

ORMISTON FORGE ACADEMY

Special Educational Needs (SEN) Information Report

Last reviewed on:	July 2026
Nex review due:	July 2027



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: [SEND Policy 2026](#).

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.

The Forge family is everything we do. It is our philosophy, our success, our failure and a home. It is a welcoming, safe and passionate environment that allows us all to be the best we can be and it drives our values of resilience, aspiration and respect. The Forge family embraces us all and doesn't judge, through others it gives us the strength to build our community and make it the beating heart of all we do. You'll experience some of those on our website. You can find the practical information too but understanding what makes being a Forge student so special is different. It's what makes us good, all day, every day. It's about the Forge life.

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.



Name and contact details of key staff

SEND Lead Dr L Mason	SENCO KS4/KS5 Mrs H Chambers	SENCO KS3 Mrs A Kirby	SEND Administrator Miss D Lyttle
Support SENCO Miss C Malcolm	Access Manager Miss S Edwards	SEND Interventions Manager Miss S Moore	Literacy Intervention Manager Mrs J Smith

Email: senenquiries@oatforge.co.uk



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)



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	1359	83%
SEN Support (K)	177	11%
EHCP (E)	58	3.5%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	9 (0.55%)	89 (5.44%)	98 (5.99%)
Communication and interaction	14 (0.86%)	49 (3%)	63 (3.85%)
Social, emotional and mental health	25 (1.53%)	101 (6.18%)	126 (7.71%)
Sensory and/or physical	3 (0.18%)	10 (0.61%)	13 (0.8%)



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.

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 such as PASS survey; literacy and numeracy standardized tests, such as NGRT; 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 SENCO 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.

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. 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:

All pupils with SEN are invited to their termly One Page Profile review and students with EHCPs are invited to their EHCP annual reviews. All pupils with SEN will be invited to complete a pupil questionnaire annually. Access base is available for all SENs students to voice concerns to SEN staff if necessary, as well as opportunities to feedback information during keyworker sessions. It is important that parents are able to share concerns and to discuss next steps.

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 48 hours during term time. Arbor 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 One Page Profile 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 interventions for SEN students. Annual Reviews are conducted for all EHCP students. Termly reviews are also offered for all SEN students.



How we support children in transitions and in preparing for adulthood

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

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.

To help children be prepared for a new school year we:

- Hold additional SEND transition days for year 6 and year 12 students.
- Hold Coffee Mornings for parents of children with additional needs.

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:

- Additional Careers interviews.
- Accompanying a child and parent to a new school/college when appropriate.
- Life skills interventions provided in school (travel training, ASDAN and COPE qualifications).



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 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 student's One Page Profile, 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 SENCo in conversation with SLT, subject leaders and the staff concerned will plan to implement appropriate strategies.

If a student is withdrawn for any period for 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 SEN, guidance from external agencies including specialist teacher, educational psychologist, outreach services, speech and language and sensory inclusion services 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.



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.



Academy to add own mechanisms for measuring progress:

- Termly meetings
- Annual Reviews (if your child has an EHCP)
- Analysing data
- Pupil progress meetings



How we support emotional and social needs

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

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

Heads of Year/form tutors: providing daily contact for low level concerns and emotional upset due to family, personal issues and bullying (Anti-Bullying Policy: [OFA Anti-Bullying Policy](#))

Behaviour team: one to one and small group interventions to support student emotional and social difficulties.

Safeguarding Team: one to one support for those experiencing significant difficulties due to Mental Health and vulnerabilities.

SEND Support Area (Access): small, designated area for quiet working and respite for those with emotional, medical and mental health difficulties.

Educational Psychologist (Local Authority).

Behaviour and Mental Health Support Workers (Local Authority).

Counselling Services (Internal/External).
Home Tuition Services (External).

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum. The PSHE curriculum content can be viewed her: [PSHE-CAP-2025-26-KS3.pdf](#)



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 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.

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.

EXTRA-CURRICULAR TIMETABLE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	LUNCHTIME CLUBS 1:25 - 2:15				1:20-2:30
	Chess Club All Years JSE Rm M12	Craft Club All Years LMH Rm 75	Nintendo Club Year 7,8 & 9 LCL Rm 96	Table Tennis Club Year 7 & 8 RMK Gym	Dungeon and Dragons All Years LBN Rm 30
	Music Jamming Club All Years GPL Rm 553	IT Club All Years JWS Rm 2T1	Philosophy Cafe Years 7,8 & 9 Team PRE Rm 107	GCSE PE Club Year 10/11 JTR/MBH	
	Badminton Club All Years SCE Sports Hall	Boxing/Fitness Club All Years SCN Gym	STEM Club All Years NBR Rm 551	Book Club All Years RTS Rm E9	
	Table Tennis Year 9,10 & 11 BHX GYM	Basketball Club All Years RBH Sports Hall	Careers Club All Years DBN Rm 6T1	Darts Club All Years RJN Rm M1	Diamond Art Club Year 7,8, 9 & 10 AGT Rm Access
			Young Carers Club All Years SHS Rm A3	Vocal Club All Years LAN Rm 5CR	
	AFTER SCHOOL CLUBS: 3:15 - 4:15				
	NO CLUBS	Trampoline Club Year 10/11 RBH Gym (places limited)	NO CLUBS	Netball Club All Years RMK Gym/Yard	Performing Arts Club All Years SCR Rm 59 (Dance Studio)
		Football Club All Years JTR/MBH Astro		LGBTQ+ Club All Years IPE Rm E8	Art Club All Years SHS Rm A3
Badminton Club All years SCN Sports Hall					



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.

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

Mrs Chambers – SENCO and Access Arrangements Assessor
 Mrs Kirby – SENCO
 Miss Malcom – SENCO and Access Arrangements Co-ordinator
 Dr Mason – SENCO and Access Arrangements Assessor
 Miss Carter – EBSA
 Mrs Smith – Access Arrangements Co-ordinator and Lexonik Teacher
 Mrs Tolley – Lexonik teacher and completing SENCO course
 Mr Bell – completing SENCO course



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:

- 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



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:

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 SENCo 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 SENCo, 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 Governor for SEND 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: [OFA Accessibility Plan](#)

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 SENCo 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)



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

Our academy's approach to admissions for prospective children with SEND are detailed in both our admissions policy and the Accessibility Plan:

[Admissions-policy-2027-2028-1.pdf](#)

[OFA Accessibility Plan](#)



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.

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

[Complaints Policy 2026.](#)



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:

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

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Sandwell Sendiass :: Home](#)

[Dudley SENDIASS - Special Educational Needs and Disabilities Information, Advice, Support Service | Dudley Council](#)

Local charities that offer information and support to families of children with SEN are:

- [KIDS](#): Operates regional services supporting disabled children, young people, and their families, including autism support and local family development programs in the West Midlands.
- [Family Action](#): Runs statutory independent SEND Information, Advice, and Support Services (SENDIASS) providing free, confidential advice on health, education, and social care systems for ages 0–25.
- **WeLoveCarers**: A local charity offering specialist support groups, networking, and respite guidance for family carers. Contact via [WeLoveCarers](#) (Phone: 01384 396626).

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.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **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.