

Ormiston NEW Academy Special Educational Needs (SEN) Information Report

Last reviewed on:	September 2025
Nex review due:	September 2026





Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website, [here](#).

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

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 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.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.

General SEND Enquiries – SEND Inbox

Please write your general enquiries to the following email address:

SEND@onewa.co.uk

 Name and contact details of key staff			
SENCO Claire Greaves cgreaves@onewa.co.uk	Vice Principal Laura Wilkes lwilkes@onewa.co.uk	Arcadia – Resource Base Manager Jen Craddock jcraddock@onewa.co.uk	Lead Teacher for SEND Ruth Smith rsmith@onewa.co.uk
Deputy SENCO Alison Hawkins ahawkins@onewa.co.uk	Educational Psychology Dr Eleanor Tomlinson & Janet Raju	Hub Manager Laura Ellement	Reset Room Manager Leigh-Ann Lester
HLTA - Mainstream Louise Bridges	HLTA – Resource Base Lucy Baker	Resource Base Teacher Samantha Baggott	Teaching Assistant Santosh Kumari
Teaching Assistant Val Bytheway	Teaching Assistant Ashleigh Raju	Teaching Assistant Sarah Haskayne	Teaching Assistant Sabrina Henry
Teaching Assistant Tamar Marandola-Hill	Teaching Assistant Daniel Edmonson-Griffiths	SEND Administrator Mandy Sangwin msangwin@onewa.co.uk	Transition Teacher Gurbax Hayward ghayward@onewa.co.uk
HLTA – Mainstream P/Time	Teaching Assistant - Agency	Teaching Assistant - Agency	Teaching Assistant - Agency

 The kinds of SEND we provide for in our academy
At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

In addition to mainstream provision, we also have a specialist resource base for students with Speech, Language and Communication needs. The details of this provision are given below. It should be noted that this provision is only available to students with an EHCP whose main area of need is Communication and Interaction.



Here is our SEND data, correct at time of publishing (September 2025)

	Number	% of cohort
No SEND	861	77.9%
SEN Support (K)	203	18.4%
EHCP (E)	41	3.71%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	16/39%	92/45%	108/44%
Communication and interaction	14/34%	20/10%	34/14%
Social, emotional and mental health	11/27%	79/39%	90/37%
Sensory and/or physical	0/0%	12/6%	12/5%



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

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 Claire Greaves, Assistant Principal/SENDCo. 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 lead teacher of SEND (also SENCO qualified), a deputy SENDCo, a team of teaching assistants who support in lessons and deliver group and 1:1 interventions to students, and two Educational Psychologists who work alongside SEND staff.

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 for students with SEND, SENDCo visits and parent coffee mornings and transition meetings to discuss current provision and any concerns, prior to their child starting at the academy.
- We examine prior attainment data (including SATS scores), reading tests, spelling tests, numeracy tests, school report data and complete observation/work scrutiny throughout the year. We will continue to monitor these pupils and support teaching staff, pastoral leaders and parents in ensuring that we provide effective support within all school years.
- An Inclusion Panel is in place at the school for staff to refer students to if they have concerns about the educational progress or health and wellbeing of any student within the academy. This panel then decides the most appropriate course of action to support students further. This may include referral to external specialist services such as Educational Psychology, Inclusion Support, School Nursing, Outreach or Learning 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.

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 Claire Greaves (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 as the Educational Psychology Service or SEN Specialist Teachers team at City of Wolverhampton Council or the Outreach Service.

If your child is identified as having a special educational need, the first stage of additional or different support is called SEN Support. Parents will always be contacted if school have

concerns on the progress their child is making prior to making a decision for inclusion on the SEND register. We always work with parents as much as possible to co-produce the provision that is put in place for all students at NEW Academy.

If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

- Through regular target setting meetings and reviews with their assigned keyworker
- Student voice questionnaires
- Student panels

It is important that parents are able to share concerns and to discuss next steps.

