SEN Information Report 2026-2027

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 and Disabilities (SEND):

We currently provide additional and/or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, Mental Health
- Sensory and/or Physical needs

We identify and assess children with SEND 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 alongside SENDCO visits.
We examine prior attainment data, reading tests, spelling tests, numeracy tests and complete observation/work scrutinies. 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. Through rank ordering, 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.

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

- 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 staff from the SEND department regularly regarding their needs and provision.
- We hold governor review meetings 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 work scrutinies.
- Academy data is used to enable us to compare how we are performing against other schools across the country.
- 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.

Alongside this:

- The SENDCO has weekly meetings with the academy's Children's Services Team / Inclusion Team and the Vice Principal for Inclusion.
- SEND Practitioners provide a breakdown of how the student has been supported within the classroom and will then review SEND provision where 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
- consistently quality assuring classroom practice overseen 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 SEND 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 used for analysis on a termly basis to inform planning and teaching of lessons.
- As a result of the review process, targets are put into place for the students through the form of Learning Profiles to support appropriate adaptations.

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
- a regular review of assessment

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 the impact on the student's progress.

Our approach to teaching children with SEND includes:

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

SEND Practitioners lead after school activities which include additional literacy/ numeracy support alongside homework clubs.

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

We are committed to whole school inclusion. We liaise with outside agencies to ensure our students with an Education, Health and Care Plan receive maximum support, as outlined in their plan.

- 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, ADHD, Speech, Language and Communication needs and SEMH 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 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 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 make the following adaptations to ensure all students' needs are met:

- Scaffolding 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
- Delivery of Lexoniks
- Delivery of Switch-On reading
- Delivery of Lexia
- Delivery of ELSA
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables etc.
- Differentiating our teaching, for example, giving longer processing time, pre-teaching key vocabulary, reading instructions aloud, etc.

We enable children with SEND to engage in the activities of the academy, together with children who do not have SEND, 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 SENDCO will consult with the students' parents and ensure that a package of support is agreed.

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

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

We seek specialist advice and equipment from outside agencies, as and when the need arises. We 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 to enable them to work towards becoming independent learners.

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 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, Mrs T. Cresswell. Parents can also refer to their GP with the support of the SENDCO and their child's Progress Co-ordinator. The academy has a number of staff trained in MHFA (Mental Health First Aid) who also 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 encouraged to be part of after school clubs to promote teamwork/ building friendships etc.
- SEND Practitioners are allocated to support students with SEND 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 are carried out prior to visits and trips where necessary
- Disabled toilets are accessible on all floors, along with wide corridors and lifts.

We know that students with SEND can be more vulnerable to bullying, so we take extra steps to make sure their voices are heard. Every student with SEND has a named key adult they can go to. Their views are gathered through student voice surveys, one-page profiles and their termly reviews. Pastoral leaders and the SEND team share information so that any concerns are picked up early. All incidents are recorded and followed up in line with our Anti-Bullying Policy and parents are kept informed.

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. Contacts be found at the end of this document:

Name: Miss L Hawken	Name: Mrs N Fletcher
Job role: Deputy SENDCO	Job role: Access & Disability Manager
Expertise: Responsibility for students with SEND within the Academy.	Expertise: Oversees provision of all students with a physical disability, liaising with external professionals.
Name: Mr D Foreman	Name: Mrs S Green
Job role: Vice Principal	Job role: Deputy SENDCO
Expertise: Leads the academy with responsibility for the line management of SEND and Inclusion.	Expertise: Responsibility for students with SEND within the Academy.

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

We have a dedicated Children's Services Team comprising of a Progress Co-Ordinator for each year group alongside Guidance Managers and a school Counsellor. We have a team of 21 SEND Practitioners and a Reading Lead.

Staff have been trained in:

- Good Autism Practice
- Lexia
- Lexoniks
- Switch-On reading
- Safeguarding
- The Writing Revolution
- Oracy
- Emotion Coaching/ ELSA
- Ruth Miskin
- No More Marking
- We use specialist in-house staff for Reading intervention and Maths intervention

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

- Educational Psychology
- CAMHS/ Reflexions
- Speech and Language Therapists
- Occupational Therapy
- Physiotherapy
- School Nursing
- WPH Counselling
- Sensory Support Teams
- Access Arrangement Assessors
- Careers Advisors

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

There are no activities at the academy that prohibit students with SEND from taking part. From learning activities to Enrichment Days, our students with SEND 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, alongside specialist adapted equipment. 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 (concussion 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 needs.

