

Ormiston Forge Academy SEN Information Report

1. Who can access the Academy?

Ormiston Forge Academy is a mainstream academy. At Ormiston Forge Academy we have an **inclusive admissions policy** and welcome students from all backgrounds, including those with Special Educational Needs and Disabilities (SEND).

We cater for students with needs in the 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 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 LA.
- 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 Forge are valued; we want all of our students to achieve and be equipped to succeed as independent adults and aim to support all students in realising their dreams.

2. How do we identify and assess students with SEND?

Ormiston Forge Academy has a **Special Educational Needs Department, which is based in the Success Centre** at the Academy. It is led by Sarah Taylor, Senior Leader for inclusion, who reports directly to Geraldine Butler, the Vice Principal, and works alongside Hayley Chambers SENCO (Teaching and Learning) and Amanda Hickman Success Centre Manager. The Senior Leader for Inclusion alongside the SENCO is in charge of assessing which students have special educational needs at the Academy, and managing the provision for these students. The Senior Leader for Inclusion is supported by a team of Success Centre Staff who deliver group and 1:1 interventions to students.

How do we know if students have special educational needs?

- We work closely with parents, primary schools and outside agencies when students join us in Year 7 to identify any additional needs students have.
- When considering needs we look at the measures of student progress in different areas to see if students require SEND Support. These include: KS2 data, Cognitive Ability Tests, Reading ages, Spelling tests, Numeracy tests and observations of students. We continue to monitor student progress using in school progress

measures and if students are falling behind we may look to assess them for special educational needs. This is discussed with teaching staff, Progress Year Leaders and parents, and might involve observations of the student in lessons, book scrutiny and checklists distributed to teaching staff. Generally we look at students being approximately two chronological years behind age expectations and with a standardised score below 85 for cognition and learning. For students with communication and interaction or social, emotional and mental health needs we would consider underlying issues, and the long term impact these might have. More detailed criteria is used, based upon Local Authority guidance, in deciding if a student has Special Educational Needs and should be added to the SEND Register.

- Teaching and Student Services staff can also refer students to the SEND department to be assessed for additional support in all areas of need.
- Parents and students can also make a referral, which will then be explored by the Success Centre team to assess if the student needs to be included on the SEND Register, or whether some additional support might be enough.

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

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

If you think your child has a need that hasn't been identified by us then **contact Sarah Taylor (Senior Leader Inclusion) or Hayley Chambers (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 as Sandwell Inclusion Support where necessary.

3. What are the Academy's policies for teaching students with SEND?

What is the Academy approach to teaching students with SEND and how do we adapt the learning environment?

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.

We use a graduated approach in order to meet an individual student's needs. For most students Quality First Teaching will ensure that they are able to progress and succeed. To ensure that students with SEND make progress, curriculum delivery may be differentiated by teaching staff. This may include adapted curriculum provision; a variety of different teaching styles, small group teaching, and appropriate resources for the students in their teaching classes.

Teaching staff receive regular training on differentiation to enable them to do this effectively and are supported by Senior Leadership and Faculty leaders in developing curriculum provision that is fully differentiated. All students with SEND also have a One Page Profile document; created with the student; which outlines their needs and how to support them. Teachers also use these to help them in differentiating effectively for individual students.

Some students may require further support. If this is considered necessary students may receive support within the classroom from Success Centre staff, or they may access small group or 1:1 interventions. At KS4 level this may mean that students are offered different options or sit fewer qualifications. 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. Where necessary there are lifts in certain blocks, and students can be supported moving around site by Success Centre staff.

What additional support is available for students with SEND?

We have a wide range of additional support for students with SEND. All students are welcome to use the Success Centre before the start of the day, at break times, and at lunchtimes.

The majority of 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 individualised to that student. Keyworkers can also work with teaching staff to help them support the students they teach more effectively. Details of keyworker discussions and support are recorded on Provision Maps (ICT Software) and can be shared with parents if requested.

Students may be supported within the classroom by the teacher or Success Centre staff. We also run a variety of interventions relating to literacy, numeracy, independent living, social skills, self-esteem and coordination, emotional resilience, anger management, and many more depending upon need, which are delivered by staff in the Success Centre. If students are assessed as having a need in any of these areas then they may be with-drawn from an area of the curriculum to take part in the intervention. This may be on a temporary basis, or a more long term arrangement, depending on the needs of the individual student. In Year 7 we run a transition group for approximately 20 students to enable them make a smooth transition to the Academy.

