

SEN Information Report 2019 -2020

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

Wodensborough Ormiston Academy is an inclusive school. We endeavour to provide appropriate educational provision for all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to ensure that all pupils enjoy and benefit from a broad and balanced education (with access to the National Curriculum at an appropriate level), which will enable them to achieve their full potential.

WOA is a mainstream secondary Academy. We are a fully comprehensive, non-selective school recruiting from a number of local primary schools. All members of Wodensborough Ormiston Academy are valued equally – every pupil has the right to enjoy respect as an individual. We are proud of our diverse learning community. We aim to recognise and to celebrate the successes and achievements of all our pupils. In addition, we strive to foster their development as independent learners and responsible citizens, by working closely in partnership with families and the wider community.

The new build school was designed as an 'Accessible School' for students with physical disabilities. This means that all areas of the school can be reached by lifts, making it possible for students to access specialised subject facilities. In addition to a Learning Support classroom and small room for one to one or one, or group, work. Wodensborough Ormiston Academy has access to a physiotherapy, sensory/ low sensory rooms and a hygiene suite to cater for the needs of physically disabled young people. Staff undertake regular training in order to support the students' needs. We ensure that all children are included in both curricular and extracurricular activities including educational trips and visits.

We have an ongoing commitment to deliver quality education to pupils with Special Educational Needs and Disabilities (SEND) including complex needs.

Pupils falling within the definition of disabled will have a wide range of needs and requirements.

At Wodensborough Ormiston Academy we will not automatically consider pupils with a disability to have special educational needs; we will use the DDA definition of disability 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which 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 identify and assess students with SEN using the following methods:

When your child first comes to us we use information from:

- primary school teachers and end of key stage 2 levels
- base line testing, Cognitive Ability Tests and other initial tests in year 7
- parents/carers, application form information
- subject teachers
- specialist colleagues, external agencies

As your child gets older we use information or referrals from:

- termly assessments and interim data
- subject teachers and tutors
- parental concerns
- external agencies

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability: The key term is 'additional and different' for your child to achieve on a similar level to their peers.

If your child is identified as having a SEND, we will inform you and place them onto the SEND register. The SEND register is kept in school and enables our staff to access support strategies for individual students.

Pupils with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Educational, Health and Care Plan (EHCP) is in place, the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help pupils become accustomed to the new faces and the change of environment before starting with us in September. An electronic transfer of pupil data

occurs on the 1st September; this includes a pupil's SEND status. We will write to you when your child starts in September of Year 7 and share with you the information received from primary schools. This may be new information, or information you would like to discuss further, but it will be the starting point for mapping support.

Soon after the pupils start at Wodensborough Ormiston Academy, we complete a range of diagnostic and baseline testing which allows us to identify individuals who require further intervention for literacy and numeracy, or those who may have some other educational/learning needs.

If you are concerned about your child's educational needs, in the first instance please raise your concerns with your child's form tutor. If you require further information and/or guidance, please contact our Special Educational Needs Coordinator (SENCo).

Identification, Assessment and Review of SEND:

- The academy will assess pupils, as appropriate, to determine their needs and the support required in line with current guidelines.
- The academy will provide continued support and transition arrangements for students who join us with an existing/known special educational need/s.
- The academy will work with parents and outside agencies to support pupils with SEN.
- The SEND referral process can be initially triggered by Teacher, TA or parental concern. Referrals will/should be made directly to the SENCo by letter, email or written communication.
- Parents and other professionals (external agencies) may also raise concerns via the SENCo which may also lead to identification of pupils with SEND. The SEND register will be updated to reflect these changes.
- Records of all SEND pupils will be formerly recorded on our SIMS database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils. It will also be updated when new pupils start at the academy mid-year, and as/when new information or data becomes available.
- The SENCo, and if possible/appropriate, the relevant House team, will oversee transition involving any pupil with pre-defined SEND. The SENCo will liaise with the parents and external agencies. The whole SEND team will play an active role in the transition of new pupils.
- The Academy will regularly report to parents about the progress of their child including: data sweep reports, parents evening and one written annual report.

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

All evaluations are focused on outcome based accountability. Therefore, all data is compared to national averages and there is a constant evaluation and revision of practice. All teachers are trained in 'Closing the Gap' data analysis and SEND is a feature of every department, faculty and school analysis.

The full Assessment policy is available on the school website.

We also invite in external reviewers such as Inclusion Support or professionals from other schools.