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

- 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 staff)
- Disabled toilets on all floors
- The SEND Access Base
- Ruth Miskin Learning and Lexonik/ Lexia interventions
- Passes where relevant: time out/ toilet/ medical/ leave early

Our arrangements for ensuring the involvement of parents of children with SEND 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.

Our Designated Teacher for Looked After Children, Jo Halford, works closely with the SENDCO so that the support for a looked after child's SEND is joined up with their Personal Education Plan (PEP). Where a child has an EHC plan, their PEP and EHC plan reviews are coordinated so the child, their carers and professionals have one shared picture of their needs. We work with Walsall (or the child's home authority) Virtual School Head and social workers. We also offer the same advice

and support to the families of previously looked after children, such as children who have been adopted or are under a special guardianship order.

The SENDCO is contactable by telephone on (01922) 685777 or by email at C.Bradley@SCAcademy.co.uk or either of the Deputy SENDCOs at L.Hawken@scacademy.co.uk and S.Green@SCAcademy.co.uk to discuss any questions/ concerns you may have.

The Designated Teacher is contactable by telephone (01922) 685777 or by email at J.Halford@scacademy.co.uk

Our arrangements for ensuring the involvement of children and young people with SEND 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.

Our arrangements regarding complaints from parents of children with SEND 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 concern is related to a particular subject area, then it 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: Mrs C Bradley
Job role: Assistant Principal / SENDCO
Name: Miss A Edge
Job Role: Assistant Principal and Designated Safeguarding Lead

Please contact Ormiston Shelfield 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 SEND:

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 Psychology, including advice, training and assessment
- School Health Advisors
- Occupational Therapy, for issues such as specialised seating or advice about exercise programmes
- Educational Psychology

- CAMHS/ Reflexions
- Speech and Language Therapists
- Occupational Therapy
- Physiotherapy
- School Nursing
- WPH Counselling
- Sensory Support Teams
- Access Arrangement Assessors
- Careers Advisors

Our Attendance Officer supports the department ensuring that students with SEND are accessing education.

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

Social, Emotional Mental Health
Young Minds
URL: YoungMinds | Mental Health Charity For Children And Young People | Young Minds

Hearing Difficulties
Walsall- Action Deafness
URL: Walsall - Action Deafness - Deaf-led UK Charity
Sandwell Deaf Community Association
URL: SDCA | Sandwell Deaf Community Association

Visual Impairment
Walsall Eyes
URL: | Walsall Eyes
Walsall Society for the Blind
URL: Walsall Society For The Blind

Autism
Autism West Midlands Family Services (Black Country)
URL: Autism West Midlands - Embracing Difference, Empowering People
National Autistic Society
URL: National Autistic Society

ADHD:
The MindKind Project
URL: Mental Health Training Courses & Information - The MindKind Projects

Speech language and Communication
Afasic
URL: Home - Afasic
I CAN
URL: Register for What Works - Speech and Language UK: Changing young lives

Dyslexia
The Dyslexia Institute
URL: The Dyslexia Institute

Walsall SENDIASS URL: Walsall SENDIASS - Family Action

Our transitional arrangements for children with SEND include:

We admit all students in line with our Admissions Policy. A student will never be refused a place because of a disability. Where a child has an EHC plan that names the academy, they will be admitted. We follow the Equality Act 2010 and make reasonable adjustments so that disabled students are not treated less favourably than other students. This applies to the curriculum, trips, extra-curricular activities, assessments and the physical environment. Our facilities are described below, and our Accessibility Plan, sets out how we will keep improving access over time.

Primary Transition

- Parents of children with SEND are encouraged to visit the academy during the school day as well as during the Open Evening.
- 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.
- Transition meetings with the school SENDCO and primary schools 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.
- 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: Welcome to Walsall's SEND Local Offer | Send This SEN Information Report is our contribution to that Local Offer - it explains how we identify, support and review the needs of students with SEND at our academy.
More information on SEND can be found in the OAT SEND Policy

See below for Contacts and responsibility information.

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

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

Last updated: September 2026

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	Ms J Hollies	Via academy clerk, Mrs H Stokes harriet.stokes@ormistonacademies.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/