What training have staff supporting special educational needs had and what is planned?**

We aim to keep all Centre staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The SENCO and the wider inclusion team attend relevant SEND courses, Family SEN meetings and all staff have access to relevant SEND focused internal and external training opportunities.

We recognise the need for ongoing training with regards to SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to Centre development priorities and those identified through the use of provision management. Ongoing training for teachers and support 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 fire evacuation procedures for students with severe medical needs.

## **What specialist services and expertise are available or accessed by the Centre?**

Outwood Post 16 Centre invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Centre continues to build strong working relationships and shares information and links with external support services in order to fully support our SEND students. Sharing knowledge and information with our support services is essential to the effective and successful SEND provision within our Centre. If a concern is raised, it will be brought to the attention of the SENCO or Inclusion Co-ordinator who will then inform the student's parents/carers in line with our safeguarding policy.

The following services will be involved as and when is necessary:

- CAMHS
- Social Care
- Family Support Service
- Supporting Families
- Educational Psychology Service

- Extended Services
- Specialist Centres and Families Services
- School Nursing Service
- CASY Counselling Service
- Speech and Language Service
- Language and Learning Support Service

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 student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to, and informed about, any meetings held concerning their son / daughter 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 Centre?**

In addition to support in the classroom, Outwood Post 16 Centre provides the following additional resources for our special needs students:

#### **Transition**

We work closely with feeder and other secondary schools to make sure that all students feel comfortable with their move to the Centre. SEND students will have the opportunity to have extra visits to the Centre in order to familiarise themselves with the environment and some of the staff they will be working with in the future.

#### **Homework support**

Enrichment sessions are held throughout the week to support all students with homework and to give access to ICT when necessary.

#### **Support staff**

The Inclusion Co-ordinator and Learning Managers are always available for students to talk to.

#### **Educational testing and Dyslexia screening**

In addition to standard testing and assessments and tracking within the Centre, there is provision for further assessment and Dyslexia screening using the Dyslexia Portfolio. This helps identify students who may need additional support within lessons or may benefit from a more individualised programme of support. It may also provide evidence for examination boards if an application for additional access arrangements for examinations is to be made.

#### **Physical environments**

Outwood Post 16 Centre is a relatively new building and incorporates facilities for students and staff with disabilities. It is easily accessible for all visitors and has marked parking bays at the front of the Centre for blue badge holders. Built on two floors, it has a lift and wheelchair access to all rooms. A loop hearing system is available on request. There are several disabled toilets on both floors, all equipped with handrails and emergency alarms.

#### **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 exam boards under the umbrella of the Joint Council for Qualifications (JCQ). Students are assessed by a series of tests and, if identified as requiring access arrangements, this is co-ordinated between the Centre Exams Officer, our qualified assessor and the

SENCO. Students and parents are notified of their exam access arrangements and support, as approved, is provided.

More details about access arrangements can be found at [www.jcq.org.uk](http://www.jcq.org.uk)

### **Centre transport**

Where students with SEND require specific transport to and from Centre, this is arranged by Nottinghamshire County Council.

### **What are the arrangements for consulting parents of students with special educational needs? How will be I involved in the education of my son / daughter?**

Outwood Post 16 Centre believes that a close working relationship with parents / carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision;
- b) continuing social and academic progress of students with SEND and
- c) personal and academic targets are set and met effectively.

Parents / carers are kept up to date with their son's / daughter's progress through progress reports, parents' evenings and review meetings.

In cases where more frequent regular contact with parents / carers is necessary, this will be arranged based on the individual student's needs. The SENCO may also signpost parents of students with SEND to the local authority Parent Partnership Service where specific advice, guidance and support may be required. If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents / carers are invited to attend meetings with external agencies regarding their son / daughter, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **What are the arrangements for consulting young people with SEN and involving them in their education?**

We believe that students who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Students will be encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views will be taken into account when planning support and students are encouraged to attend their review meetings.

The Centre is an environment where students feel safe to voice their opinion of their own needs. This means we will seek the views of the students and take them into account during the decision making process which will be made easier by carefully monitoring the progress of all students.

Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in Centre life, for example, through the Student Council.

### **What do I do if I have a concern or complaint about the SEND provision made by the Centre?**

We value the partnership between parents and the Centre but, should a problem arise, parents are asked to contact the SENCO 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 son / daughter, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

Any complaints will be treated in accordance with the Centre complaints procedure. For a copy of the complaints procedure, refer to the Centre's website.

**How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of students with special educational needs and supporting the families of such students?**

Outwood Post 16 Centre invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Centre continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid Centre inclusion.

The services used by the Centre are listed in an 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 governing body is kept informed about the involvement of other organisations and services through meetings with the SEN Governor and the termly governors' report.

**How does the Centre seek to signpost organisations, services etc. who can provide additional support to parents / carers / young people?**

The Centre has very good working relationships with outside agencies. Outwood Post 16 Centre 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 email or post.

**How will the Centre prepare my son / daughter to:**

- i) Join the Centre?
- ii) Transfer between phases of education (i.e. secondary to further education)?
- iii) Prepare for adulthood and independent living?

To facilitate the smooth transition for students with support needs from both feeder and non-feeder schools, there will also be, prior to admission:

- the attendance of a representative of the Centre at Year 11 annual reviews for students with a Statement of Special Needs / Education Health Care Plan, where possible;
- a transition programme co-ordinated by Deep Support;
- the gathering of additional relevant information from the partner schools;
- the making of appropriate transition arrangements with regard to the transition plan put into place in Year 11, including a bespoke transition package;
- a timetable for transition planning for all students with SEND;
- special evening events where prospective students meet their tutor. Students with special educational needs, together with their parents / carers, are also invited to talk to the Inclusion Co-ordinator and SENCO about the provision for students with SEND. There are extra visits for some students to ensure a smooth transition and staff training may also have taken place where students with high level needs are to be admitted.

Students with special educational needs admitted to the Centre, at times other than Year 11 transition, are carefully assessed on admission to ensure their needs are met.

Outwood Post 16 Centre aims to support transition at each stage from Year 11 to 13. Students' individual needs are planned for and supported using transition plans in Year 11 and Year 13. All students with SEND are supported to ensure transition between educational phases 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. This includes transition to and from Outwood Post 16 Centre.

All students receive information, advice and guidance on Post 16 options and SEND students are escorted on Centre visits, e.g. UCAS convention in Sheffield.

### **Where can I access further information?**

More details about the reforms and the SEN code of practice can be found on the Department for Education's website:

[www.education.gov.uk/Centres/studentssupport/sen](http://www.education.gov.uk/Centres/studentssupport/sen)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Information on the SEND Local Offer can be found at:

[www.post16worksop.outwood.com](http://www.post16worksop.outwood.com)

Information on the Centre's Safeguarding Policy can be found at:

[www.post16worksop.outwood.com/policies](http://www.post16worksop.outwood.com/policies)