We are also monitored annually for our Inclusion Quality mark, School of Excellence standard.

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

All pupils are assessed during an assessment week in all subjects. The results are sent to parents half termly. These offer a snap shot of how your child is performing in relation to making expected progress, or indeed exceeding the target of progress.

If your child needs an assessment for a more detailed analysis of progress and/or difficulty, we have a battery of assessments that our staff are trained to administer and interpret. Any information from this additional testing will be shared with parents and pupils and this will inform future planning. For example, dyslexia screening, literacy and numeracy fine assessment.

Sometimes we will ask for your permission to work with specialists who are experts in assessing a certain need. For example, if you would like your child to be assessed for Dyspraxia, we can facilitate the referral to Occupational Health team.

All information from assessments will be stored in line with the Data Protection Policy.

Our approach to teaching students with SEN includes:

Inclusive education assumes human differences are normal. Learning must be adapted to the needs of the child, not the child fitted to the system. Therefore, an Inclusive Education that values diversity and meets a wide range of needs improves the achievements of all children and young people.

At Wodensborough Ormiston Academy, we believe:

- A good school is an inclusive school
- All children can learn successfully. The development of a more inclusive school will help raise standards in teaching, learning and attainment by looking at how best to meet the needs of all children
- Including children with additional needs is a major contributor to tackling discrimination. Inclusive education embraces the concept of equality of opportunity for all children
- It is important to build upon good practice. This will maintain a range of specialist provision to ensure a choice for parents and children. This is very important for pupils with severe and complex needs
- Change should be undertaken step by step, properly funded and guided by the evidence of best practice.

Wodensborough Ormiston Academy will strive for:

- All agencies to work together to develop inclusive practice.
- Widespread acceptance on the part of staff of the aims of inclusion
- Clear links are made with other key plans from health, social services and education.
- All pupils achieving the highest possible standards in learning and behaviour

- An approach that allows regular meetings with all concerned to test and check progress towards increasing inclusion
- Schools are given the resources they need so that they can make the best choices in meeting the needs of children.
- Provide training and guidance linked to SEND
- Look at funding to help make school free of physical barriers to inclusion
- Incorporate inclusion as part of the school improvement plan
- Develop inclusive practice so that all children have access to a broad and balanced curriculum
- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning
- Help enable children to become successful lifelong learners.

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

Our aim is to provide a curriculum that is relevant and broad and helps pupils with SEND to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. We expect all pupils to make good progress across every subject. We are committed to closing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this.

At Wodensborough Ormiston Academy we use a graduated approach to meeting an individual pupil's needs.

For the majority of pupils, high quality first instance, classroom teaching will fulfil their learning needs. Some pupils may require the curriculum to be slightly adapted or differentiated to enable them to access the curriculum in order to make progress. These pupils will be noted on the SEND register and teachers will be advised of any adjustments or differentiation strategies needed which are specific to your child.

Some students may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a Learning Support Assistant in lessons. In addition, there may also be guidance and support sought from external agencies. Students who require support at this level will also be identified on the register.

For those students who have more complex needs and/or who may require more intensive and long term support in order to thrive at school, an Educational, Health and Care Plan (EHCP) will set out clearly what provision they need in order to achieve at school. We will work closely with external agencies, parents and pupils to ensure that learning is facilitated, for example through additional adult support, or curriculum paths.

Alternative curriculum routes are also available. We will discuss all these options and help pupils and parents choose the right subject options for success. We have a well-established vocational pathway at our off site based unit; we also offer courses to support independent learning and living such as Asdan and vocational qualifications. At times, it may be appropriate to use additional offsite education providers, who can provide a qualification led provision.

The learning environments are fully accessible to all pupils within our community. Further information is available in the school's accessibility policy.

Wodensborough Ormiston Academy is responsive to changing needs, whether this be from an educational directive, or a student-based need.

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

Pupils are fully included in all aspects of the academy life and community. All trips are open to all pupils, and adaptations have been named to bespoke support to allow this. Clubs are fully inclusive, and aim to give pupils opportunities to share experiences, e.g. The Sign language Club. There are opportunities for SEND pupils to have a voice on the student council and to represent their House in House events.

