

Wodensborough Ormiston Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	01.09.2026
Nex review due:	01.09.2027



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: <https://woacademy.co.uk/admin/wp-content/uploads/sites/26/2024/09/SEND-Policy-2024.pdf>

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.

Believe, Achieve, Succeed underpins our commitment to ensuring that every child can achieve their full potential.

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

Associate Assistant Principal SENCO	SEND Administrator	SEND Pastoral Manager	
Miss Jo Locke	Mrs Sarah Turner	Mrs Jane Wigman	
Assistant SENCO Access Arrangements	Associate Assistant SENCO KS5	Deputy SENCO – SEND Support	Associate Assistant SENCO
Mrs Keough-Forbes	Ms Hayley Parker	Miss Sarah Jones	Mrs Sarah Akram
Autism - ARC Lead	HI Provision Lead		
Mrs Kim Slater	Mrs Zoe Ward Mrs Arwa Dabab		



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)

Our academy offers two Focus Provisions: Autism and Hearing Impairment. Access to these provisions is determined through an Education, Health and Care Plan (EHCP) that identifies the relevant area of need and supporting medical diagnosis. Pupils within these provisions

are fully included within our mainstream setting and learn alongside their peers, benefiting from targeted support while remaining integrated into the wider school community.

We also provide a small, specialist Sixth Form Provision for young people with additional needs and/or EHCPs, offering tailored support to promote achievement, independence, and preparation for adulthood.

In addition, our academy is developing the HIVE Provision, which is currently in its early stages. This provision is designed to support pupils identified by Sandwell Local Authority as requiring a Tier 4 level of support through their EHCP. The HIVE aims to provide a nurturing, structured, and highly supportive environment for children with a diagnosis of Autism, addressing complex needs and enabling them to engage successfully in education and academy life.



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	797	69%
SEN Support (K)	249	21.5%
EHCP (E)	109	9.4%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	11/10%	106/42.5%	117/52.5%
Communication and interaction	9/8.2%	26/10.4%	35/18.6%
Social, emotional and mental health	23/21.1%	63/25.3%	86/46.4%
Sensory and/or physical	65/59.6%	38/15.2%	103/74.8%



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.

Staff are able to raise a concern with parents consent using our internal SEND referral form which is triaged by the SENCO.

Parents can raise a concern by contacting the academy directly. This conversation may happen with the form tutor, a subject teacher or directly with the SEND department.

The academy will assess children throughout their educational journey and will participate in assessments for us to have baseline information. For example: NGRT reading tests, PASS Survey, attendance data, behaviour data.

We will then consider next steps to support your child, this may involve referrals to external agencies.

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:

- Student voice
- Lunch with a leader
- 1:1's with Pastoral Staff
- Mentoring
- Form tutor feedback

It is important that parents are able to share concerns and to discuss next steps and we work hard to ensure we have a welcoming open door policy:

- Coffee morning
- Parents evening
- Information evenings
- Passport evenings

Contact information for pastoral year teams is available via the academy website.



How we support children in transitions and in preparing for adulthood

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

- 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

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

To support a smooth transition, children with SEND are offered additional time within the academy, including extended transition periods. A member of the SEND team may also visit your child's primary school in advance to help ensure a confident and well-supported start.

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 advice
- providing opportunities for enrichment
- providing opportunities for transition to the next Key Stage including additional visits
- Work experience opportunities to support career choices
- Visitors to share their experiences



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 that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here:

<https://woacademy.co.uk/curriculum/curriculum-overview>

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to implement adaptive teaching and design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

- Pre-teaching
- Small group interventions, such as...
- Multi-sensory resources
- Adult support
- Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding
- Access to digital devices such as laptops and learning support software
- Specialist equipment, such as writing slopes, pencil grips
- Programmes set by external specialists

For children with more complex needs with an EHCP and a primary need of Autism or Hearing Impairment, we offer enhanced provision to deliver the depth of support required.



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.

