



Outwood Primary Academy Lofthouse Gate Special Educational Needs Information (Local Offer)

Our Academy vision is “Children First.” We put our children at the heart of everything we do. We simply believe that “the whole point of schools is that children come first and everything we do must reflect this single goal.” (Sir Michael Wilkins).

At Outwood Primary Academy Lofthouse Gate all children are equally valued and we believe that each child should have the opportunity to reach their full potential, whatever their age, ability, gender, race or background. We place a high importance on developing the whole child through a broad and balanced curriculum, high expectations and suitable targets. Our curriculum is matched to the learning needs of individual pupils and inclusion is at the heart of everything we do. We strive to provide exciting, challenging experiences and high quality teaching and learning within a happy, supportive environment. We believe in encouraging children to respect and value themselves and celebrate their achievements.

	Whole Academy Approach	Targeted support for individuals or small groups	Specialised individual support
Learning Curriculum	<p>Support Assistants in every class</p> <p>Visual timetables</p> <p>Differentiated curriculum</p> <p>Differentiated resources</p> <p>Stimulating learning environment</p> <p>Positive reward system</p> <p>Consistent consequence system</p> <p>Praising Stars © system – feedback to parents half-termly.</p>	<p>Targeted intervention strategies to meet the needs of individual pupils. These include academic, physical and social skills.</p> <p>Praising Stars © system to notify parents.</p>	<p>Specific speech and language, OT and physio programmes run to meet the needs of the child.</p>
Support	<p>Family learning sessions available to parents within the Primary Academy Family.</p> <p>Support Assistants in every class.</p> <p>Parent / teacher meeting scheduled twice a year.</p> <p>The Academy fosters a good relationship between home and school. Staff are available to discuss any concerns with parents.</p>	<p>Intervention groups delivered by trained support staff under the direction and monitoring of class teacher / Senior Leadership Team.</p> <p>The Academy provides personalised support depending on the needs of the child, including parent meetings and updates.</p>	<p>Individual Support Assistants focussing on bespoke targets to meet needs.</p> <p>Regular meetings with parents.</p>

Teaching Approaches	Staff vary teaching approaches depending on the needs of all learners.	Staff vary teaching approaches depending on the needs of all learners.	Staff vary teaching approaches depending on the needs of all learners.
Physical and Emotional	The Academy is fully compliant with the DDA regulations.	Intervention groups to match needs of individual children may include: gross and fine motor skills, positive people, socially speaking, time to talk, music interaction, Fit to Learn, Speed Up!, anger management and Academy bespoke interventions.	Specific needs met by trained support staff.
Well Being	Social, Emotional Aspects of Learning taught throughout the school. Fitbods, school council, anti-bullying council, playtime buddy system/mentor system, after school sports clubs and events.	Social skills groups etc.	Specific needs met by trained support staff. Circle of friends.

How does the school know if my child needs extra help?

Teaching is differentiated to meet the needs of all learners within the classroom setting. Individual progress is rigorously monitored and tracked half-termly. Pupils who are identified as requiring additional input are then targeted for focussed small group interventions.

What should I do if I think my child has Special Education Needs?

Parents are very welcome to discuss their concerns with the class teacher which, when at an appropriate stage, may include discussion with the Special Educational Needs Co-ordinator (SENCo). The SENCo is available to talk through any concerns and will make referrals to the appropriate agencies when necessary. We pride ourselves on our welcoming and listening approach.

How will the school support my child?

The school offers a targeted response to the needs of the individual pupil, overseen by the teacher and SENCo. Where appropriate, the curriculum is differentiated for individual needs and additional support is put in place. The Academy has a designated governor for SEN who is in regular contact to monitor the effectiveness of SEN support practises.

How will I know how my child is doing?

The Academy uses a Praising Stars © report system which informs parents of their child's progress every half-term. There are also parent / teacher consultation meetings which are held twice a year at which individual needs and children's progress is discussed and evaluated. Additionally, the progress of those children with identified additional special educational needs are discussed and reviewed in more depth at appropriate intervals throughout the year.

How are the Academy's resources allocated and matched to the children's Special Educational Needs?

The Academy's SEN budget is allocated so as to provide specialist equipment / resources and the delivery of appropriate interventions. Where additional top-up funding has been allocated by the Local Authority, the Academy identifies the best way to spend the money depending on the needs of the children to whom it has been allocated.

How is the decision made about what type and how much support my children will receive?

Every half-term, progress is monitored and children's individual needs are identified. Interventions are planned to match the needs of the children and these are evaluated regularly to ensure they are positively impacting on progress.

Who can I contact for further information?

For parents who are considering whether their child would join this Academy, and feel that they would like to discuss their child's specific needs, please contact:

Mrs Jill Young

SENCO

01924 303110