

SEN Information Report – Updated January 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, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

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

A minority of students will find learning challenging, for many reasons, at some point in their school life but with additional support from their teachers through "Quality First Teaching" will overcome these barriers to learning.

Teachers regularly assess and track learners' skills, progress and levels of attainment throughout the school year identifying those whose progress:

- is significantly slower than that of their peers, starting from the same baseline
- fail to match or better their own previous rate of progress
- fail to close the attainment gap between themselves and their peers, or
- widens the attainment gap

Slower progress and lower attainment will not automatically mean a pupil has SEND but will usually indicate a need for some extra help. Learners can experience setbacks for many reasons including emotional distress, worry, absence, inconsistent access to school and having English as an additional language (EAL). Teachers and pastoral staff will discuss any concerns with the learner and their parents to decide what help is required, taking into account their wishes and feelings.

For some learners, despite the extra help offered and adjustments made to learning activities or environments, difficulties may worsen or persist longer term. These learners will undergo further assessment to consider if a learning need or difficulty is the cause.

Teachers will work with and support the SEND team to carry out a clear analysis of the learner's needs using:

- Teacher assessment and observations
- Previous progress, reports, attainment and behaviour
- the learner's development in comparison to their peers and national data
- the views and observations of the parents
- the learner's views and experiences
- Advice from external support services where relevant

We will speak with learners and parents to jointly identify and agree as to whether they have a special educational need, what the possible barriers to learning are and if they need SEND provision as part of our Academy SEND Support.

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

Consistent monitoring and evaluation of SEN provision is paramount to support pupil progress and attainment. We evaluate the effectiveness of provision for pupils with SEN in a variety of ways, including:

- Reviewing pupils' individual progress towards personalised targets
- Reviewing the impact of interventions after a specified amount of time
- Utilising student voice approaches
- Monitoring of provision by the SENDCO
- Using clear provision maps with clear success criteria to measure progress
- Holding annual reviews for pupils with EHCP plans
- Carrying out classroom observations
- Monitoring behaviour and attainment tracking data
- Self-evaluation activities – Learning Walks, Book Trawls – focusing on SEND students
- Parent Voice

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

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- 1 page Profiles
- Reviewing students' progress towards their outcomes each term
- Reviewing the impact of intervention after 6-12 weeks
- Carrying out classroom observations
- Monitoring behaviour and attainment tracking data
- Self-evaluation activities – Learning Walks, Book Trawls – focusing on SEND students
- Student voice
- Parent Voice

Our approach to teaching students with SEN includes:

Quality first Teaching

When a student is identified as having SEND, we will make provision that is 'additional to or different from' the normal differentiated curriculum and which is intended to overcome the barriers to their learning.

We believe in a fully inclusive approach to teaching students, whenever possible our students remain in the classroom receiving specialist subject support. In addition to this, we believe promoting independence is key to preparing SEND students for adulthood. However, we are also mindful of the need to provide experiences that are 'different' to ensure all students achieve success and are motivated by positive experiences.

Once a student is assessed for SEND, strategies are shared through the 'Additional Support Register' where all teaching staff can see specific needs and as such, they are well equipped with Wave 1 strategies to support classroom differentiation.

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

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font and personalised timetables. Targeted work with TAs, Focus on Reading Recovery Programmes, Adaptive PowerPoints and supportive resources highly differentiate etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- For some students it may become necessary to engage support from external agencies and professionals. The services of other professionals such as Educational and Clinical Psychologists may be sought to advise on barriers to learning and make recommendations for provision, for learners who continue to struggle to make progress despite the additional provision being offered at SEND Support
- Some students with substantial and long-term learning difficulties or disability will meet the criteria for being entitled to access arrangements when undertaking examinations. These students are identified from the significant level of support they require with their learning during Key Stage 3 as their normal way of working. This normally takes place when students are at the end of Year 9, to enable the appropriate arrangements to be in place for internal assessments, mocks, and examinations conducted throughout Years 10 and 11.

