

## SEND Offer – September 2019

We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the SENDCOs (details below) at the academy for more information.

All of our students who have identified SEND are supported holistically to ensure all of their needs are met, regardless of the identified primary need. We fully appreciate the importance of recognising co-morbidity of conditions and are vigilant that all needs are met, and undiagnosed conditions addressed, whilst balancing the need to ensure labels do not create a barrier for students.

We have students with a range of needs and have staff who are experienced in supporting them, specialising in the main four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

We identify and assess students through a range of methods, routinely throughout the year. Students with SEND are closely monitored as a discreet group to ensure we are narrowing the gap and improving on outcomes throughout the year.

We set the attendance target for SEND at 0.5% above that of other groups to ensure we are providing an extra layer of support, recognising the need for good attendance.

When your child first joins OSWBA we will use a range of tools and sources to identify if they have SEND, this will determine any necessary support or provisions required. Some of these are detailed below:

- parents / carer's information on application form information, and through additional meetings
- primary school teacher assessments
- end of key stage 2 standardised scores
- base line testing on entry
- literacy and numeracy tests on entry as required
- CAT test on entry
- subject teachers, educational psychologists and external agency involvement/reports

The continuous monitoring cycle will further identify students with an unidentified special educational need. This identification may come from tutors, subject teachers, support colleagues, Pastoral Heads of Year, outside agencies, parents / carer's or the students themselves. Parents will be notified in all instances. A direct email is available on the website for SEND enquiries.

If we need to investigate further we would gather further information from a range of sources:

- Your child's class books
- Lesson drop-ins and observations
- CAT testing
- Functional Assessments to check learning in various areas
- Educational Psychology assessments – to consider holistic assessments and if there is a need to apply for an EHCP
- SEMH questionnaires to determine levels of self esteem , anger, confidence etc.

There is a graduated approach to identifying and assessing needs. Once the SENDCo has completed an analysis of all information and evidence of the child's progress, next steps are determined:

1. No concerns: feedback is shared with the staff raising any concern. Advice is given to work with student on in class differentiation
2. Concerns: discuss concerns with parent and request external assessments to identify support and strategies. The student is placed on Additional Support Register and the WAVE 1, 2 and 3 model of intervention is adopted to ensure a graduated approach of intervention is provided to narrow the gap and ensure progress.

SEND students are expected to make the same progress as all students at the Academy. The SEND Cohort within each year group is aiming for a P8 score of 0 or higher.

The SENDCO alongside the Year group work together to ensure holistic needs are met and the progress is the responsibility of the Year Team and Senior Director, with overall accountability for SEND being with the SENDCO.

Parents are invited in on Progress Days to discuss the impact of interventions and we welcome their input into their child's education. Informal coffee mornings are held routinely to build relationships and in an attempt to promote the ethos of transparency.

Our approach to teaching students with SEND is that of full inclusion and whenever possible students remain in the classroom receiving specialist subject support. In addition to this we believe promoting independence is key to preparing the SEND students for adulthood and so try to avoid reliance on any one to one support in the classroom. Staff are fully aware through the Additional Support Register of SEND students needs and as such they are well equipped with Wave 1 strategies to support classroom differentiation. If a student has been identified as under achieving in a particular subject we will work with the class teacher or Director to put a plan in place that supports the student for a time limited piece of intervention. This could be either withdrawal intervention to work in a small group if the student is in key Stage 3, or it could be as part of

some in class support where the student acts as a 'challenge' and 'questions' the student to support learning.

If a student is withdrawn for any period of time for intervention the key is always to return them to the classroom as quickly as possible and a supported integration is key. If the student is unable to manage in mainstream lessons and no progress is being made, even with a higher level of support and following intervention, a referral to an Educational Psychologist would be made for more specialist guidance.

When your child starts their GCSE courses in Year 9 the Academy will access and apply for exam Access Arrangements according to the Joint Council Qualifications Exam Regulations. You would in all instances be notified of this.

