

SEN Information Report: 2020/2021

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

Students at Ormiston SWB Academy have a range of needs including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

We identify and assess students with SEN using the following methods:

When your child first joins Ormiston SWB Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents / carer's; primary school teachers; end of key stage 2 levels, base line testing; literacy and numeracy standardized tests; application form information; subject teachers; specialist colleagues and external agencies. Due to Covid 19 School Closures, the Academy will utilize teacher assessment data, alongside Academy baseline data.

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.

The continuous monitoring of students during their time at Ormiston SWB Academy will further identify students with a special educational need. This identification may come from Personal Tutors, subject teachers, support colleagues, Directors of Year, Heads of Year, Outside agencies, parents / carer's or the students themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. These may include book trawls; lesson drop-ins; etc.

There is a staged and 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.

- No concerns: feedback is shared with staff raising concern to work with student on in class differentiation
- Concerns: discuss concerns with parent and request external assessments to identify areas of concern and develop strategies and recommendations
- Student is placed on SEND register and information regarding strategies for Wave 1 in class teaching is provided through the Additional Support Register. Parents are informed their child is receiving extra interventions or reasonable adjustments. From October 2020, the process for recording provisions will be accessible through provision mapping software supporting staff to identify needs and strategies, replacing the Additional Support Register

We evaluate the effectiveness of our SEN provision in the following ways:

All students including those with SEND are assessed on a regular basis. There is a regular monitoring and evaluation of all interventions through book trawls, observations and student voice. Progress is tracked and reviewed through Year Group Achievement meetings/ Directors Meetings / Raising Achievement and Progress (RAP) meetings following each data capture.

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.

The SENDCO conducts 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, SLT and teaching and learning team in line with teaching and learning policy.

Each year a meeting is held with SLT to feedback progress of the SEND group and identify areas of strength and those requiring development. Interventions are individually reviewed due to the success criteria of student progress, attitude to learning and value for money.

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

Students are tracked and monitored through the Year Group / Subject Achievement meetings and interventions for those under-achieving is identified and agreed at these meetings. Those who are working below the expected standard are identified and individual needs considered at that time as to whether additional support is required and the nature of that support.

The support identified is tracked by the staff and monitored regularly by Subject Director / Director of Year and SENDCO. Evaluation of support is then discussed during department time holding staff accountable at all levels for the intervention they are delivering.

In addition to this, student progress is reviewed and discussed termly and the impact of the interventions evaluated, adapted or changed accordingly. Feedback is determined by data captures following formal Teacher Assessments throughout the academic year.

The SENDCO and Academy staff work together to ensure holistic needs are met and progress is the responsibility of every member of staff, 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.

Our approach to teaching students with SEN includes:

We believe in a fully inclusive approach to teaching students 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 (Provision Mapping October 2020) of SEND students' needs and as such they are well equipped with Wave 1 strategies to support quality first teaching. Where a student fails to make progress with the Wave 1 strategies implemented, the SENDCO in conversation with Subject / Year Directors will plan to implement Wave 2 strategies.

If a student is withdrawn for any period of time for Wave 2 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 even with a higher level of support, guidance from external agencies including Specialist Teacher, Educational Psychologist, Outreach services, Speech and Language and sensory inclusion services for Wave 3 strategies to support the assess, plan, do, review process.

When your child starts their GCSE courses in Year 10 the Academy will assess and apply for exam access arrangements according to the joint council qualifications exam regulations.

We adapt the curriculum for students with SEN in the following ways:

All staff are expected to be familiar with our Additional Support Register (Provision Mapping October, 2020) and this informs curriculum planning throughout the academic year. We have dedicated pathways, which may include GCSE options where lower attaining students (including those with SEND) are able to access additional literacy and numeracy support, and a more personalised curriculum pathway. A student's timetable

will be altered for nurture time, behaviour / inclusion support or, SEN interventions where deemed appropriate.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

We are a fully inclusive Academy and all SEND students have the same opportunities as our mainstream students, whilst we are sensitive to the individual needs of students always consider this as part of our holistic approach, involving students and parents in making choices. Some of these are detailed below:

- Adaptations with uniforms to support sensory issues
- Software on computers to support Hearing Impaired and Visually Impaired students
- Physical needs through lift passes, early in and out passes, front of dinner queue passes
- Student Support Area for those requiring time out for SEMH issues with specialist staff on hand to support (Due to Year Group Bubbles following Covid, this will not be accessible at the start of the Academic Year, however support via year group bubbles will be available.)
- Full time Medical Officer to support high level needs throughout the day
- VI students – Physical adaptations to the building to support high level VI needs students
- All SEND students have access to trips and educational visits – we send additional specifically trained staff to support individual needs
- Counselling Service to support SEMH issues
- Quality first teaching to support and enhance learning and adaptations to curriculum materials where required
- Breakfast club and homework club will be accessible to all students when government guidance permits.