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

We have internal and external support available for students with emotional, social and mental health difficulty. We will always seek your consent before referring your child for internal or external support. We currently liaise with the following

- Team Ambition
- Internal Therapeutic mentor
- Internal Murray Hall councillor
- Every child needs a mentor
- Educational Psychology Service
- Child Adolescent and mental Health Service (CAMHS) – NHS
- Krunch
- Kaleidoscope
- Decca
- Shield
- Woman's Aid
- BEAM

This list is not exhaustive and agencies are commissioned based on pupils individual needs.

The name of our SEN Co-ordinator (SENCo) is: Kay Morgan -Green

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

Name: Samuel Gray	Name: Lisa Keogh-Forbes
Job role: Assistant Principle for Inclusion	Job role: Lead for the K code SEND pupils
Expertise: Inclusion	Expertise: Autism expert
Name: Helen Atkins	

Job role: : Lead of the Focus Provision for Hearing Impaired pupils.	
Expertise: Hearing Impairment	
In addition, we use the services of the following specialists:	
<p>We regularly liaise with a range of external agencies and we will follow guidance given when possible. We will always seek your consent before referring your child to an outside agency and it is always helpful for parents to inform us when a child is referred to another agency though a GP or other non-school based referral means. We do encourage parents to allow agencies to share information with a key member of staff at school.</p> <p>We currently liaise with the following agencies:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Common Assessment Framework Team (ECAf) • Child Adolescent and mental Health Service (CAMHs) – NHS • Sensory Support Service (Hearing and Visual) • Occupational Therapy – NHS • Speech and Language Service - NHS • Child and Young Person Services • Education and Employment Team – Children’s Services (SEND) • Inclusion Support • Sandwell Shield • Decca • Women’s Aid. • Looked After Children (LAC) Service • Connexions • Krunch • Impact Education <p>Information is shared and stored in line with our data protection policy. This list is not exhaustive and appropriate agencies will be approached as appropriate on an individual basis. We will endeavour to engage with professionals already working with pupils, to ensure a smooth transition from primary schools. The SENCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Wodensborough Ormiston Academy to review children with SEND in order to ensure the correct and appropriate provision is in place. We will ensure appropriate DBS checks are sought by the school before external agencies have access to any children. You will be informed of any outside agency intervention.</p>	
We currently possess the following equipment and facilities to assist our students with SEN:	

Wodensborough Ormiston Academy offers additional and appropriate support for children not making expected levels of progress. We offer differentiated support, informed by teacher-led planning, assessment and monitoring.

Each teacher has the responsibility to meet the needs of all the pupils in the academy within their curriculum areas. A wide variety of strategies are used to provide support for pupils:

- Differentiation of input, tasks and outcomes
- Small group/individual intensive support sessions in English, Maths and social skills/behaviour
- Mentoring (staff-to-student or peer-mentoring)
- Use of ICT facilities including software packages
- Extra-curricular paired reading and handwriting sessions
- Extra-curricular homework sessions
- Support in examinations for specific pupils
- Speech and language support for identified pupils
- Anger management (on site)
- Medical support
- In class learning support assistant support
- Differentiated teaching and learning
- Numeracy Intervention
- Literacy Intervention
- Dyslexia and dyscalculia screening and intervention
- Nurture Intervention
- Handwriting group
- Paired reading
- Organisation Skills group
- Social Skills groups
- Speech, Language and communication Skills
- Homework Club
- Session 0 and Session 6 revision and targeted intervention classes
- Breakfast/break time and Lunchtime club
- English as an Additional Language (EAL) support
- TITAN- Independent travel training
- Bespoke work experience and careers planning
- Referral to Inclusion support and collaborative working
- Exam Dispensation
- Physiotherapy
- KS2 – 3 Transition support
- Off-site provision
- Summer school
- Extended curriculum.
- Learning Coaches (Numeracy and Literacy)
- Therapeutic Mentoring– counselling, behaviour intervention's and alternative support

- Attendance and home school support
- Murray Hall counselling (on –site)

We hold regular training sessions on different areas of SEND and all staff have access to information and strategies to best help students with SEND.

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

At Wodensborough Ormiston Academy we aim to work in partnership with parents and students to create the best outcomes for all. We invite our parents into school regularly, throughout the academic year, to progress and achievement. We encourage all parents to maintain contact with their child's form tutor and/or house team staff – this should be the first port of call, if a parent has any concerns or queries.

If your child is placed on the SEND register at School Support level we will invite you into school to meet with the SENCo or one of the curriculum support team to develop a Pupil Profile, similar to the old IEP. This is disseminated to staff as it included strategies personalised to your child to help them achieve their potential. We will explore the strengths and difficulties of your child together and develop strategies to achieve the best possible outcomes for your child at school. The profile is shared with your child's teachers.

