



## SEND Information Report

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.

### **Who can access the academy?**

Ormiston NEW Academy is a mainstream academy. At Ormiston NEW Academy we have an inclusive admissions policy and welcome students from all backgrounds, including those with Special Educational Needs and Disabilities (SEND). The special educational needs coordinator is Ruth Gibson and she is supported by the Senior Leader for Inclusion, Claire Greaves.

We cater for students with needs in areas of **cognition and learning, communication and interaction, social, emotional and mental health** and **sensory and physical** (including medical). We follow the guidance given in the Education Act 1996, which states that 'children have a special educational need if they have a learning difficulty with calls for special educational provision to be made for them'.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

We aim to ensure that all students have access to a broad and balanced education, both in and out of the classroom, to enable them to achieve their full potential. All students at Ormiston NEW are valued; we want all of them to achieve and be equipped to succeed as independent adults and aim to support all students in realising their dreams.

### **How do we identify and assess students with SEND?**

Ormiston NEW Academy has a special educational needs department, which is based in the Hub at the Academy. It is led by Ruth Gibson, SENDCo, who reports directly to Claire Greaves, Senior Leader for Inclusion. The SENDCo is responsible for overseeing the identification of special educational needs in the Academy and managing the provision for these students. The SENDCo is supported by a deputy SENDCo and a team of teaching assistants who support in lessons and deliver group and 1:1 Interventions to students.

### **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 also 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 will continue to monitor these pupils and support teaching staff, pastoral leaders and parents in ensuring that we provide effective support.
- The 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 use standardised assessments such as RCADS, SEMH surveys, GL Assessments and New Group Reading Test.

### ***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 Ruth Gibson (SENCo) 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 or SEN Specialist Teachers team at City of Wolverhampton Council.

### ***How does the academy evaluate the effectiveness of the SEN provision?***

- The SENDCo has weekly meeting with The Hub inclusion team and the Vice Principal for Quality of Education.
- 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.

### **What are the Academy's policies for teaching students with SEND?**

Quality first teaching is imperative to our approach to teaching students with SEND.

As we are an inclusive Academy, where possible, students are fully integrated into life at the Academy. It is important to us that all students are supported to make progress and aspire to achieve. If your child is identified as having special educational needs, our teachers will use a range of strategies to make reasonable adjustments to enable access to the curriculum provision; using a variety of teaching styles, small group teaching, practical learning, mentoring by other students/peer support and use of appropriate resources for the students in their class.

The Academy offers training to staff through a varied CPD programme. These sessions run on a half termly basis and are compulsory for all staff. SEN specific sessions are incorporated into this programme. Students with SEN have a One Page Profile which is created with the student. We discuss with them what they enjoy and what they feel helps them to learn. This student-centred approach outlines their needs and how to support them and is regularly updated by the child's key worker.

Some students may require further support and benefit from an education, health and care needs assessment (EHCNA). If this is considered necessary students may receive support within the classroom from The Hub staff, or they may access small group or 1:1 intervention. In addition, advice and support may be sought from external agencies.

The learning environment is adapted to ensure that it is safe for all students. Teachers arrange furniture to suit the groups they are teaching, and use displays effectively to help all students to progress. There are lifts in both the Endeavour and Excellence buildings and accessibility is planned for in line with the accessibility plan. Students can be supported moving around site by the inclusion team, where necessary.

### ***What additional support is available for students with SEND?***

Students with SEND who are identified as requiring additional support with the transition from primary to secondary school can benefit from the Transition group. The Transition group is an in-school, teacher led intervention that is focussed on Year 7. The pupils do not all necessarily have a SEND need, rather they have been identified as needing additional support in the transition from primary to secondary education. The aim of the group is to immerse the students in a comfortable and accepting environment, allowing them to develop positive social relationships with teachers and peers alongside their academic studies. The focus is on bridging the attainment gap whilst fostering positive self-esteem, developing confidence and creating relationships with peers.

Students in this group follow the same curriculum as the rest of the academy, delivery is then tailored to their individual need. Children can move in and out of the Transition group at any time during their time in key stage 3, allowing that they make progress in relation to their needs. The key to the success of this group is that the students are able to build on any gaps in prior knowledge whilst continuing to access the curriculum that the rest of their peers are experiencing.

Most students with SEND are assigned a keyworker, who they meet with regularly and who will carry out 1:1 support in specific areas of need individual to that student. Keyworkers can also work with teaching staff to help them support the students they teach more effectively. Key actions and decision making is shared with parents at three points per year inline with the Special Educational Needs Code of Practice 2014.