If necessary, interventions can also be arranged to be carried out by external agencies, such as the Sandwell Inclusion Support Team, Speech and Language Therapists, Occupational Therapists and CAMHS.

The interventions required are decided by the subject teachers, Progress Year Leaders, Keyworkers, Senior Leader Inclusion, SENCO, Success Centre Leaders and parents where appropriate. They are then recorded on Provision Maps for each student.

Parents are notified about any interventions, and are welcome to meet and discuss their child's needs and provision with the Senior Leader for Inclusion or SENCO. The Senior Leader for Inclusion and SENCO also attends all Parents Evening events and is available for parents to meet with, will discuss option choices with parents and students with SEND, and organises Annual Review meetings for parents of students with an Education, Health and Care Plan.

Keyworkers can also be contacted to discuss the progress of the students they work with and will often attend additional meetings.

We can also make access arrangements for students sitting external examinations. These include: the ability to use a computer for exams, additional time, a reader or a scribe, but are assessed on an individual basis.

For more information please see our Academy Inclusion Provision Map which outlines all of the support available to students and the Ormiston Forge Academy Local Offer, which are published on the Academy website.

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

At the Academy we have a wide range of Student Services support available to students. Every student has a Progress Tutor, and a Progress Year leader who provides social and emotional support. There is also a non-teaching Pastoral Leader for each Year Group, who provides support with attendance issues. Students with SEND are also able to discuss issues with their keyworker, or the Success Centre Leadership team, including the Senior Leader for Inclusion and SENCO. All of these staff are responsible for supporting students with their progress, attendance and behaviour.

If students are struggling with their behaviour due to Social, Emotional and Mental Health Needs then several elements of support can be put in place – students may spend some time in reflection to think back on their actions, may take part in one of our behaviour related interventions, including defiance, anger management and social stories, or there may be restorative work carried out by our Vice Principal for Inclusion or our Specialist Advisory Teacher for Social, Emotional and Mental Health Support from Sandwell Inclusion Team. We aim to avoid exclusions unless absolutely necessary.

We also feel it is very important to keep our students safe. All students who receive medicine are covered by our medical policy. If a student has medical needs that contribute to their SEND, then they will have a medical plan drawn up by the school nurse, with parents. Medicine is administered by a first aider if needed. Staff receive regular safeguarding training and student safety is monitored through the use of registers taken at every class.

Students, including students with SEND, are also encouraged in their social and emotional development through the Student Leadership Program and the Academy Student Council. Anyone is able to run for election as a Student Leader, and to be part of the Academy Student Council, and all student views are taken into account through Student Voice.

What additional activities are available for students with SEND?

At Ormiston Forge we encourage all students to take part in the extra-curricular activities we run. These include trips, activity days, Friday enrichment activities. These are designed with all students in mind and as an Academy we liaise with parents regularly about what is on offer. The SEND department can provide extra support for students if needed, for example accompanying them on trips.

The academy also runs a breakfast club before the school day and an after school homework club, which all students are able to access.

How do we assess and review the progress of SEND students?

All students at the Academy are assessed regularly in line with National Curriculum standards to see what progress they are making. The SEND department uses and reviews this data to see how much progress students are making and to identify areas where more support might be needed.

These measures of progress are communicated with parents and students using reports. If more detailed information is needed for a student with SEND then a Provision Map Log can be set up which can be written in every day by staff and parents. We also keep records of meetings with parents and students in the Provision Map Log, and these can be shared with parents.

If students are receiving additional interventions then these may be assessed separately, using the intervention assessments. If the intervention is planned to be short term, it will be decided whether the student will continue with the intervention once reviewed, or if suitable progress has been made.

If a student needs an assessment for a more detailed outline of need or progress we have a variety of diagnostic assessments that our staff are trained to administer and interpret. 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 the Occupational Health team. All information from assessments will be stored in line with the Data Protection Policy.

How do we evaluate the effectiveness of our provision?

We regularly evaluate how effective our provision is. The Vice Principal, Senior Leader for Inclusion, SENCo and Success Centre Manager work with the Vice Principal for Inclusion and Governor for SEND to evaluate how effective our provision is. We have put together an action plan which identifies areas we would like to improve, as well as our current strengths. The basis for this evaluation is Academy data and RAISE which enables us to compare how we are performing with other schools across the country.

