

Ormiston Forge Academy SEN Information Report 23/24

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

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

Students at Ormiston Forge Academy have a range of needs including:

Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

We identify and assess children with SEN using the following methods:

When your child first joins Ormiston Forge Academy, we use information from a range of sources to help identify SEND and other needs. These include information from parents / carer's; primary school teachers; end of key stage 2 levels, base line testing; literacy and numeracy standardized tests; application form information; subject teachers; specialist colleagues and external agencies.

All students at the Academy are closely monitored for their progress and attainment, including those who have or may have SEND after each data collection point throughout the academic year.

The continuous monitoring of students during their time at Ormiston Forge Academy will further identify students with a special educational need. This identification may come from form tutors, subject teachers, support staff, subject leaders, heads of year, outside agencies, parents or carers or the students themselves. If your child needs to be assessed, we will use a range of assessments depending on the area of need. These may include book scrutinises; lesson drop-ins; round robins from staff etc.

There is a staged and graduated approach to identifying and assessing needs. Once the SENDCo has completed an analysis of all information and evidence of the child's progress, next steps are determined.

- No concerns: feedback is shared with staff raising concern to work with student on in class adaption
- Concerns: discuss concerns with parent and request external assessments to identify areas of concern and develop strategies and recommendations
- Student is placed on the academy's first response register and information regarding strategies for quality first class teaching is provided to all concerned. Parents are informed their child is receiving extra interventions or reasonable adjustments.
- If limited progress is still being made pupils will then be placed on the SEND register.

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

All students including those with SEND are assessed on a regular basis. There is a regular monitoring and evaluation of all interventions through book scrutinises, observations and student voice. Progress is tracked and reviewed through vulnerable/senior vulnerable meetings/ subject leader meetings/achievement and progress meetings following each data collection throughout the academic year.

SEND students are expected to make the same progress as all students at the Academy. The SEND Cohort within each year group is aiming for a P8 score of 0.

The SENDCo conducts regular monitoring and evaluation of SEND interventions with rigorous review of evidence and data to ensure interventions in place are supporting individual pupil progress. In class provisions are regularly monitored and evaluated by the SENDCo, SLT and teaching and learning team.

Regular meetings are held with SLT to feedback progress of the SEND group and identify areas of strength and those requiring development. Interventions are individually reviewed on the success criteria of individual student progress and attitude to learning.

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

Students are tracked and monitored through their head of year/ subject leader/ vulnerable and senior vulnerable meetings. Interventions for those under-achieving are identified and agreed at these meetings, where an action plan is agreed. Those who are working below the expected standard are identified and individual needs considered at that time as to whether additional support is required and the nature of that support.

The support identified is tracked by the staff and monitored regularly by SLT/subject leaders/ heads of year and the SENDCo. Evaluation of support is then discussed during department time holding staff accountable at all levels for the interventions and adaptive teaching methods they are delivering.

In addition to this, student progress is reviewed and discussed termly, and the impact of any interventions evaluated, adapted or changed accordingly. Feedback is determined by data collections following formal Teacher Assessments throughout the academic year.

The SENDCo and Academy staff work together to ensure holistic needs are met and progress is the responsibility of every member of staff, with overall accountability for SEND being with the SENDCo. Parents could be invited into the academy to discuss the impact of interventions and we welcome their input into their child's education.

Our approach to teaching children with SEN includes:

We believe in a fully inclusive approach to teaching students and whenever possible students remain in the classroom receiving specialist subject support. In addition to this we believe promoting independence is key to preparing SEND students for adulthood and so try to avoid reliance on any one-to-one support within the classroom environment.

Staff are fully aware of SEND students' needs through provision mapping/class charts and as such, they are well equipped with adaptive teaching strategies to support quality first teaching within the classroom. Where a student fails to make progress with adaptive teaching strategies implemented, the SENDCo in conversation with SLT, subject leaders and the staff concerned will plan to implement Wave 2 strategies.

If a student is withdrawn for any period for Wave 2 intervention the key is always to return them to the classroom as quickly as possible and a supported integration is key. If the student is unable to manage in mainstream lessons even with a higher level of support, guidance from external agencies including specialist teacher, educational psychologist, outreach services, speech and language and sensory inclusion services for Wave 3 strategies to support the assess, plan, do, review process.

When your child starts their GCSE courses in Year 10 the Academy will assess students and if applicable will apply for exam access arrangements according to the joint council qualifications exam regulations.

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

All staff are expected to be familiar with provision mapping/class charts and how this informs curriculum planning throughout the academic year. We have dedicated pathways, which may include GCSE options where lower attaining students (including those with SEND) are able to access additional literacy and numeracy support, and a more personalised curriculum pathway. A student's timetable will be altered for nurture time, behaviour/ inclusion support or, SEN interventions if deemed appropriate.