Parents can contact the SENCO directly to request a discussion about any concerns that they may have or via their child's Head of Year. Parents can also make use of the school website to contact staff and arrange to meet in person.

Coffee mornings and informal get togethers are arranged for parents of new students to the academy, so they can meet key staff and start building positive relationships with the school.



How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

- Liaison with their feeder primary school and/or previous secondary school to obtain all current assessment data and SEND information
- Obtain information regarding national testing e.g. SATS examinations, GCSE results
- Organise a meeting with SENDCO to review current needs and ensure appropriate provision is in place as soon as the child starts
- For new Year 7 students – organise additional transition days for students with SEND to start to familiarise themselves with their new school and meet key members of staff. Students are also invited to summer holiday activities in the 6 weeks holiday to further support a smooth transition to secondary school.

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

- Meeting with staff from the Connexions service to discuss future careers aspirations
- A comprehensive academy-wide careers education programme, delivered in both form time and access to careers/high education providers through events available throughout the year and also inviting speakers in to deliver careers-based sessions
- Visits to colleges to view appropriate Level 2/3 courses for Post 16
- ASDAN qualification in KS4



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found [here](#)

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

Pre-teaching of new topics

Small group interventions, such as social skills, reading and numeracy

Multi-sensory resources

Adult support – Teaching Assistants deployed in classrooms

Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding

Access to digital devices such as laptops and learning support software

Specialist equipment, such as writing slopes, pencil grips

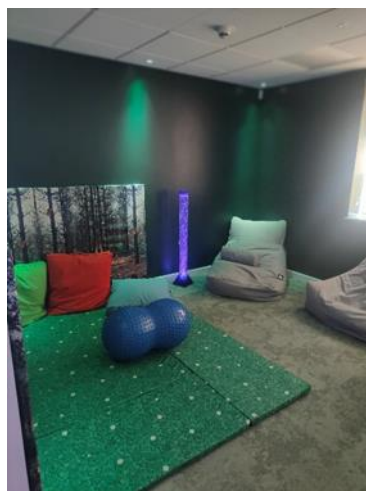
Programmes set by external specialists such as the Visual Impairment team or Local Authority Specialist Learning Support

Fidget toys provided in all classrooms

For children with more complex needs, we offer enhanced provision to deliver the depth of support required.

Arcadia Resource Base – Speech, Language and Communication Needs

The resource base is a purpose-built space situated in the main body of the school. This space consists of learning spaces, a sensory integration space, a sensory room and a quiet intervention space. ***Places in the resource base are allocated by the local authority, and all students must have an Educational Health Care Plan (EHCP) with the primary area of need in Communication and Interaction, or this as a significant area of need.*** Each class will have 8-10 places. We currently have one Key Stage 3 class, with a second Key Stage 3 class opening in January 2026. There are plans for this to expand with a Key Stage 4 provision in the future. The curriculum in the resource base follows that of the mainstream school. However, the curriculum is adapted to suit the needs and levels of the young people in the base.



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.

After a set period, the support is reviewed. You and your child are involved in discussing what's working, what might need to change and what progress your child is making.



The first step is to understand your child's needs. This may include input from teachers, your child, you as parents and, where needed, external professionals. The goal is to build a clear picture of your child's strengths and areas where they need support.

The planned support is put into place. Teachers and support staff work with your child using the agreed strategies. The class teacher remains responsible for your child's progress, even if other adults are involved.

In discussion with you and your child, we will decide on specific outcomes or goals. Support strategies and interventions are outlined—these might include extra help in class, small group work, or specialist resources.

How progress is measured

- Targets are set on a One Page Profile document for all students with additional needs and reviewed by their keyworker every half term
- Students with an EHCP have an Annual Review every 12 months, recorded and sent to the local authority
- Report data from class teachers (twice a year) is analysed by SENCO and the Inclusion Team
- Regular meetings with parents to discuss pupil progress
- Learning walks and observation of students within the classroom setting by SENCO and senior members of staff



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.