After a set period, the support is reviewed. You and your child are involved in discussing what's working, what might need to change and what progress your child is making.



The first step is to understand your child's needs. This may include input from teachers, your child, you as parents and, where needed, external professionals. The goal is to build a clear picture of your child's strengths and areas where they need support.

The planned support is put into place. Teachers and support staff work with your child using the agreed strategies. The class teacher remains responsible for your child's progress, even if other adults are involved.

In discussion with you and your child, we will decide on specific outcomes or goals. Support strategies and interventions are outlined—these might include extra help in class, small group work, or specialist resources.

We continue to work with children to ensure a graduated approach by:

Academy to add own mechanisms for measuring progress:

- Phone calls with SEND Team
- Passport evenings
- 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.

We ensure we promote a culture where mental health is openly discussed and provide a safe, inclusive and supportive school climate.

We can offer additional pastoral support arrangements which may include the following:

- WeCare Team (Safeguarding)
- Mentoring
- Targeted workshops e.g. stress management, exam anxiety, social skills
- Pastoral Support – form tutors, year leaders
- Drop-In Services – School Nurse, mentor
- Specialist input where required
- Personalised adjustments where required

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum. (See below for WOA's RSHE curriculum)

		Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	1	Introduction	First Give – Social Action Project	Drugs	Drugs recap	Introduction to Mental Health
	2	What makes me, me		The Law and Classification	What is addiction?	Stress & Exam Performance
	3	Values		Energy Drinks & Caffeine	Cannabis, shisha and spice	Managing Anxiety
	4	Friendships		Vaping	Binge drinking	Perseverance & Procrastination
	5	Family		Alcohol and Cannabis	County lines	Mindfulness
	6	Topic Review		Topic Review	Nitrous oxide	Case Study
	7	Overview		What are human rights?	Topic Review	Topic Review/ College Talk

Autumn 2	1	Positive Relationships		How can we balance human rights?	Relationships	Introduction to social media safety
	2	Bullying		Do I have the right to say whatever I want?	Commitment	Loneliness
	3	Cyberbullying		Should my privacy be protected at all costs?	Unhealthy Relationships	Body image
	4	Bullying or Banter		What rights do asylum seekers have?	Fertility	Online dating
	5	Respect		Topic Review	Menopause	AI and deepfakes
	6	Topic Review		Introduction to coercive relationships	Pregnancy & Routes to Parenthood	Fake news
	7	Puberty Introduction		PSH	Abortion	Topic review
Spring 1	1	Puberty and Relationships	Introduction to Diversity & Equality	Sexting	Topic Review	Bite the Ballot
	2	Periods	What is racism?	Exploring masculinity and the manosphere	Introduction to Serious Illnesses	Our government & law making
	3	Period Poverty	Religious Prejudice	HBV	Teenage Cancer Trust	How democratic is the UK?
	4	Puberty Conversations	Gender & Sex	FGM	Breast, cervical and testicular cancer	Introduction to the Commonwealth
	5	What is health?	LGBTQ+	Grooming	Sepsis	What does the commonwealth do?
	6	Hygiene	Disability Discrimination & Ableism	Topic Review	Meningitis	Topic Review
Spring 2	1	Dental Hygiene	Topic Review	Introduction to Relationships	Donations/Topic Review	Pornography
	2	How much sleep should I be getting?	Intro to money (wants vs needs)	Relationship Values	Introduction to Extremism	Revenge Porn
	3	What are the benefits of physical activity?	Budgeting	Unhealthy relationships	Radicalisation	Stalking
	4	Topic Review	Credit	Consent	Radicalisation and Crime	What is good sex?
	5	Puberty Leaflets	How do I keep my money safe?	Case Study	Case Study	Sexual Health Services
Summer	1	Danger and Risk	Topic Review	Intro to SRE	Topic Review	Revision Techniques