For a few students that have an EHCP/ Statement in addition to the profile review we also hold an Annual Review of the EHCP which is monitored by the Local Education Authority.

We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.

In July we hold a celebration of achievement evening in the Curriculum Support department. This provides parents an opportunity to meet the curriculum support team in a more informal setting and celebrate the achievements made throughout the year.

Wodensborough Ormiston Academy believes that close working partnerships with parent/carers of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 Code of Practice, the Academy aims to ensure that parent/carers are fully involved and consulted over their child's progress and SEND provision.

Pupil voice and pupil advocacy is part of school life at Wodensborough Ormiston Academy and fully include pupils with SEND. Pupil's views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

- Self-assessment
- Take part in the school council
- Attend review meetings (where appropriate)
- Suggest possible targets to achieve
- Suggest how school can better provide for their needs

Pupils also have the option to attend mentoring sessions in school to discuss how they feel about their learning, and to work alongside staff in order to achieve their potential.

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

We hope to have an open and honest relationship with all our parents, and would in the first instance invite you to have a face to face meeting with a member of our team.

If the outcomes of these conversations/ meetings are unsatisfactory and you would like to make a complaint, in the first instance you can contact, the SENCo, Mrs K Morgan-Green, then Mr Gray, the Assistant Principal for Inclusion. Should the matter remain unresolved, the case will be passed to the Complaints Officer, Mr Craig Smith. This will then be reviewed by Principal for further investigation and reported to the SEND Governor.

A full complaints Policy and procedure is available on the school website.

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

We regularly liaise with a range of external agencies and we will follow guidance given when possible. We will always seek your consent before referring your child to an outside agency and it is always helpful for parents to inform us when a child is referred to another agency through a GP or other non-school based referral means. We do encourage parents to allow agencies to share information with a key member of staff at school.

We currently liaise with the following agencies:

- Educational Psychology Service
- Common Assessment Framework Team (ECAf)
- Child Adolescent and mental Health Service (CAMHS) – NHS
- Sensory Support Service (Hearing and Visual)
- Occupational Therapy – NHS
- Speech and Language Service - NHS
- Child and Young Person Services
- Education and Employment Team – Children’s Services (SEND)
- Inclusion Support
- Sandwell Shield
- Decca
- Women’s Aid.
- Looked After Children (LAC) Service
- Connexions
- Krunch
- Impact Education
- CME Team
- Young Carers, Sandwell
- STEPS

Information is shared and stored in line with our data protection policy. This list is not exhaustive and appropriate agencies will be approached as appropriate on an individual basis. We will endeavour to engage with professionals already working with pupils, to ensure a smooth

transition from primary schools. The SENCo maintains a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Wodensborough Ormiston Academy to review children with SEND in order to ensure the correct and appropriate provision is in place. We will ensure appropriate DBS checks are sought by the school before external agencies have access to any children. You will be informed of any outside agency intervention.

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

We endeavour to support parents as well as students, but we appreciate that parents would like impractical and external advice. We encourage parents to contact the free and impartial Parent Partnership service for parents of children with SEND:

Sandwell SENDIASS

The information advice and support service on issues related to SEN and disability for parents and carers and young people.

Sandwell SENDIASS

Greets Green Children's Centre

Wattle Road

West Bromwich

B70 9EZ

Helpline number: 0121 555 1821

Our transitional arrangements for students with SEN:

We offer a Structured Induction to your child once they are referred to us. The class teachers will contact you and if appropriate your child's current school to arrange this. We offer additional transition days and taster sessions for pupils with SEND. We also meet with parents and the feeder school to ensure we have as much information about a child's needs as possible. This may involve our staff working in the primary school for a fixed period.

When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visit if necessary.

We also offer key stage transition planning. We have an appointed an in-house careers advisor who will help map progression in curriculum paths and further education.

Pupils with EHCPs will have a transition planning meeting

Sandwell's LEA's local offer can now be found at <http://www.sandwell.gov.uk/send>.

This website offers a user friendly guide to the additional support that the authority can offer for young people with SEND. The authority has also published a guide for parents on the new SEND

reforms and this can be downloaded from

http://www.sandwell.gov.uk/downloads/file/4096/a_guide_for_parents_and_carers