The academy has a structured pastoral support system; senior leaders within the Academy oversee the pastoral teams. The SENDCo is consulted with regularly and supports pastoral staff ensuring that they meet the needs of all students in their year.

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 The Reset Room, The Regulation Room or 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. Staff are also available to speak with students if they have any concerns, in a safe and secure environment.

We are also fortunate that we employ a part-time educational psychologist and an assistant educational psychologist. They support us to develop whole school approaches to mental health and emotional wellbeing as well as working with individuals and small groups. Educational Psychology also contributes significantly to supporting students who require statutory assessment.

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

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

PSHE Curriculum 2025.26

		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	1	What are first impressions?	How do rules and laws differ?	What is news?	How do I recognise poor mental health?	How can I manage stress?
	2	Who am I?	Where do laws come from?	How can I judge the reliability of a news article?	How is mental health portrayed in the media?	How can I deal with disappointment?
	3	What is self-esteem?	What crimes occur near me?	How can I verify information?	What are eating disorders?	How do I manage the judgement of others?
	4	What makes a relationship healthy?	Who is involved in the legal process?	How might I be manipulated?	How can I cope with grief?	How do I balance ambition and unrealistic expectations?
	5	How are families different?	Are all courtrooms the same?	How can I REVIEW my news?	How can I develop my resilience?	How do I develop <u>self efficacy</u> ?
	6	What do healthy friendships look like?	How am I influenced?	What is body image?	How can I optimise my physical health?	How do I balance time online?
	7	What is bullying?	What do I need to know about gangs?	How might the media influence how I feel about the way I look?	What do I remember about essential first aid?	How might my health affect my exam performance?
Autumn 2	8	What is cyberbullying?	What should I know about knife crime?	How might drugs affects us?	How can I identify meningitis and strokes?	What is phishing?
	9	How can I take a stand when I see bullying happening?	What is grooming?	Why do people use drugs?	What else should I know about drugs and alcohol?	How do loans and mortgages work?
	10	Is everyone treated equally?	What does 'county lines' mean?	Why might people use steroids?	What are the wider effects of vaping?	Allow loss of lessons for Mocks
	11	What are stereotypes?	What is extremism?	What does the law say about drugs?	What is cancer?	
	12	How might people with disabilities be treated?	What are hate crimes?	What risks are linked to drug use?	How can I examine myself?	Do I really need insurance?
	13	How can we deal with racism?	How can I share key information about crime with others?	What is addiction?	What parts of our bodies can be donated to others?	What are pensions?
	14	What support can I offer to others?	How can I share key information about crime with others?	Should cannabis be legalised?	What services are available to manage my health?	How are taxes calculated?
Spring 1	15	What is health?	What does caffeine do to my body?	What is mental health?	What are human rights?	Where does the government spend our money?
	16	How can screentime affect my health?	What are prescription drugs?	What myths and stereotypes are there about mental health?	How can we balance human rights?	What is devolution?
	17	How much sleep should I be getting?	What are units?	How do I manage my own mental health?	Do I have the right to say whatever I want?	Am I allowed to vote?
	18	What are the benefits of physical activity?	What are the physical effects of drinking alcohol?	How do I manage my emotions?	Should my privacy be protected at all costs?	How can I vote in a General Election?
	19	How can I manage my personal hygiene? (inc. germs)	What are the social effects of drinking alcohol?	How can social media affect me?	Is everyone free to practice the faith of their choice?	Is our current electoral system fair?
	20	How can I look after my teeth?	How can I manage influence and pressure around alcohol?	What are healthy coping strategies?	How does the law try to protect victims of FGM and GBV?	How democratic is the UK?
Spring 2	21	Is vaping harmful to my body?	Which common health conditions should I know about?	What does a democratic country look like?	How might people show their commitment to their partner?	How realistic is pornography?
	22	What are the physical changes of puberty?	How can I help someone who is choking or who is hurt?	How else might a country be run?	What are my personal boundaries?	How can I maturely end a relationship?
	23	What happens during menstruation?	What is CPR, and how do defibrillators work?	Who holds power in the UK?	What is sexual harassment?	What does stalking look like?
	24	What are the emotional aspects of puberty?	What do antibiotics do to my body?	What does the Cabinet do?	What risks might be involved in sexual acts?	Where can I access sexual health services?
	25	FGM	How do vaccinations work?	What is foreign aid?	What other forms of contraception exist?	Catch-up
	26	How can I share key information about puberty with young people?	Should vaccinations be compulsory?	What advice would I give to the Cabinet in an emergency?	What factors might affect my fertility?	