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

We are a fully inclusive academy, and all SEND students have the same opportunities as our mainstream students, whilst we are sensitive to the individual needs of students always consider this as part of our holistic approach, involving students and parents in making choices. Some of these are detailed below:

- Adaptations with uniforms to support sensory issues
- Physical needs through, leave early pass, toilet pass (medical evidence is required) front of dinner queue passes
- SEND Support Area called Access for those requiring time out with specialist staff on hand to support.
- Medical Officer to support high level needs throughout the day
- VI students – Physical adaptations to the building to support high level VI needs students
- All SEND students have access to trips and educational visits – we send additional specifically trained staff to support individual needs
- Counselling Service to support SEMH issues
- Quality first teaching to support and enhance learning and adaptations to curriculum materials where required
- Breakfast club and homework clubs

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

Students receive quality support from a range of staff.
 We have access to the following interventions and support for SEMH:

1. Heads of Year/form tutors: providing daily contact for low level concerns and emotional upset due to family and personal issues
2. Behaviour team: one to one and small group interventions to support student emotional and social difficulties
3. Safeguarding Team: one to one support for those experiencing significant difficulties due to Mental Health and vulnerabilities
4. SEND Support Area (Access): small, designated area for quiet working and respite for those with emotional, medical and mental health difficulties.
5. Educational Psychologist (Local Authority)
6. Behaviour and Mental Health Support Workers (Local Authority)
7. Counselling Services (Internal/External)
8. Home Tuition Services (External)

The name of our SEN Co-ordinator's (SENCO's) are Mr E Browne and Mrs H Chambers

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

Name: Steve Lodge	Name: Sarah Taylor
Job role: Vice Principal (Line Manager for SEND)	Job role: Assistant Principal (Behaviour)
Name: Elliot Browne	Name: Hayley Chambers
Job role: SENDCo	Job role: SENDCo
Expertise: KS3	Expertise: KS4

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

- Educational Psychologist
- Specialist Teachers Services
- Counselling
- Child and Mental Health Services (CAMHS)
- Occupational Therapist
- Behaviour and Mental Health Support Workers
- Family Support Workers
- Social Care (Early Help Assessments)
- Sensory Inclusion Services (HI and VI)
- School Nurse
- Medical Officer
- Outreach advisors

--

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

As an Academy we can access a range of services and equipment specific for children's needs. Should your child require specific facilities, please contact the SENDCo who will make the appropriate arrangements.

There is the following equipment currently available:

- Radio aids
- Reading Pens
- Support for VI and HI students
- Laptops for individual usage (assessed on a needs basis)
- Lift access (Various areas/blocks around the academy)

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

Regular communication is established, and parents are invited into the Academy to ensure any issues are picked up and dealt with in an informal manner.

Parents and students have access to an email on the school website that is specific to SEND and goes directly to our SEND team to deal with. We aim to reply to email enquiries within 24 hours during term time.

Class Charts is available for parents to monitor their child's progress at any time.

Parents/carers are kept updated regarding their child's SEND needs and updates on interventions and next steps are communicated regularly.

Students who have an EHCP or are on the SEND register will have a Students Passport/all about me to support their learning and home / school feedback. Meetings with parents are held if needed to discuss difficulties and next steps for Wave 2 and above SEND students.

Annual Reviews are conducted for all EHCP students and termly reviews are also conducted for pupils who have an EHCP.

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

Parents would follow the Academy protocol for complaints.

In the first instance contact the Vice Principal (Steve Lodge) who may refer your concerns to the principal (Lisa Mason) if needed.

The Academy's complaint procedure is available on the Academy website.

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

- Child and Mental Health Services: information sharing, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3
- Sandwell E.P, Specialist Teachers, Speech and Language Team, Sensory Inclusion Team, Occupational Therapist. Working together to share information, action planning meetings, problem solving activities, support services for guidance and advice, support services for students at Wave 3, assessments and Education Health and Care Plans

The Academy also work with neighbouring Local Authorities for students who are not residing in the Sandwell area E.g., Dudley/Birmingham/Walsall/Wolverhampton

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

As detailed above for all our external partners but also the 'Independent Advisory Services' offering independent parental guidance and support.

Sandwell Council – <https://www.sandwell.gov.uk/>

Wolverhampton Local Offer for SEND – Wolverhampton's Local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Our transitional arrangements for children with SEN include:

For identified vulnerable students to ensure smooth transition from Primary school. This is need dependent, starting with small group teaching along a primary model and ending with full integration into mainstream lessons at the earliest opportunity.

- We liaise closely with all Primary Schools and Local Authorities. Students needs may require additional transition time or planning if it is needed.
- The SEND team visit students in Primary Schools.
- Should a student move school the Academy would ensure that the appropriate information is passed to the new school and if necessary, a transition meeting held
- The Academy supports all students in preparation for Post 16 educational training. The Academy has a careers officer who meets students to ensure they are on the best Post 16 route. Should a student join the Academy 6th Form, there would be an initial interview to ensure any additional needs are met.