

Ormiston SWB Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	September 2026
Next review due:	September 2027





Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: <https://ormistonswbacademy.org.uk/key-info/policies>

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

At Ormiston SWB Academy, we value manners, kindness and celebrate diversity. Our CORE values of Character, Organisation, Resilience and Excellence give our pupils the platform to gain mental strength and be strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage in life.

Ormiston SWB Academy students are expected to demonstrate a vast array of characteristics that will prepare them for future success. Our values clearly signal to staff, students and parents the CORE values which ensure our Academy is a focused, happy and a safe place to learn and achieve.



The SEND Inclusion Award provides a framework to ensure that OSWBA delivers high-quality education for pupils with SEND. The framework focuses on removing barriers to learning through early identification, inclusive teaching and leadership, providing the opportunity to evaluate impact and improve classroom practice and pupil outcomes.

During October 2023, Ormiston SWB Academy received a verification visit, confirming that the Academy delivers high-quality education and provision for students identified with Special Educational Needs.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

SENCO Miss J Kiely jkiely@oswba.co.uk	Vice Principal, Executive SENDCO, DSL, Pastoral Lead Miss S Woodbine swoodbine@sowba.co.uk	Deputy SENDCO Mrs A Patterson apatterson@oswba.co.uk
Lead Teacher SEND and Inclusion Mrs L Mooney lmooney@oswba.co.uk	Principal Mr D Mason dmason@oswba.co.uk	Vice Principal, Quality of Education Mr K Ellement kellement@oswba.co.uk
Safeguarding Mr C Simpson CSIMPSON@oswba.co.uk	Safeguarding Ms J Blakeman JBlakeman@oswba.co.uk	Safeguarding Miss H Jeavons HJevons@oswba.co.uk
Safeguarding Ms J Latham JJONES@oswba.co.uk		



The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

High-Quality Alternative Provision – Pupil Support Unit

<https://www.tes.com/magazine/analysis/specialist-sector/how-our-mat-and-la-council-partnerships-improved-send-support-schools-academies>

In recent years Ormiston SWB Academy has worked in partnership with Wolverhampton Council to develop a Pupil Support Unit.

This resources supports collaboration regarding pupil placements and the suitability of the provision. The ultimate aim is to reintegrate pupils back into mainstream education.

The Pupil Support Unit is designed to serve not only students on roll ay OSWBA, but also those referred from local authority schools.

The Pupil Support Unit support a vast array of students including students who may have experienced one-off incidents leading to permanent exclusion, students with complex Social, Emotional and Mental Health needs and students who may have underlying and previously unidentified special educational needs and disabilities (SEND).

The school embeds a multi-agency support approach, including input from a range of services including but not limited to:

Local Authority Specialists

Educational Psychologist / Clinical Psychology Support

Specifically trained staff to support students with potential unidentified SEND needs

The multi-agency approach is strengthened by the curriculum built around therapeutic and relational approaches.



Here is our SEND data, correct at time of publishing

	Number	% of cohort	National % (January 2026)
No SEND	971	78.2%	6.0%
SEN Support (K)	221	17.8%	14.8%
EHCP (E)	49	4.9%	3.9%



