

SEN Information Report 2023-2024

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children 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):

We currently provide additional and/or different provision for 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
- Moderate/severe/profound and multiple learning difficulties.

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

How do we know if students have special educational needs?

- We work closely with the primary feeder schools throughout the transition period in order to discuss the needs of students coming to the Academy. We also meet with families to ensure their voice is heard when planning for these pupils. We include additional transition days, SENDCo visits and parent coffee mornings.
- We examine prior attainment data, reading tests, spelling tests, numeracy tests and complete observation/work scrutiny. We continue to monitor these pupils and support teaching staff, pastoral leaders and parents in ensuring that we provide effective support.
- We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular formative and summative assessments of progress for all students and identify those whose progress is:
 - significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The academy and SENDCo operates an 'open door policy' for all students, parent/carers or staff to discuss any concerns at any time. We actively encourage parents to come into school should they require support and monitor those that do not get into contact with us.

What should parents do if they think their child may have special educational needs?

If you think your child has a need that has not been identified by us, then contact Cara Bradley (SENDCO) or Leanne Hawken (Deputy SENDCO) to discuss your concerns. We will discuss your concerns with you, carry out in school assessments if appropriate and may liaise with external agencies, such the Educational Psychology Service.

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

- The SENDCO has weekly meeting with CST inclusion team and the Vice Principal for Inclusion
- The SENDCO operates an 'open door' policy and actively encourages parents/carers to contact the Academy regularly in order to evaluate the effectiveness of the provision(s) that their child is receiving. Students are also encouraged to communicate with SEN staff regularly regarding their needs and provision.
- We hold governor reviews to look at what is working well and what future improvements can be made.
- Student voice and parental questionnaires are also used alongside learning walks, lesson observations and book scrutiny.
- Academy data is used to enable us to compare how we are performing against other schools across the country.
- We have developed an impact trail and action plan which identifies areas we would like to improve, as well as our current strengths.
- We take part in SEND audits within the trust to evaluate and develop our provision. The SENDCO also attends termly network meetings that are facilitated by the local authority and the trust.

The use of SEND Practitioners daily student records has enabled a breakdown of how the student has been supported within the classroom and then enabled a review of their SEND provision if necessary. We evaluate the effectiveness of provision for students with SEND by:

- reviewing students' individual progress towards their goals each term
- reviewing the impact of interventions after 6 -8 weeks
- using student questionnaires
- monitoring by the SENDCO
- using summative data to measure progress
- holding annual reviews for students with EHC plans

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

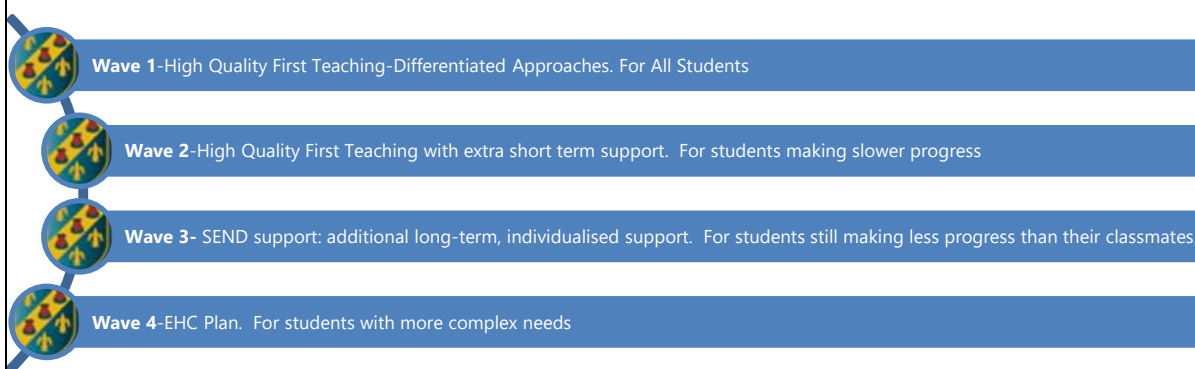
Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified during normal classroom processes and/or through assessments. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.
- Data is also monitored and reviewed from Quixote and used for analysis on a termly basis to inform planning and teaching of lessons.
- As a result of the review process, targets are then put into place for the students through the form of Learning Profiles to support learning.

The subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment and 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 student's own views
- advice from external support services, if relevant
- the assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.



Our approach to teaching children with SEN includes:

A graduated approach; following quality first teaching. Any students who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified during normal classroom processes or through assessments.

Intervention will take place to enable the student to reach their relevant target. If the student fails to make progress the teacher will refer the student to the SEND department for monitoring and observation to identify whether there are any SEND related issues.

