



## **The SEND Information Report 2023-24**

### **SCHEDULE Regulation 3**

#### **1. The kinds of special educational needs for which provision is made at Wodensborough Ormiston Academy**

'Pupils with SEND learn well' (OFSTED July 2021)

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. 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.***

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.

#### **2. Information, in relation to mainstream schools and maintained nursery schools, about Wodensborough Ormiston Academy's policies for the identification and assessment of pupils with special educational needs.**

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 daytoday 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. This information is shared on Classcharts through a pupil passport.

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) are 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 the internal referral form or written communication from someone outside of the academy.

- Parents and other professionals (external agencies) may also raise concerns via the SENCo which may also lead to identification of pupils with SEND. The AEN 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 year team, will oversee transition involving any pupil with pre-defined SEND. The SENCo will liaise with the parents and external agencies. The whole AEN 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.

**3.** Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

**(a) *How Wodensborough Ormiston Academy evaluates the effectiveness of its provision for such pupils;***

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.

**(b) *Wodensborough Ormiston Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs;***

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 the expected 3 levels of progress, or indeed exceeding this target to meet 4 levels 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.

**(c) *Wodensborough Ormiston Academy's approach to teaching pupils with special educational needs;***

Inclusive education uses proven methods of teaching from which all children can benefit; it 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.

What does our school 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. An Education Service that ensures:
  - 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.

What does this mean in practice?

We aim to:

- 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.

***(d) How Wodensborough Ormiston Academy adapts the curriculum and learning environment for pupils with special educational needs;***

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 3 levels of 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 pupil's, Quality First 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 as K (formerly known as School Action), 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 some lessons if appropriate. In addition, there may also be guidance and support sought from external agencies.

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.

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 and the 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.

***(e) Additional support for learning that is available to pupils with special educational needs;***

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
- Therapeutic Mentoring
- KS2 – 3 Transition support
- Off site provision
- Extended curriculum.
- Attendance and home school support
- ASD specific interventions

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.

***(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.***

***(g)***

We have homework/Session 6 activities available daily. These range from Loom Band club, Art club and faculty based activities.

We also have meal time supervision to offer support for pupils who have difficulties in unstructured time.

We firmly believe that every child has a right to access extra curricular opportunities, for example school excursions, and we will ensure all reasonable and appropriate steps are made to ensure every child is included and able to participate in after school clubs, days out and themed days.

***(g) Support that is available for improving the emotional and social development of pupils with special educational needs.***

Wodensborough Ormiston Academy recognises that for some children, school is not always an easy experience. Children occasionally face social and emotional challenges which can impede their learning and progress. For our more vulnerable children, we may provide a specialist timetable delivered through a 'SUCCEED class.'

SUCCEED classes are modelled on the key principles of nurture as identified by The Nurture Group Network:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

These six principles provide a framework from which we operate to offer a more intensive level of attention for our more vulnerable pupils. We work closely with the attendance and pastoral managers as well as lead tutors and outside agencies. We offer a comprehensive package of support allowing children the opportunity to share their worries or concerns with a specially trained member of staff who can gently encourage them to re-engage with mainstream school, whilst keeping long term contact with the child if necessary.

Some children may need to remain under the care and guidance of our SUCCEED groups throughout their time at Wodensborough Ormiston Academy, whereas for others, their time might

be more intensive but short-term. We can offer modified timetables to provide specific support and we may use profiling to further support teachers in their work with these individuals. Every child at Wodensborough Ormiston Academy is very much an individual and their needs are assessed as such. All students We welcome any student in need, and always maintain a secure and supportive working relationship with parents and carers.

#### **4. In relation to mainstream schools, the name and contact details of the SEN coordinator.**

At Wodensborough Ormiston Academy SEND is led and supported by a team. SEND provision is the responsibility of every teacher and every manager.

##### Our SEND Leaders are:

Miss Joanna Locke- Director of SEND – SENDCO

Mrs Lisa Keough-Forbes – Assistant SENDCO

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

At Wodensborough Ormiston Academy we have a strong AEN SEND) Team. We have a senior assistant principle who has secured the national Award for SENCos. The SENCO has the National Award for SENCos and a BA (HONS) in Special Educational Needs and Inclusion and Education Studies.

We have a strong team of learning assistants that are classroom based to facilitate learning and independence.

All of our teachers are qualified and have undertaken specialist further professional development in SEND. Our Learning Support Staff also have a range of expertise and ongoing professional development is key to ensuring staff of all categories remain updated and skilled. A CPD calendar is published at the start of each academic year. Training is provided to all staff including teachers and TAs and non teaching staff, as the need arises as well as opportunities to further develop skills. As a school we can call on support from specialist organisations from within the Local Authority, health and social care services.

#### **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

We have a current Accessibility policy. The policy contains an explanation of measures to facilitate access and use of Wodensborough Ormiston Academy by all people, including disabled people and those with Additional/Special educational needs. The report identifies the approaches taken create an inclusive environment and this policy considers the potential access needs of visitors, employees, academy students and others using the Wodensborough Ormiston Academy facilities. It should be noted that following good practice guidance for accessibility will benefit all users of the community, not only those with recognised disabilities. Wodensborough Ormiston Academy had a rebuild in 2012-13 and was fully committed to the investment of a fully inclusive building.

#### **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

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.

For a few students that have an EHCP 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.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

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.

## **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

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, Miss J Locke. Should the matter remain unresolved, the case will be passed to the Head Teacher for further investigation and reported to the SEND Governor.

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

## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

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

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.

#### **11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

We endeavor 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.

Cape Hill Children's Centre

Corbett Street

Smethwick

B66 3PX

Helpline number: 0121 555 1821

#### **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

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-housecareers advisor who will help map progression in curriculum paths and further education.

#### **13. Information on where the local authority's local offer is published.**

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

### **Where can you get further information?**

- Contact the school on 0121 506 4300
- Contact Miss Jo Locke (Joanna.locke@woacademy.co.uk)
- Look at the Local Authorities local offer
- Look at the school's policy on SEN/Inclusion and Accessibility which can be found on the school website