If necessary, interventions can also be arranged to be carried out by external agencies, such as the Wolverhampton Inclusion Team, Speech and Language Therapists, Sensory Inclusion Service, Occupational Therapists, CAMHS, the Mental Health Support Team, Inclusion Support and Educational Psychology.

The interventions are agreed by the subject teachers, Heads of Year, key workers, SENDCo and The Hub Manager, based on child need. They are then recorded in the child's file. Parents are liaised with about any interventions and are welcome to meet and discuss their child's needs and provision with the SENDCo. The SENDCo also attends all Parent's evenings and is available for parents to meet with, support with option choices, and organise annual review meetings for parents of students with an Education, Health and Care Plan.

### ***How do we support students with SEND with their social and emotional development?***

The academy has a structured pastoral support system, senior leaders within the Academy oversee the pastoral teams. The SENDCo is also an active member of the team, supporting staff in ensuring they can meet the needs of the individuals across their year groups/key stages.

If students are struggling with their behaviour then several elements of support can be put in place. A holistic approach is adopted in exploring why the individual is presenting in this way before intervention is

put into place. Students may spend some time in Reflection to think back on their actions, they may take part in one of our behaviour related interventions, including anger management and social stories, or there may be restorative work carried out with the pastoral team. We aim to avoid exclusions unless completely necessary.

Vulnerable students are encouraged to spend their breaks and lunchtimes in The Hub where they can meet new friends. This is a supervised space with access to computers, Lego, board games and a range of books.

We are also fortunate that we employ an educational psychologist and a mental health and wellbeing practitioner three days per week. They support us to develop whole school approaches to mental health and emotional wellbeing as well as working with individuals and small groups.

The academy also has access to Wolverhampton Outreach Service which offers support to students on a 1:1 and small group basis in school.

### ***What additional activities are available for students with SEND?***

- Inclusion of students with SEN in enrichment activities
- Teaching assistants 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.

### **Who is involved in supporting students with SEND?**

The name of our SEN Co-ordinator (SENDCo) is:

Mrs Claire Greaves who currently holds the national qualification for special educational needs.

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

Mrs Laura Wilkes (Vice Principal for Quality of Education)\*

Mrs Claire Greaves (Senior Leader for Inclusion)

Miss Ruth Gibson (SEND Lead Teacher)

Mrs Gurbax Hayward (Transition Group Teacher)

Mrs Alison Hawkins (Deputy SEND Co-ordinator)

Ms Rachel Whitaker (Hub Centre Manager)

Ms Santosh Kumari (Teaching Assistant)

Mrs Valerie Bythway (Teaching Assistant)

Mrs Lucy Baker (Higher Level Teaching Assistant)

Mrs Bethany Murray (Teaching Assistant Apprentice)

Dr Eleanor Tomlinson (Educational Psychologist)

Mrs Jennie Craddock (Mental Health and Wellbeing Practitioner)

**All our SEN support staff have a Teaching Assistant NVQ Level 3 qualification.**

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

- Educational Psychologist
- GEM Centre
- CAMHS
- SALT

- Visual Impairment Specialist teachers
- Hearing Impairment Specialist teachers
- Outreach Workers from Tettenhall Wood, Penn Hall and Westcroft
- School Nurse
- Occupational Therapy
- Physiotherapy
- Youth Crime Support
- Information Advice and Support Service
- SENSTART
- Early Help/Strengthening Families
- Connexions Careers Advice

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 Hub Inclusion Centre
- Ruth Miskin Learning and Toe by Toe Interventions
- Lexia and Freckle Computer Programmes
- Time out, medical and permission to leave early passes
- Sensory space

### **How are parents/carers involved?**

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 SENCo is contactable by telephone on 01902 623111 or by email at [CGreaves@onewa.co.uk](mailto:CGreaves@onewa.co.uk) to discuss any concerns which you may have.

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.

### **What should I do if I am not happy with the provision?**

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's special Educational Needs are being met. The Academy has a clear complaints procedure which is outlined below:

Step A: The parent/guardian asks to meet with the SENDCo to discuss their concerns

Step B: If you are still not satisfied with the response they have received, contact should be made with the Principal. The Principal will either meet with the complainants or arrange a meeting with another member of the Leadership Team.

If there is still dissatisfaction the parents should use the Academy complaints policy, which is published on the Academy website.

### **Where else can I find more details about what is available in Wolverhampton and nationally?**

Wolverhampton LA Local Offer

[http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/site.page?id=iCfN-JtIk\\_A](http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/site.page?id=iCfN-JtIk_A)

Wolverhampton SENSTART

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/service.page?id=NmKFI2JsMRO>

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Autism West Midlands [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

National Autistic Society [www.autism.org.uk](http://www.autism.org.uk)

DFE Parents and Carers Guide to the new SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>