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

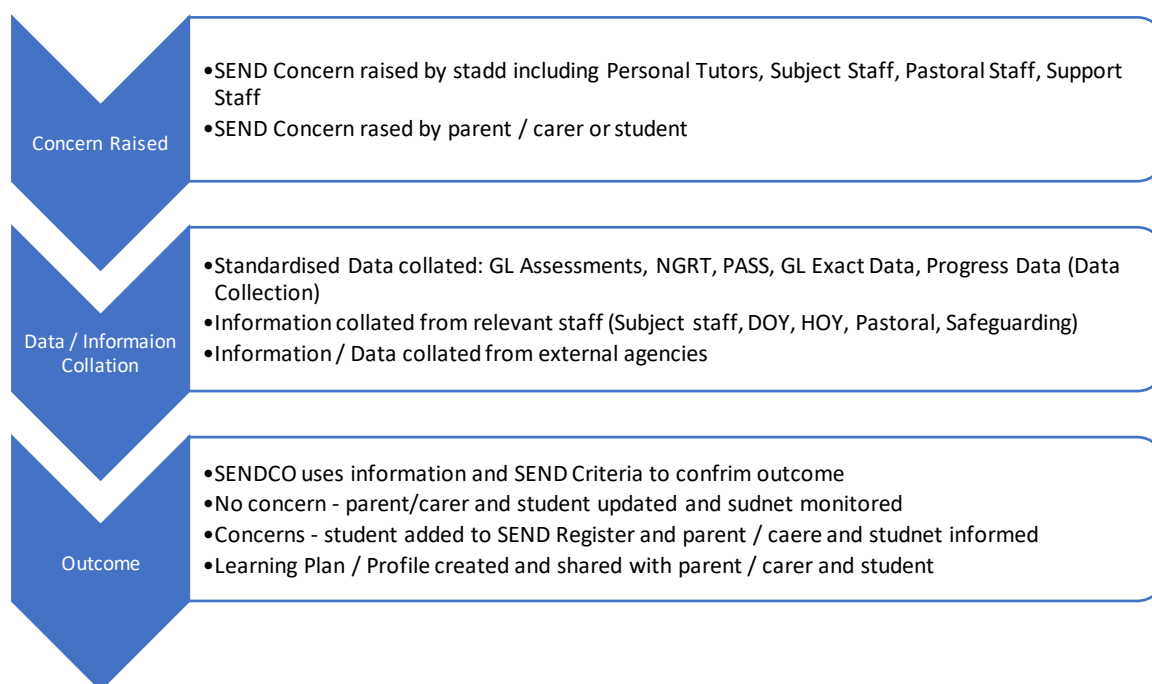
When your child first joins Ormiston SWB Academy, we use information from a range of sources to help identify SEND and other needs.

All students at the Academy are closely monitored for their progress and attainment, including those who have or may have SEND after each data capture.

Information used includes, but is not limited to:

- Staff student SEND Concern process
- Parental concerns / student concerns
- Baseline Standardised Data including:
 - ✓ KS2 SAT Data
 - ✓ GL Assessment – New Group Reading Test (NGRT)
 - ✓ GL Assessment – English, Maths, Science
 - ✓ GL Assessment – Cognitive Ability Test (CAT)
 - ✓ GL Assessment – Pupil Attitudes to Self and School (PASS)
 - ✓ GL Exact Assessment
- Information and data from external agencies including:
 - ✓ Specialist Teacher Service
 - ✓ Educational Psychologist
 - ✓ Clinical Psychologist
 - ✓ Sensory Inclusion Service
 - ✓ Wolverhampton Outreach Service

SEND Concern Process (September 2026)



Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

Academies to list opportunities for children to discuss their support

- Termly meeting to review learning plan / profile with a member of the SEND team
- Scheduled SEND Student voice opportunities
- Curriculum Review Process incorporating department specific SEND Student voice
- SEND Lead Teacher student interviews during learning walks and SEND Student book trawls
- Students with an EHCP complete a formal EHCP Annual review which is submitted to the LA maintaining the EHCP

It is important that parents are able to share concerns and to discuss next steps.