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
- 'Sensory Passes' to support students with sensory issues
- Software on computers to support Hearing Impaired and Visually Impaired students
- Physical needs support through lift passes, early in and out passes, front of dinner queue passes
- Support Area for those requiring time out for SEMH issues with specialist staff on hand to support
- Adaptation and differentiation within the PE curriculum when appropriate and additional adult support where necessary
- Full time Medical Officer to support high level needs throughout the day
- Physical adaptations to the building to support high level Visual Impairment needs students
- All SEND students have access to trips and educational visits – additional specifically trained staff to support individual needs
- Counselling Service to support SEMH issues
- Curriculum support materials including Knowledge Organisers to enhance learning
- Support with homework available, including homework clubs staffed by Teaching assistants
- Allocated support for SEND students on CORE days to develop Character, Organisation and Resilience and Excellence

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

Students receive quality support from a range of staff. Where required, this support is outlined and reviewed within an 'Academic Intervention Plan' and will identify the strategies and interventions that will be implemented to support students.

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

- 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 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, medical and mental health difficulties *(During COVID and year group bubbles this provision is still available but within the individual year group)*
- Educational Psychologist (Local Authority and private service)
- Behaviour and Mental Health Support Workers (Local Authority)
- Counselling Services (External)
- Orchard, 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)

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

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

Name: Sarah Austin	Name: Jennifer Kiely
Expertise: Qualified SENDCO	Expertise: Qualified SENDCO
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
Name: Sarah Woodbine	Name: Dominick Pumphrey
Job role: Assistant Principal: Safeguarding and Student Services	Job role: Medical Officer

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
- Headstart
- Outreach advisors
- Cherry Tree
- Nightingale Centre
- Inclusion Support Service

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

As an Academy, we can access a range of services and equipment specific for student needs. Where specific facilities are required, the SENDCO will make the appropriate arrangements in discussion with parents/ carers.

There is the following equipment currently available:

- Radio aids for Hearing Impaired students
- Software to support VI and HI students
- Access to Laptops/I-pads for individual student usage
- Lift access

As an academy, we access a range of equipment and facilities provided by a range of external services including outreach services, support from habilitation and the sensory inclusion service.

**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 phone communication with parents are made to ensure 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.
- 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.
- Regular contact with parents is made by 'Keyworkers' and fed back to relevant staff.
- Students have a passport to support their learning and home / school feedback.
- Meetings with parents are held to discuss decision-making and next steps for higher end SEND students.
- Annual Reviews are conducted for all EHCP students
- Coffee mornings

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 Tier 3
- Wolverhampton Local Authority: E.P, Specialist Teacher, CAMHS, Sensory Inclusion team, Occupational Therapist. Working together to share information, conducting action-planning meetings enables the engagement of appropriate support services for guidance and advice.
- Collaborative work with the Local Authority and support services for students at Tier 3 involves the annual review of outcomes for SEND students with Education Health and Care Plans. This ensures that appropriate provisions are made to progress with identified outcomes.
- BASE 25 Counselling: one to one support for students at Tier 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

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 Information Advice and Support Service – www.wolvesiass.org
- Wolverhampton Council – www.wolverhampton.gov.uk
- Wolverhampton Local Offer for SEND – www.wolverhampton.gov.uk/localoffer

Our transitional arrangements for students with SEN include:

To ensure effective transition from Primary School, the Academy provides a tailored transition approach dependent upon student need. The carefully planned transition for SEND students involves the following:

- Close liaison and communication with primary feeder schools during the spring and summer term of Year Six
- Effective communication with parents of SEND students throughout the transition process
- Carefully planned transition days to develop and strengthen relationships with SEND students
- Additional induction days planned for SEND students
- Extended transition period where necessary to support individual student need.
- SENDCO to attend Year 6 EHCP student annual reviews where invited
- SEND Team visits students in Primary Schools
- Opportunity to offer support with smaller group approach in September based on primary model to ensure effective transition into mainstream lessons

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

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