We encourage all students to engage in the Enrichment activities programme at the academy and our ethos is to ensure all students have equal access. To make sure of this, we offer support in the following ways to ensure reasonable adjustments:

1. Adaptations with uniforms to support sensory issues
2. Software on computers and radio aids to support Hearing Impaired and Visually Impaired students
3. Physical needs through lift passes, early in and out passes, front of dinner queue passes, individual toilet allocations
4. Student Support Area for those requiring time out for SEMH issues with specialist staff on hand to support
5. Full time Medical Officer to support high level needs throughout the day, medical outbreak area
6. VI students – Physical adaptations to the building to support high level VI needs students - a recent audit noted the academy to be exceptional in supporting VI students
7. One to one TA support and outreach advice services to ensure all students have access to all trips and visits
8. Counselling Service to support SEMH issues
9. Curriculum support to enhance learning. Eg. Colour filters / writing equipment / coloured exercise books

10.SEND homework club that is accessible to all students

11.Breakfast is available to all students

12.We have access to the following interventions and support for SEMH:

- Deputy Heads of Year: providing daily contact for low level concerns and emotional upset due to family and personal issues
- Behaviour Mentors: one to one and small group interventions to support student emotional and social difficulties
- Safeguarding & Student Services team: one to one support for those experiencing significant difficulties due to Mental Health and vulnerabilities
- Student Support Area: small designated area for quiet working and respite for those with emotional and mental health difficulties
- Learning Inclusion Centre/Internal Isolation : small designated area with highly specialised staff supporting those students who cannot access mainstream due to high SEMH needs manifesting in displays of negative behaviours
- Educational Psychologist (Local Authority)
- Behaviour Mentors (OSWBA staff)
- Koothe (Online)
- Counselling Services (External)
- Nightingale, White Heath and Cherry Trees Medical and Home Tuition Services (External)
- Braybrook and Midpoint Pupil Referral Services (External)
- Orchard Emotional and Mental Health Services (External)
- IMPACT and Ladder: Independent Alternative Provision

We work with the following bodies to ensure the best possible provision for our students with SEN:

Child and Mental Health Services

Wolverhampton Local Authority

E.P

Specialist Teachers

Sensory Inclusion team

Occupational Therapists

Counselling

The Academy also work with neighbouring Local Authorities (Dudley and Sandwell) for students who are not residing in the Wolverhampton area. Parents may find the following useful:

- Independent Advisory Services (IAS) - offering independent parental guidance and support.
- Wolverhampton Council – [www.wolverhampton.gov.uk](http://www.wolverhampton.gov.uk)
- Wolverhampton Local Offer for SEND :  
[www.wolverhampton.gov.uk/send/localoffer](http://www.wolverhampton.gov.uk/send/localoffer)

Our transitional arrangements for students with SEN:

We liaise closely with all Primary Schools and Local Authorities. Students who may require additional transition time are invited in for bespoke additional days, and planning to ensure provision is in place prior to them starting occurs in July.

The SEND team and Senior Director for KS3 visit students in Primary Schools where necessary and adopt successful strategies to use at the academy.

If a student with SEND moves schools in year, the Academy would ensure that the appropriate information is passed to the new school and if necessary, a transition meeting held. Similarly, the SENDCOs are included in admissions meetings for student arriving to the academy with SEND needs.

The Academy supports all students in preparation for Post 16 educational training and students with EHCPs are supported one to one in any careers interviews. We have a full time careers officer who meets students to ensure they are on the most appropriate Post 16 route.

Should a student join the Academy in the 6th Form, there would be an initial interview to ensure any additional needs are met.

The Academy has two full time SENDCos who each have specialist areas:

Sarah Austin: SEMH, Communication & Interaction

Jen Kiely: Cogniton & Learning, Physical & Sensory

In addition, we have key staff who are able to offer further support in SEND advice:

Vice Principal: Dan Mason

Assistant Principal: Sarah Woodbine

Medical Officer: Dominick Pumphrey

Parents should follow the Academy protocol for complaints:

The Academy's complaint procedure is available on the Academy website.

If you require any further information, please contact:

[sendco@oswba.co.uk](mailto:sendco@oswba.co.uk)