Academy to add information:

- Termly parental input on student learning plans / profiles including face to face, telephone conversations, email and remote information
- SEND Team always available at every parents evening for a dedicated SEND appointment
- SEND Team always available at all parental events including open days, open mornings, celebration awards and events, SEND specific events, scheduled parental meetings
- The SEND Team are always available using the SENDCO email, aiming to respond to questions / concerns within 48 hours
- External Agencies meet / discuss concerns and outcomes with parents
- SENDCO / Assistant SENDCO arrange meetings with parents / carers following support from external agencies (Specialist Teacher Service, Educational Psychologist, Clinical Psychologist, Sensory Inclusion Service, Occupational Therapy, Physiotherapy, Wolverhampton Outreach Service)
- Parents / carers with a child with an EHCP is invited to attend EHCP Annual Review



How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

- Information collated during primary transfer visits / meeting
- KS2 SAT Data
- External Agency Reports
- SEND Information Transferred from feeder primary school
- Information on CTF
- Information on admissions paperwork
- SENDCO / Assistant SENDCO Specific meeting
- Multi-agency Planning meeting (MAP) where required

Primary
Transfer



- Admissions meeting (Assistant SENDCO)
- CTF
- Admissions Form
- SEND Specific Meeting where required
- Assessment Data transferred
- SEND information Transferred
- External Agency Reports
- Access Arrangement Information (Year 10 onwards)

In Year
Transfer



- Post 16 Application
- GCSE / Level 2 Outcomes
- SEND Specific Meeting where required
- Assessment Data transferred
- SEND information Transferred
- External Agency Reports
- Access Arrangement Information

Post 16
Transfer



To help children be prepared for a new school year we:

- Ensure that students / parents / carers are provided with contact details for Head of Year (HOY) and Director of Year (DOY)
- Prepare an assembly prior to the school year to ensure students are familiar with key staff
- Year 6 students are invited to attend a week transition package in July to provide support with routines, develop familiarity with the resources / feature of the Academy and develop relationships with peers and staff
- Year 6 Students / Parents are invited to attend a Parents evening during the transition week
- SEND Students are provided with support from a key member of the SEND team for the duration of the week who will also be a key point of contact for parents / carers
- Students who face particular difficulties with transition are provided with access to key materials in preparation for September including information regarding key staff and information regarding key area of the Academy
- Post 16 Students are provided with a specific transition package which is supported by a member of the SEND Team
- Post 16 Student parents / carers are invited to an open evening event as part of the transition package with access to the SEND Team

- All students at Ormiston SWB Academy experience a bespoke routines programme / package during their initial day of return to the Academy with bespoke support for SEND Students

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

- Ormiston SWB Academy students are expected to demonstrate a vast array of characteristics that will prepare them for future success.
- Ormiston SWB Academy currently holds the 'Complete Career Mark'
- Our values clearly signal to staff, students and parents the CORE values of Character, Organisation, Resilience and Excellence which ensure our Academy is a focused, happy and a safe place to learn and achieve.
- All student at Ormiston SWB Academy experience weekly CORE Curriculum lessons which support preparation for adulthood
- All OSWBA Students are involved in the core Futures Programme providing a range of opportunities to develop our CORE values
- As part of the CORE Futures programme students are provided with regular opportunities to visit a range of universities
- Please see the Academy website for further information of CORE Values: <https://ormistonswbacademy.org.uk/our-academy/vision-values>
- All students have access to Careers Education, Information, Advice and Guidance (CEIAG) which supports students to prepare themselves for opportunities, responsibilities and experience of life beyond school.
- Students at Ormiston SWB academy are further supported by Wolverhampton Connexions
- All students in Year 10 are provided with the opportunity to engage with Work Experience that is fully supported and monitored by OSWBA
- Students with an EHCP also engage with Wolverhampton Connexions Service and complete 'Preparing for Adulthood' to inform the annual review process in Year 9
- SEND Students are provided with additional support and guidance from the SEND Team during the 'Options' process to ensure that they are selecting the most appropriate choices for study in KS4. This support is also offered to parents on Year 9 students during an 'Options Evening'
- Yer 9 students are provided with taster sessions and additional guidance available on the school website to support the options process alongside support from key staff including a personalised meeting with SLT
- Students in Year 10 with an EHCP are also invited to attend Post 16 settings with members of the SEND Team to inform Post 16 options