Through Quality First Teaching the student's subject teachers will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated and adapted accordingly for individual students.

SEND Practitioner's lead afterschool activities which include, a social club, Literacy/Numeracy, NESSIE Dyslexia and Homework Clubs.

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

We are committed to whole school inclusion. We liaise with outside agencies to ensure our EHCP students receive maximum support within school and outside through the Education Health Care Plans.

- Staff have received INSET designed to support a variety of approaches which means that we are able to adapt to a range of SEND: (including dyslexia, Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties).
- Teachers therefore use a number of teaching methods that are adapted to the needs of both groups and individual students.
- Children are taught alongside their peers in ability groups. Teachers adapt their teaching constantly to cater for their student's needs and use Student Learning Profiles and other SEND information to adapt their teaching methodology. When appropriate, staff are deployed to give students additional support in small groups inside or outside the classroom, or to provide targeted support.
- Staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every student is able to achieve their very best.
- We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for students with special educational needs, or those who are higher prior attainers.
- We offer an additional extra-curricular group linked to SEND – namely the After-School Clubs.

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Delivery of the Ruth Miskin programme
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the academy as is necessary, and as far as possible in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Director of SEND will consult with the students' parents or other flexible arrangements will be made.

The school curriculum is regularly reviewed by the Senior Leadership Team, together with Curriculum Leaders, to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the academy setting, in order to support the taught curriculum and enable students to reach their full potential.

All our extra-curricular activities and school visits are available to all our students. All students are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

Our SEND team make bespoke individual resources for students with special educational needs that support their specific learning targets and needs and reflects the learning undertaken by their peers.

We seek specialist advice and equipment from outside agencies, as and when the need arises. Recently this has included the purchase and installation of a Clos-o-mat. We also have several hoists, slings, standing/walking frames, specialised seating and toileting equipment.

We use a range of software on our school learning platform/website for all curriculum areas to help students engage and practice key skills in subjects they find difficult and work towards becoming independent learners. Other computer related SEND resources include Word Shark, Number Shark, voice recognition computer programme, etc. The academy has also invested in a number of computers/ laptops in each department to ensure that students are able to access the curriculum in a variety of ways. You can find the academy's Accessibility Plan on the academy website.

The following social, emotional and mental support is available for children with SEN:

The academy holds Children's Services Meetings on a weekly basis. Any students that appear to need emotional and/or mental health support are referred in these meetings to either the Welfare and Safeguarding Lead, Miss A Edge, the Academy Counsellor and Deputy Safeguarding Lead, Mrs D Jones, or the Deputy Safeguarding Lead, Miss S Ferguson, or through parents to their GP with the support of the SENDCo and their Progress Co-ordinator. The academy also has 11 staff trained in MHFA (Mental Health First Aid) who offer counselling support.

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the Academy Student Council
- Students with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
- SEND Practitioners are allocated to support SEN students whilst on trips.
- Parents/carers are liaised with in order to ensure the needs of the child are met whilst they are not on the Academy site.
- Risk assessments carried out prior to visits and trips.
- Disabled access – disabled toilets on all floors, wide corridors and lifts.

The name of our SEND Co-ordinator (SENDCO) is: Mrs C Bradley

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

Name: Miss L Hawken	Name: Mrs N Fletcher
Job role: Deputy SENDCO	Job role: PD Manager
Expertise: Overview of whole school SEND in the Academy and teacher of SEND students.	Expertise: Oversees provision of all PD students, liaising with external professionals supporting the needs of PD students.
Name: Mrs M Garcia	Name: Mrs S Green
Job role: Vice Principal-Teaching and Learning	Job role: Exam Access Arrangements and External Agencies Co-Ordinator
Expertise: Leads the academy T&L with specific focus on adaptative teaching strategies and how best to support students of SEND.	Expertise: Oversees access arrangements for the academy ensuring appropriate provision is in place for students in exams. Liaise's with external professionals such as the Access Arrangements Assessor and Educational Psychologist.

We have a dedicated Children Services Team comprising of 5 Progress Co-ordinators and 5 Deputy Progress Co-ordinators, a Welfare Manager and a school Counsellor. We have a team of 18 SEND Practitioners, 10 of whom are level 2, and 8 at level 3 who are trained to deliver SEND provision and one Level 3 apprentice. We also have 2 Academic Learning Mentors.