We look at monitoring the provision on an individual level – assessing the impact each intervention has had on an individual student, using the Provision Maps software.

We also evaluate the overall provision, identifying What Went Well and Even Better Ifs, on a regular basis and implementing changes based upon these. We have carried out surveys of Success Centre staff, teaching staff and students to help us to identify these areas.

4. What training do staff have?

What training do the staff have?

Teaching staff in the school receive regular training with regards to different areas of SEND, Safeguarding and teaching students with SEND. This is delivered as part of the whole school training program.

Success Centre staff are qualified in Supporting Teaching and Learning Level 3, or are working towards achieving the qualification, and are also currently working towards further qualifications in Management Team Leading, at different levels appropriate to current experience.

Staff also receive regular training on developments in SEND, best practice and relevant interventions they will be delivering. When needs arise we secure more training through Sandwell Council and other providers to ensure that support staff are able to deliver interventions effectively. Outside Agencies may also come into the academy to provide further training and support, especially for the Success Centre Manager, Success Centre Leaders and Intervention Leads.

Teachers involved in pastoral care have also received training in Mental Health.

Inclusion Champions based in every aspect of school also receive bespoke specialist training in all elements of SEND.

What specialist outside agencies do we involve?

We also work with outside agencies to ensure that specialist support is provided, including but not exclusive to:

- Sandwell Inclusion Team – including an Educational Psychologist, Learning Support and Social, Emotional and Mental Health Support
- Visual Impairment and Hearing Impairment specialists
- Specific Learning Difficulties team at Sandwell Inclusion to ensure that students with difficulties such as Dyslexia and Dyspraxia are supported appropriately
- Occupational Therapy - NHS
- Speech and Language Therapy - NHS
- Early Help team to provide additional support for families
- DECCA; an organisation who work with students who smoke or drink
- CAMHS; Child and Adolescent Mental Health Services - NHS
- School nurses
- Krunch
- Charities; including Barnados, Advocacy, Women's Aid
- Connexions
- SCS: Sandwell Community School for bespoke preventative provision.

What if a student came with new needs?

If a student were to apply to the Academy with needs in an area where staff had little or no specialist training then this would be organised with the help of the Sandwell Inclusion Team.

5. What equipment and facilities can be provided?

What equipment can be provided?

As a SEND department we are able to provide certain equipment to help students within the Academy. This can include weighted pencils, reading rulers, writing slopes, stress balls, large print resources and access to ICT. If additional resources are needed, for example ICT equipment to support students with more severe needs we can apply for these through the related specialist team at Sandwell. If parents feel their child needs some extra equipment to make progress this can be discussed with any of the SEND leaders.

What facilities do we have?

Our Success Centre is an area that is available to all students as a safe place to go. However our aim is that the whole school site is suitable for all students. Rooms are clearly labelled and set out so students can see and hear clearly. Our site is spacious so there is a lot of room for all students to move around in and feel comfortable.

We also have a lift in two of our blocks, and downstairs classrooms in all departments to accommodate wheelchair users. There are disabled toilets in several of the blocks and disabled parking spaces in the main car park at the back of the school.

6. How are parents involved?

Parents are routinely involved in the education and care we provide for students. Ormiston Forge 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.

We run several Open Evening and Morning events for parents of students in Year 6 where they can visit the school and discuss questions with the appropriate members of staff. Parents of students with SEND can also arrange to visit the school and meet with any of the SEND Leaders before the Open Morning in Year 6, or at any point once they join the Academy.

We also run a Transition Evening for new Year 7 parents in July before the start of the new academic year and a Year 7 Settling in Evening in October, both of which the SEND Leaders attend.

There is at least one formal Parent's Evening each year for parents to meet with teachers and discuss their child's progress. The SEND Leaders are also in attendance at these events.

We also work to communicate even more closely with parents of students with SEN. This may involve phone calls with keyworkers or the SEND Leaders, informal meetings and Annual Review meetings.

Who can parents contact?

Parents can contact Sarah Taylor (Senior Leader Inclusion) Hayley Chambers (SENCO) Amanda Hickman (Success Centre Manager), Rachel Martin (Assistant Success Centre Manager), their child's Keyworker, Progress Tutor or Progress Year Leader for more support.