- Curriculum Planning includes reference to 'The Gatsby Benchmarks' designed to provide students with high-quality careers guidance
- Ormiston SWBA Academy achieved the Careers Mark Award obtained in June 2025;



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here:

Curriculum Overview: <https://ormistonswbacademy.org.uk/curriculum/curriculum-overview>

Subject Curriculum: <https://ormistonswbacademy.org.uk/curriculum/subjects>

Home Learning :<https://ormistonswbacademy.org.uk/admin/wp-content/uploads/sites/18/2025/03/Home-Learning.pdf>

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support may include, but is not limited to:

Pre-teaching

Small group interventions including Reading Interventions: Lexonik Leap and Lexonik Advance

Precision Teaching

Multi-sensory resources

Adult support

Quality First Teaching Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding

Access to digital devices such as laptops and learning support software

Specialist equipment, such as writing slopes, pencil grips

Programmes set by external specialists

Target Monitoring Evaluation: Personalised Targets set by Educational Psychologist/ Specialist Teacher/ Wolverhampton Outreach Service

Student Support Area

The Student Support Area (SSA) provides support for students experiencing a range of difficulties including but not limited to:

- Social, emotional and mental health difficulties
- Emotional regulation challenges
- Sensory difficulties
- Safeguarding concerns
- Personalised support to support student well-being



The Oasis

The Oasis is an internal provision at Ormiston SWBA Academy that provides bespoke support for students experiencing significant emotional barriers with accessing the Academy. The Oasis supports a small number of students including some on the Emotionally Based Non-School Attendance (EBSNA) Pathway. The bespoke support package enables students with complex difficulties to access the educational provision and progress academically and emotionally.



Ormiston SWB Academy Pupil Support Unit

The Pupil Support Unit support a vast array of students including students who may have experienced one-off incidents leading to permanent exclusion, students with complex Social, Emotional and Mental Health needs and students who may have underlying and previously unidentified special educational needs and disabilities (SEND).

The school embeds a multi-agency support approach, including input from a range of services including but not limited to:

- Local Authority Specialists
- Educational Psychologist / Clinical Psychology Support
- Specifically trained staff to support students with potential unidentified SEND needs

The multi-agency approach is strengthened by the curriculum built around therapeutic and relational approaches.



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.



Academy to add own mechanisms for measuring progress:

- Termly Meetings
- Annual Reviews (if your child has an EHCP)
- Data Analysis (SENDSCO and DOY)
- Pupil progress meetings
- Learning Plan / Learning Profile Reviews (Termly)
- Review of Target Monitoring Evaluation personalised targets (Termly)
- Review of Ranking System (Year Group analysis) including array of data including: attendance, behaviour, engagement with Sparx Maths, English and Science (Termly)
- Data Collection Analysis (Bronze, Silver Gold assessments – Subject Teacher Analysis)
- Data Collection Analysis (Platinum Assessments – Head of Year and SENDSCO Analysis)



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children’s emotional and social needs.

Students receive quality support from a range of staff. We have access to the following interventions and support for SEMH:

1. Heads of Year: providing daily support for low level concerns and emotional upset due to family and personal issues
2. Behaviour Mentor: one to one and small group interventions to support student emotional and social difficulties
3. Safeguarding Team: one to one support for those experiencing significant difficulties due to Mental Health, vulnerabilities and challenging home circumstances
4. Student Support Area: small, designated area for quiet working and respite for those with emotional, medical and mental health difficulties. (Internal)
5. OASIS Provision (Internal)
5. Mental Health First Aiders: specifically trained internal staff to support those with social, emotional and mental health difficulties
6. Wellbeing Mentor (Internal)
7. Clinical Psychologist (External)
8. Behaviour and Mental Health Support Workers (Local Authority)
9. Begat Counsellor (Internal)
10. Counselling Services (External)
11. The Vireo Academy and Home Tuition Services (External)
12. Kairos Academy (KS3) and Kairos Academy (KS4) part of the Black country Alternative Provision (External)
13. Bright Star Futures Programme (External)
14. Fighting Futures Programme (Internal)
15. Pupil Support Unit (Internal)
16. Emotional Based Non-School Attendance Pathway (EBSNA) Resource