In the last academic year, staff have been trained in:

- Good Autism Practice (AET)
- Toe by Toe
- PAR teaching
- Dyslexia intervention
- ASD support
- Safeguarding
- The Writing Revolution
- Oracy
- Emotion Coaching
- Ruth Miskin
- No More Marking
- We use specialist in house staff for Reading intervention and Math's intervention

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

We work with the following specialists to provide support for students with SEND:

- Educational Psychologist
- Speech and Language Support
- Occupational Therapy
- Physiotherapy
- Hearing Impairment
- Access Arrangements – External Educational Psychologist
- Aspirations Leader/Careers Advisor who works at our academy to assist students in making appropriate career decisions

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

There are no activities at the academy that prohibit SEND students taking part. From learning activities to Enrichment Days, our SEND students are not excluded from any activity.

Desks in classrooms are placed at a height that enables a student seated in a wheelchair to position themselves comfortably with other students.

In the dining area consideration is given to provide tables without fixed seating. This has ensured that the seating is suitable for all, in particular for students with restricted mobility. Incorporation of appropriate colour schemes when refurbishing is beneficial to students with visual impairments.

The taps in various toilets are rounded and push button (concession taps). Disabled toilets are available at convenient locations around the academy and have a lever handle. Lifts and external ramps are available for students with mobility issues.

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

- Overlays
- Handwriting pens
- Pen grips
- Reading rulers
- Stress balls and fidget toys
- Large print resources and magnifiers
- Access to ICT equipment and laptops
- Lifts (students are supported moving around the site and using the lifts by a member of The Hub team)
- Disabled toilets on all floors
- The SEND Access Base
- Ruth Miskin Learning and Toe by Toe Interventions
- Time out, medical and permission to leave early passes

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. This may be during the term or at a parents evening. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we consider the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are
- notes of these early discussions will be added to the student's record and shared with parents.

We will formally notify parents when a decision is made for a student to receive SEND support and be put on the SEND register.

Parents/carers are key in supporting development and well-being and we recognise the expert knowledge they have of their own child. We endeavour to provide support and information to parents/carers so that we can work together as a team to help achieve the best possible outcome (in all aspects of development) for the child. We are therefore very keen to build strong relationships with the parents/carers of the children in our care and to liaise with them to share useful strategies or techniques which are used at home as well as those used in school.

The SENDCO is contactable by telephone on (01922) 685777 or by email at C.Bradley@SCAcademy.co.uk or the Deputy SENDCO at L.Hawken@scacademy.co.uk to discuss any concerns which you may have.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

The academy will ensure the involvement of **both** parents/carers and children by ensuring:

- Parents/carers are invited to contact the Academy at any time if they wish to discuss any issues or concerns.
- Resources are sent home so that parents/carers can assist in the reinforcement of intervention programmes.
- Parents/carers are invited to all reviews.
- Parents/carers are encouraged to attend the following events:
 - Parents evenings
 - Induction evening
 - Open days/evenings
- Students will have an ongoing, informal input, whereby they will be encouraged to express their views and opinions about their progress to their key worker.
- Student voice of the learner questionnaires.
- Student council.

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

Informal complaints procedures for parents of students with SEND

The first point of contact for concerns is the student's Form Tutor. The concern can then be forwarded to both the SENDCO and the Progress Co-ordinator to ensure triangulation of response. Parents will then be referred to the academy's Complaints Policy.

If the SEND issue is related to a particular subject area, then the concern will be dealt with by the Curriculum Leader and class teacher. Should there be a need for further resolution then the SENDCO and Vice Principal will liaise with the parent.

A meeting can take place at any stage and with whoever is best placed to resolve the issue. If the issue fails to be resolved the parent can take it to the Principal.

Named Contacts in School:

Name: Miss A Edge

Job Role: Assistant Principal and Designated Safeguarding Lead

Name: Mrs C Bradley

Job role: Assistant Principal / SENDCO

Please contact Ormiston Sheffield Community Academy on 01922-685777 or contact the Principal's PA for specific enquiries by emailing postbox@scacademy.co.uk

Formal complaints procedures for parents of students with SEND

If the parental concern is with the Local Authority, they have a multi-agency panel who consider unresolved issues. The parent is entitled to appeal against any decision made about their child that they are not in agreement with. The Local Authority will offer the parent an independent mediator if the complaint is still not resolved. The mediator will try to help you to agree a resolution with the Local Authority that you are happy with (telephone: 01922 686200). Alternatively, the Parent Partnership Service (telephone: 01922 650330) provide independent information and advice.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

We liaise with Walsall Local Authority and follow their guidelines on training, policies and funding. We follow the Walsall Local Offer and use training offered by Walsall Inclusion Services. We receive support from Local Authority services, including areas such as:

- Speech and Language Therapy, including advice and training on strategies and programmes
- Educational Psychologist, including advice, training and assessment
- School Health Advisor
- Occupational Therapy, for issues such as specialised seating or advice about exercise programmes
- Physiotherapy
- Hearing Impairment
- Access Arrangements – External Educational Psychologist
- Aspirations Leaders/Careers Advisor who works at our academy to assist student in making appropriate career decision.
- Integrated Behaviour Support Services (IBSS)

We can also access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism. Our academy Aspirations Leader/Careers Advisor also works with students on making appropriate career decisions. Our Attendance Officer supports the department ensuring SEND students are accessing education.