Summer 1	27	What is a risk?	#WeWill and Youth Social Action	What do healthy, romantic relationships look like?	What options does someone have if they are pregnant?	Exams
	28	How can I be safe on, and near, the road?	#WeWill and Youth Social Action	What is consent?	What happens during pregnancy? (inc. miscarriage, FASD)	
	29	How can I be safe near train lines?	#WeWill and Youth Social Action	What does the law say about sharing nudes?	Are all parents the same?	
	30	How can I be safe around water?	#WeWill and Youth Social Action	What are potential signs of abuse?	How might citizens become involved in the legal system?	
	31	How can I be safe online?	#WeWill and Youth Social Action	How are condoms used?	How do courts decide on sentences? (Prisons extension)	
Summer 2	32	What do young carers do?	Which documents can help me to keep track of my money?	What are STIs?	What is international law?	
	33	Can young people make a change?	What are my rights as a consumer?	Are sexuality and gender identity the same thing?	What does the UK have to do with the Commonwealth?	
	34	What is Parliament?	Is a budget actually useful ?	How have attitudes towards sexuality changed over time?	What does the UK have to do with the United Nations?	
	35	How are political parties similar and different?	How effectively can I budget for a real-world scenario?	How have attitudes towards gender changed over time?	Allow loss of lessons for Mocks	
	36	What would my platform for election look like?	How effectively can I budget for a real-world scenario?	How have attitudes towards race changed over time?	Careers & Work Experience: TBC	
	37	What happens in a General Election?	How does credit work?	Assessment: Citizen action	Careers & Work Experience: TBC	
	38	What do MPs do?	Should gambling be banned?	Assessment: Citizen action	Careers & Work Experience: TBC	
Careers and Economic & Financial Education		Citizenship Education		Health Education		Relationships & Sex Education



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as e.g. school plays, sports days, workshops and visits to theatres and universities. All children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. For example, ensuring a teaching assistant is present to support a student with a physical disability or visual impairment.

We are currently working with Wolves Foundation who provide a bespoke sports club one evening a week for our KS3 students with additional needs.

	LUNCHTIME CLUBS	AFTER SCHOOL CLUBS
Monday	Week 1 and 2: Reading/Colouring Club in EG13 with Miss Boland. (Quiet space for pupils). All year groups are welcome. Week 1: Cricket Club. Sports Hall. MCY. All years welcome.	
Tuesday	Week 1 & Week 2. Blue Peter Badge Club. EM07. All year groups are welcome. Week 1 and Week 2 – Art Club ET03. All years welcome. Week 1- 11P Fitness club in the gym. Week 2- 11T Fitness club in the gym.	Week 1 & 2 Wolves Foundation SEND Sports Club. Invite only.
Wednesday	Week 1 & Week 2. Welcome Club. EM07. All year groups are welcome. Week 1 & Week 2 – Football Club. Year 8. Starts at 13:45 in the Sports Hall.	Week 1 & Week 2. Colouring Club. EM03. All year groups are welcome. Week 1 & Week 2. Football Club. Year 8. Starts at 15:30 on the 3G Astro Turf Pitch. Week 1 & Week 2. Football Club. Year 9. Starts at 15:30 on the 3G Astro Turf Pitch.
Thursday	Week 1 & Week 2. Film Club. ET01. All year groups are welcome. Week 2. Debate Club. PM06. All year groups are welcome. Week 1 & Week 2- Multisport in the Sports hall. All years. Max 40 students.	Week 1 & Week 2. Football Club. Year 7. Starts at 15:30 on the 3G Astro Turf Pitch. Week 1 & Week 2- Girls Football. Year 7-10. Starts at 15:30 on the 3G Astro Turf Pitch. Week 1 & Week 2- Football Club. Year 10. Starts at 15:30 on the grass.
Friday	Week 1 & Week 2. Harry Potter Fan Club. EM07. All year groups are welcome.	