Support arrangements and measures to prevent bullying:

Taken from Ormiston SWB Academy Anti-bullying policy December 2025

<https://ormistonswbacademy.org.uk/admin/wp-content/uploads/sites/18/2026/01/OAT-Anti-Bullying-Policy-December-2025-1.pdf>

5.2.1. Everyone in the academy community has a role in preventing bullying. To promote a positive culture:

- All members should model respectful and supportive behaviour.
- Staff should provide clear rules, guidance, and positive role models.
- Children should be encouraged to act as defenders, not outsiders or contributors to bullying.
- The curriculum, assemblies, PSHE, RSE, and special projects (e.g., Anti-Bullying Week) should raise awareness of bullying, including online and cyberbullying, and its impact.
 - Online safety education should teach pupils to recognise and respond to cyberbullying and collect evidence safely

5.5. Support and follow up

- Targets of bullying receive continuous pastoral support, including access to trusted staff, mentors, or counselling.
 - Pupils who have displayed bullying behaviour are supported to develop empathy, communication, and conflict-resolution skills, and their progress is monitored.
- The academy monitors group dynamics to prevent recurring or escalated incidents

5.8.1. Anti-bullying education is embedded across the curriculum and wider school activities, covering:

- Online safety and cyberbullying.
- Respectful relationships and empathy.
- Assertiveness, communication, restorative practices, conflict management, and resilience.
- The roles of targets, ringleaders, assistants, reinforcers, defenders, and outsiders.

At Ormiston SWB Academy we provide opportunities for children to talk with a trusted adult who may have expertise with a particular vulnerable group e.g. { Anti-bullying lead, SENCo, LAC lead, LGBTQ+ etc)

We recognise that it might be more difficult for some children with SEND or EAL to express their concerns about bullying therefore we have put in place the following additional arrangements to support reporting of incidents:

- Regular 1:1's
- Review Meetings
- Personal Tutor Time
- Allocated Teaching Assistants
- Heads of Year as needed.

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

<https://ormistonswbacademy.org.uk/curriculum/curriculum-overview>



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as e.g. school productions, sports days, workshops, CORE Future Days, charity events, a whole school 5k run in which all children are encouraged to participate.

As an Academy we offer an extensive range of enrichment activities including, but not limited to:

- Board Game club
- Gymnastics
- Homework Club
- Darts club
- Football (Boys/Girls)
- Badminton
- Netball
- Pride Club





- Dodgeball

No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.



Mechanisms used to ensure access include but are not limited to:

Planned physical adaptations

Location adaptations

Transported adaptations as required

Adaptations / additional staffing as required

Additional access to SEND Team staff to support engagement and confidence

SENDCO / Organiser scheduled pre-planning meeting

Adapted activity content / delivery

Provision of access to bespoke SEND Information for event organisers / delivery staff



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

National SENDCO Award:

Mr D Mason (Principal)

Miss S Woodbine (Vice Principal and Executive SENDCO)

Miss J Kiely (SENDCO)

Mrs A Patterson (Assistant SENDCO)

Mrs L Mooney (Lead Teacher SEND)

Mr L Lal (Assistant Headteacher)

NPQ (SEND):

Mr K Element (Vice principal)

Mental Health First Aiders (30 member of staff)

Emotional Literacy Support Assistant (ELSA) Currently Completing
Miss S Whitehouse (SEND TA)

Attachment Trauma (Wolverhampton Outreach Service) All Staff

Supporting Dysregulation and Zones of Regulation (Wolverhampton Outreach Service)
Pastoral, SEND, PSU and Safeguarding Staff

Cool Kids / Cool Characters (Wolverhampton Outreach Service) SEND Staff

Academies to give examples of training or qualifications held by current staff.