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

Social, Emotional Mental Health

http://www.youngminds.org.uk/for_parents/parent_helpline

Hearing Difficulties

Walsall Deaf Children's Society

Wolverhampton & Walsall

Contact details: Vicky Beaman – Telephone: 07979 326360

Email: groupinfo@walsalldcs.org.uk

URL: <http://www.walsalldcs.org.uk>

Autism

Walsall

Autism West Midlands Family Services (Black Country)

hayleyg@autismwestmidlands.org.uk

0121 450 7582

www.autismwestmidlands.org.uk/familysupport

Walsall Befriending Service for Adults

stepht@autismwestmidlands.org.uk

0121 450 7582

www.autismwestmidlands.org.uk/adultsupport/social_activities

Heather Spurr - Walsall Parent and Carer Telephone / Email Support

heatherjoyspurr@gmail.com

0121 353 2710

<http://www.autism.org.uk/>

Autism Helpline: 0808 800 4104 (lines are open 10am-4pm Monday-Friday)

Speech language and Communication

Afasic

Helpline: 0300 666 9410

Email: via website

www.afasic.org.uk

I CAN

Main switchboard: 0845 225 4071

Enquiry service line: 020 7843 2544

Email: info@ican.org.uk

www.ican.org.uk

Dyslexia

Dyslexia Advice Centres

The National Training and Resource Centre

The Dyslexia Institute

Park House

Wick Road

Egham

Surrey, TW20 0HH

Tel: 01784 222300

Fax: 01784 222333

E-Mail: info@dyslexia-inst.org.uk

Website: www.dyslexia-inst.org.uk

Our transitional arrangements for children with SEN include:

Primary Transition

- Parents with SEND children are encouraged to visit the academy during the school day as well as on the Open Evening.
- October - Open day visits to look around the academy and Open Evenings for parents to view the school and talk to staff. Students who join our school in September are supported with transition visits.
- June - Transition meetings with the school SENDCO and primary take place for every child with SEND. Whenever possible this visit includes the parent. Parents are encouraged to visit the academy for a tour with the SENDCO.
- June /July - We liaise very closely with our partner feeder schools to ensure that the transition from the Primary to Secondary is as smooth as possible.

Transition to Post 16 Providers /Transition to Post 18 Providers

- We will share information with the school, college, or whichever HE provider the student is moving to. We will agree with parents and student's which information will be shared as part of this

We will support the student with transition to future post 16 education and provide careers guidance and support where necessary.

Walsall's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://go.walsall.gov.uk/the-send-local-offer/>

More information on SEND can be found in the OAT SEND Policy.

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the OAT SEND Policy

Last updated: September 2023

Academy roles

Role	Designated person	Contact Details
SENDCO	Mrs C Bradley	C.Bradley@SCAcademy.co.uk
Deputy SENDCO	Miss L Hawken	l.hawken@scacademy.co.uk
Principal	Mr M Riley	01922-685777
SEND Governor	Mr Lee Cross	Via academy clerk, Mrs H Stokes h.stokes@scacademy.co.uk
Other senior leader with responsibility for SEND	Mr D Foreman	d.foreman@scacademy.co.uk
Pastoral support lead	Miss A Edge	a.edge@scacademy.co.uk
Designated safeguarding lead	Miss A Edge	a.edge@scacademy.co.uk
Designated teacher for looked after children	Mrs J Halford	J.Halford@scacademy.co.uk
Mental Health Lead	Miss A Edge	a.edge@scacademy.co.uk

External agencies

Role	Information	Contact Details
Educational Psychologist	Principal Educational Psychologist – Walsall Education Development Centre	01922 652 860 edcadminteam@walsall.gov.uk
Local SEND Information & Support Services	Walsall Council	sen@walsall.gov.uk
Local Authority SEN Team	Walsall Council	sen@walsall.gov.uk
Sensory Impairment Service	Walsall Metropolitan Borough Council Sensory Impairment Team	Margaret.wiredu@walsall.gov.uk
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/