All staff can be contacted using the Academy number: 01384 566598, and all SEND Leaders can also be contacted via email:

amanda.hickman@oatforge.co.uk

sarah.taylor@oatforge.co.uk

hayley.chambers@oatforge.co.uk

martinr@oatforge.co.uk

We endeavour to support parents as well as students, but we appreciate that parents would like impartial 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

11 Wattle Road

West Bromwich B70

9EZ

Helpline number: 0121 555 1821

7. How are students involved?

The students at Ormiston Forge are routinely involved in discussing what support and help they need. When students with SEND join us in Year 7 we discuss with them what they enjoy and what they feel helps them to learn. This information is used to help create their One Page Profile for teaching staff to use. Students will then meet with their keyworker regularly and work with them to keep the One Page Profile updated, and discuss what extra interventions they might need.

When students are choosing their options in Year 8 a member of the Success Centre Team or Senior Leadership will meet with them and their parents to discuss what subjects are the most suitable for them, and what interventions they will need to have put in place to enable them to succeed at KS4.

All students with an Education, Health and Care Plan are invited to their Annual Review Meetings, and are involved in giving their views on what they feel has gone well, and what they need to progress.

We also carry out surveys during each specific intervention to get student feedback and also ask students to complete surveys at the end of each year to feedback their opinions on the SEND department.

8. How are students prepared for transitions and adulthood?

It is very important to us that students are fully prepared for every transition that they might make whilst at Ormiston Forge Academy.

How do we help students make the transition to Year 7?

When a student has chosen to attend Ormiston Forge we work closely with the primary school and parents to ensure that the transition is as smooth as possible. We discuss the student's needs with the primary school and parents, and ask for forms to be completed to help us know what that student needs. We run extra transition mornings for students with SEND to enable us to get to know them, and for them to spend more time at the Academy. This is additional to our transition days for all students. Parents can also arrange for additional visits if a more extended period of transition is needed.

Those students who it is identified will find coming to a large secondary school very difficult, may be asked to join the Transition Group. They have a primary trained teacher and the group are taught their subjects within a classroom in the Success Centre, rather than moving around the Academy and their curriculum is differentiated to support their learning.

How do we help students make the transition to KS4?

Students moving to KS4 (From Year 9 onwards) are able to choose some of their subjects, often from a wider range than those available to them in Year 7 and 8. The Senior Leader Inclusion, SENCo and Success Centre Manager work with the Senior Leadership Team to ensure that suitable options are provided for students with SEND, and meets with those students and their parents to discuss their option choices, before the options forms are handed back in. Whether students feel comfortable with a full timetable or whether some additional timetabled support is needed is discussed.

How do we help students prepare for adulthood and independent living?

Our aim is for all students to be equipped to leave Ormiston Forge Academy as adults with employment opportunities, and the ability to live as independently as possible. To enable this we try to ensure students make as much progress as possible and achieve highly. We also offer programs of study that have vocational skills, and therefore hopefully direct employment opportunities.

We run many intervention programs to ensure that students are ready for adulthood and independent living, such as social groups and self-esteem workshops. We also help students with SEND prepare for their work experience and visit them whilst they are on placement. From Year 9 'transition to adulthood' also forms part of the Annual Review Meeting discussion for students with an Education, Health and Care Plan.

We also work with Connexions, and have a Careers Advisor employed in the Academy to help support students with their next steps, and provide assistance in applications.

How do we help students prepare to transfer to another provider?

If students are moving to another provider, whether during Key Stage 3, 4 or on to a College of Further Education, the Success Centre Manager and Careers Advisor work to ensure that

all required information is sent to the new provider, and where appropriate we arrange additional visits for the student, and may attend some of these visits with them.

9. 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 Senior Leader for Inclusion to discuss their concerns

· **Step B:** If you are still not satisfied with the response they have received contact should be made with the Vice Principal/ Principal. They 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.

10. Where can I find more information?

Where can I find more details on the provision at Ormiston Forge Academy?

For more information you can see the following on our website:

Ormiston Forge Academy Special Educational Needs Policy

Ormiston Forge Academy Local Offer

Ormiston Forge Academy Inclusion Provision Map

Ormiston Forge Accessibility Plan

Where can I find more information about what is available in Sandwell and nationally?

Sandwell LA Local Offer <http://www.sandwell.gov.uk/send>

Sandwell SEND Partnership Service <http://www.sandwellparentpartnership.co.uk/>

British Dyslexia Association www.bdadyslexia.org.uk

Autism West Midlands www.autismwestmidlands.org.uk

National Autistic Society 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>

This report is reviewed annually and will be updated every March