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

- Child and Mental Health Services: information sharing, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3
- Wolverhampton Local Authority: Specialist Teachers, Educational Psychologists, Speech and Language Team, Sensory Inclusion Team, Occupational Therapist: Working together to share information, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3, assessments and Education Health and Care Plans
- Wolverhampton Local Authority SEND Case Officers
- Dudley, Sandwell, Walsall SEND Case Officers
- Wolverhampton Outreach Service
- Wolverhampton Information, Advice and Support Services (IASS)
- Wolverhampton Inclusion Support and Alternative Provision Panel (ISAPP)
- Black Country Alternative Provisions
- Clinical Psychologists
- Begat Counselling: one to one support for students at Wave 3 Services
- The Academy also work with neighbouring Local Authorities for students who are not residing in the Wolverhampton are E.g. Dudley / Sandwell / Walsall



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- Analysing data in a number of areas to monitor progress e.g. for a specific intervention

- SENDCO regular monitoring and evaluation of SEND interventions with rigorous review of evidence and data to ensure interventions in place are supporting individual pupil progress.
- In class provisions are regularly monitored and evaluated by the SENDCO, SEND Lead Teacher, SLT and Quality of Education team in line with teaching and learning policy.
- Curriculum Review Process
- Using a SEND-specific evaluation toolkit
- Monitoring visits from OAT that focus on SEND provision
- OAT Lead Practitioner Support
- Working with the Local Authority to ensure we are accessing all resource available via the Local Offer
- Student and Parent/Carer questionnaires
- External Vérification (SENDIA Award)

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here:

<https://ormistonswbacademy.org.uk/key-info/policies>

Ormiston SWB Academy support children with disabilities by:

- Ensuring all staff have access to relevant and current information regarding SEND Students to ensure all curriculum and event planning is inclusive
- All staff have received appropriate CPD to support students with disabilities and complex needs effectively
- Ensuring the Academy building and facilities are accessible for all compliant with Disability Discrimination Act (1995) guidance
- Ensuring that all areas of the Academy all wheel chair accessible
- Ensure the Evac Chair Installation on all floors
- All disabled toilets fully accessible and maintained
- Motorised lift in place to ensure access to all floors
- Learning environment accessible to all students with visual / hearing impairments following guidance and advice from Sensory Inclusion Service and Habilitation Service

- Information, guidance and support regarding Disability and Discrimination planned into PSHE Curriculum and CORE Curriculum
- The steps you have taken to prevent children with disabilities from being treated less favourably than others