At the Academy, we take our Pastoral responsibilities very seriously.

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 contact for low level concerns and emotional upset due to family and personal issues
2. Behaviour Mentors: 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 and vulnerabilities
4. Student Support Area: small designated area for quiet working and respite for those with emotional, medical and mental health difficulties (Due to Year Group Bubbles following Covid, this will not be accessible at the start of the Academic Year, however support via year group bubbles will be available.)
5. Educational Psychologist (Local Authority)
6. Behaviour and Mental Health Support Workers (Local Authority)
7. Counselling Services (External)
8. Orchard, White Heath and Cherry Trees Medical and Home Tuition Services (External)
9. Braybrook and Midpoint Pupil Referral Services (External)
10. Orchard Emotional and Mental Health Services (External)

The name of our SENDCo are Miss Sarah Austin and Miss Jennifer Kiely

Listed below are the names of staff members possessing expertise related to SEN:

Name: Sarah Woodbine	Name: Dominick Pumphrey
Job role: Assistant Principal: Safeguarding and Student Services	Job role: Medical Officer
Expertise: Qualified SENDCO	
Name: Sarah Austin	Name: Jennifer Kiely
Job role: SENDCO / Teacher of PE	Job Role: SENDCO / Teacher of Maths
Area Focus: Social, Emotional and Mental Health / Communication and Interaction	Area Focus : Cognition and Learning / Physical & or Sensory

In addition, we use the services of the following specialists:

- Educational Psychologist
- Specialist Teachers Services
- Counselling
- Child and Mental Health Services (CAMHS)
- Occupational Therapist
- Behaviour and Mental Health Support Workers
- Family Support Workers
- Social Care (Early Help Assessments)
- Sensory Inclusion Services (HI and VI)
- School Nurse
- Medical Officer
- Outreach advisors
- Cherry Tree
- Nightingale Centre

We currently possess the following equipment and facilities to assist our students with SEN:

As an Academy we can access a range of services and equipment specific for children's needs. Should your child require specific facilities, please contact the SENDCo who will make the appropriate arrangements.

There is the following equipment currently available:

- Radio aids
- Software to support VI and HI students
- Laptops for individual usage
- Lift access

Our arrangements for ensuring the involvement of parents of children with SEN are as follows: Parents are informed when their child is identified as requiring additional support.

Regular communication is established and parents are invited into the Academy to ensure any issues are picked up and dealt with in an informal manner.

Parents and students have access to an email on the school website that is specific to SEND and goes directly to our SEND team to deal with any enquiries within 24 hours during term time

Class Charts is available for parents to monitor their child's progress at any time.

During formal 'Progress days' packs pertinent to SEND students are included regarding their SEND needs and updates on interventions and next steps.

Students have a Students Passport to support their learning and home / school feedback. Meetings with parents are held to discuss difficulties and next steps for Wave 2 and above SEND students.

Annual Reviews are conducted for all EHCP students

Our arrangements regarding complaints from parents of students with SEN are as follows:

Parents would follow the Academy protocol for complaints.

In the first instance contact the Assistant Principal: Safeguarding and Student Services (Sarah Woodbine) who may refer your concerns to the Vice Principal: Behaviour and Attitudes (Dan Mason) if needed.

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

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

- 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: E.P, Specialist Teachers, 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

- BASE 25 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 Eg. Dudley / Sandwell / Walsall

Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:

As detailed above for all of our external partners but also the 'Independent Advisory Services' offering independent parental guidance and support.

Wolverhampton Council – www.wolverhampton.gov.uk

Wolverhampton Local Offer for SEND – Wolverhampton's Local offer, explaining what is available on a local authority basis, can be found using the following link:

www.wolverhampton.gov.uk/localoffer

Our transitional arrangements for students with SEN include:

For identified vulnerable students to ensure smooth transition from Primary school. This is need dependent, starting with small group teaching along a primary model and ending with full integration into mainstream lessons at the earliest opportunity.

- We liaise closely with all Primary Schools and Local Authorities. Students needs may require additional transition time or planning if it is needed.
- The SEND team visit students in Primary Schools. (Due to current Covid restrictions, identified students were invited to a one-to-one meeting with SENDCO)
- Should a student move schools the Academy would ensure that the appropriate information is passed to the new school and if necessary a transition meeting held
- The Academy supports all students in preparation for Post 16 educational training. The Academy has a full time careers officer who meets students to ensure they are on the best Post 16 route. Should a student join the Academy 6th Form, there would be an initial interview to ensure any additional needs are met