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

NEW Academy offers training to staff through a varied CPD programme. These sessions run on a weekly 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. Every student with SEND has an assigned keyworker on entry to the school.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

Two members of staff hold the NASEN SENCO qualification

Two members of staff are currently on the revised National Professional Qualification for SENCO award

One member of staff has completed the Certificate in Competence in Educational Testing

One member of staff holds the Autism Leaders Award

Two members of staff hold the Autism Practitioners Award

“This is Me” programme

ADHD awareness and provision

Lexonik (Reading Programme) Delivery



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

- Wolverhampton Inclusion Team – Learning Support
- Outreach Service
- Speech and Language Therapist
- Sensory Inclusion Service
- Occupational Therapists
- CAMHS
- Mental Health Support Team (MHST)
- School Nursing Team
- Inclusion Support
- Educational Psychology
- SENSTART – Wolverhampton LA
- Connexions – Careers Based service
- Wolves Foundation



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- The SENCO has weekly meeting with the inclusion team and the Vice Principal – Teaching, Training and Inclusion to review individual cases and current provision for students on the SEND Register
- The SENCO 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 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 Ormiston Academy Trust.
- *Monitoring visits provided by the Academy Trust to focus on SEND provision*

Our Governor for SEND is Hayley Guest (Chair of Governors). She also supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found [here](#).

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 Pride 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. Wheelchair access is available in all school buildings. Doors leading into all 3 buildings (Pride, Endeavour and Together) automatically open to allow access to wheelchair users and also students/parents with physical disabilities. There are also ramps located in several areas of the school grounds.

The academy also makes use of additional services from Occupational Therapy and Outreach to advise us on individual student needs prior to them starting the Academy. The academy also utilises the services of the sensory support team to assess and advise on accessibility for students with both visual and hearing impairments. Specialist equipment is available to students with visual impairments to allow them full access to the curriculum.



How we make sure the admissions process is fair for children with SEND

For students who do not have an EHCP, they will apply through the normal admissions process, which is outlined on the academy website [here](#).

For students who have an EHCP, the Academy is consulted by Wolverhampton Local Authority SENSTART, which is separate to our main admissions process, ensuring children with EHCPs are admitted places before others are allocated (as per the Wolverhampton Admissions policy). These consultations for Year 7 Admissions usually begin at the start of Year 6. All consultations are coordinated by SENSTART and EHCP and associated documents are reviewed and the school send their decision directly to the Local Authority who will liaise with parents throughout.

Admission to the school's Resource Base – Arcadia – is also through the SENSTART consultation process. Students must be in receipt of an EHCP to access this provision.

All consultations are reviewed by the SENCO and Inclusion Team and decisions are made as to whether we are able to meet the specific needs and provide the necessary support required in order to fulfil the requirements of the EHCP, using the legal guidance in the

SEND code of practice to do this. These decisions are submitted to the local authority who make the final judgement on whether a place is made available for a student with an EHCP.



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

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 SENCO 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 you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

[Complaints Procedure](#)



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here:

http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/site.page?id=iCfN-Jt1k_A

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://wolvesiass.org/>

For information concerning EHCP – application and annual reviews:

Wolverhampton SENSTART

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/service.page?id=NmKF12JsMR0>

Local charities that offer information and support to families of children with SEN are:
Autism West Midlands www.autismwestmidlands.org.uk

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)
- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCO:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.

- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.