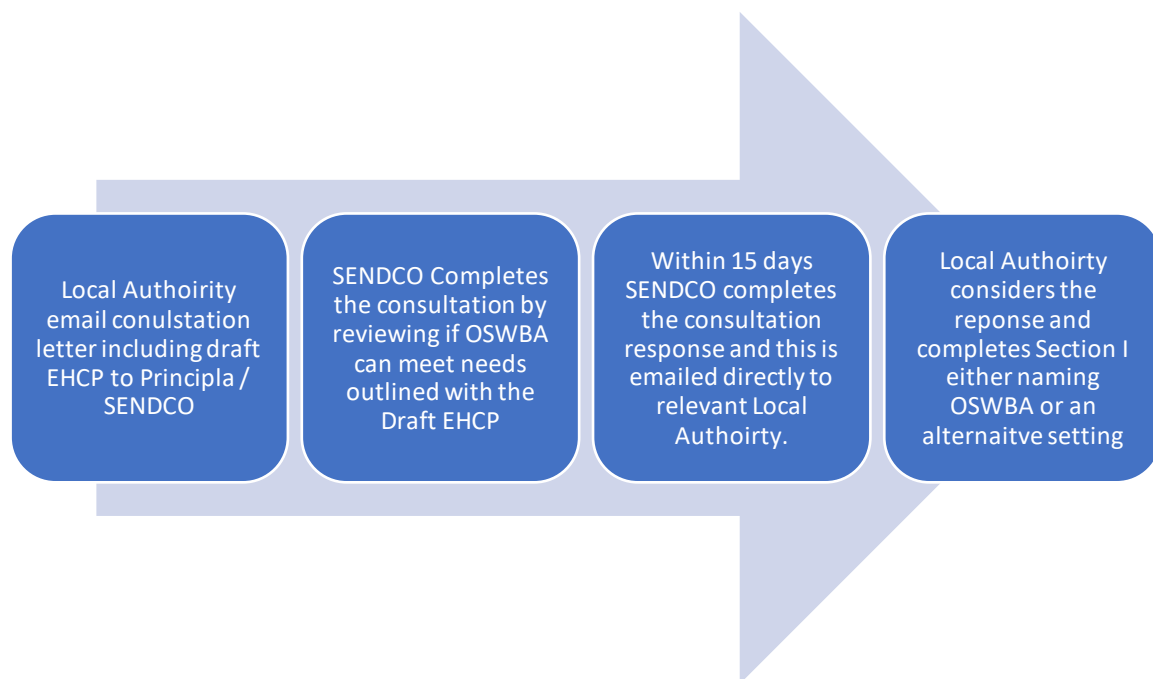
How we make sure the admissions process is fair for children with SEND

Ormiston SWB Academy Admissions policy and arrangements will not disadvantage unfairly either directly or indirectly. **Ormiston SWB Academy Admissions Policy (2027-2028):**

1.1.1. This policy is designed to ensure there is an open and fair admissions procedure for all applicants and to help guide parents and their children through the application process. The academy's admissions arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other academy policies do not discourage parents from applying for a place for their child.

Ormiston SWB Academy arrangements for the admission of prospective children with a disability and prospective children with SEN is in line with the Academy admissions policy.

At Ormiston SWB Academy, prospective students with an EHCP follow a consultation process as recorded below:



Ormiston SWB Academy avoids unfairly disadvantaging prospective children with a disability or special educational needs. Please see the information taken below from the **Ormiston SWB Academy Admissions Policy (2025-2026)**:

2.8.1. If the number of applicants exceeds the number of places available, children who have been refused a place will be automatically placed on a waiting list unless there is a specific request that this should not happen. The child may gain entry to the academy if a place becomes available.

Ormiston SWB Academy Admissions Policy (2025-2026):

<https://ormistonswbacademy.org.uk/admin/wp-content/uploads/sites/18/2024/09/OAT-Admissions-Policy-2025-2026.pdf>



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

In the first instance contact the Vice Principal (Sarah Woodbine) who may refer your concerns to the Principal (Dan Mason) if needed.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

<https://ormistonswbacademy.org.uk/key-info/policies>



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here:

The Wolverhampton local offer offers support for children and young people with Special Educational Needs or who are Disabled. The Wolverhampton Local Offer can be accessed by using the link below: www.wolverhampton.gov.uk/localoffer

Please see the information below for Local Offer information for alternative local authorities:

Dudley Local Offer for SEND: <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

Sandwell Local Offer for SEND:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Walsall Local Offer for SEND: <https://go.walsall.gov.uk/children-and-young-people/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://www.wolvesiass.org/>

Local charities that offer information and support to families of children with SEN are:

- Include Me Too: <https://includemetoo.org.uk/>
- Let Us Play: <https://lupwolverhampton.org.uk/>
- Good Shepherd: <https://www.gsmwolverhampton.org.uk/>
- The Way Youth Zone: <https://www.thewayyouthzone.org/>
- Upper Pendeford Care
- Breathing Space

National charities that offer information and support to families of children with SEND include: Academy to add/delete as appropriate

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)
- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:
Academy to add/delete as appropriate

- **SEN:** Special Educational Needs.

- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.