	2	Railway Safety	Intro to First Aid	STIs	What does my future look like?	Revision Techniques 2
	3	Road Safety	Responding to accidents	Contraception	What is a CV and what should it contain?	Independent Revision
	4	Online Safety	CPR	Contraception	How can I prepare for an interview?	Independent Revision
	5	Water Safety	Common health problems	Topic Review	Savings and loans	Independent Revision
	6	Topic Review	Topic Review	Introduction to Emotional Health and Wellbeing	Loans and mortgages	Independent Revision
Summer 2	1	British Values	How do rules and law differ?	Managing Anxiety	Taxes and NI	
	2	Cost of Living Crisis	Where do laws come from?	Depression	Introduction to Gambling & Addiction	
	3	Politics	What crimes occur near me?	Stress	Addiction & Impulsivity	
	4	Voting & Parties	Who is involved in the legal process?	Anger	Screen Addiction	
	5	Voting & Parties	Are all courtrooms the same?	Eating disorders	Online Gambling	
	6	Youth Violence	What does the cabinet do?	Grief	Sports Betting Case Study	
	7	Topic Review	Topic Review	Topic Review	Topic Review	



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 theatre visits, sports day, enrichment visits 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 can provide support to ensure your child is able to join in for example: physical adaptations, adult support, adjustments.



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:

- All staff are trained AET – Autism Education Trust – Level One

We have other staff trained in:

- AET Level 3
- CBT Approaches
- Attachment and trauma
- ADHD awareness
- Dyslexia awareness
- SULP
- Lexonic
- Read/Write Inc
- Toe-by-Toe

If we do not have a specially trained staff member in-house then we will access these services via service level agreements (SLA's) i.e. for Speech and Language therapy or more specialist CCAT support.



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:

- CAMHS
- Autism West Midlands
- Inclusion Support
- SENDIASS
- School Nurse
- Albion Foundation
- Outreach work with other academies



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:

- Analysing data in a number of areas to monitor progress e.g. for a specific intervention
- Classroom visits
- Monitoring visits from our trust that focus on SEND provision
- Working with the Local Authority to ensure the most appropriate support
- Lunch with a leader
- Parent questionnaires

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: <https://woacademy.co.uk/admin/wp-content/uploads/sites/26/2021/06/Accessibility-Plan-21.pdf>

At Wodensborough Ormiston Academy, we make reasonable adjustments to teaching, learning resources and the physical environment to ensure children with disabilities can fully participate. This includes adapting equipment, providing alternative formats of information.

All staff receive training to understand different types of disabilities and how best to support children. This promotes awareness, empathy and equality across the academy. We have robust safeguarding and anti-bullying policies to protect children with disabilities from discrimination, harassment or bullying. We adapt lessons and use different teaching strategies to ensure all children can access the full curriculum.

As a mainstream setting, all children will be expected to participate in a full suite of GCSEs. We work closely with parents and carers to understand each child's needs and to develop personalised pupil passports.

Where appropriate, we involve external professionals to provide additional support and expertise. Through these measures, we ensure all pupils are valued, supported and given equal opportunities to succeed.



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

We are committed to making sure that our admissions process is **fair, transparent and inclusive** for all children, including those with Special Educational Needs and Disabilities (SEND).

Our Legal Duties

- We follow the **School Admissions Code (2021)**, the **Children and Families Act (2014)** and the **Equality Act (2010)**.
- We do **not discriminate** against children with SEND during admissions.
- If a child has an **Education, Health and Care (EHC) plan**, we will offer a place at the school if we are named in the plan after thorough consultation with Sandwell Local Authority.

Admissions Process

- Our admissions criteria are **clear and publicly available** on the school and local authority websites.
- Children with SEND without an EHCP apply through the **usual admissions process**.
- We consider every application fairly and individually.
- We work closely with the local authority to make sure the needs of each child are understood before a place is offered.

We are able to support visits to the academy before admission. You can access this by arranging a school tour through the SEND department.

Working with Families

- We encourage parents and carers to share any information about their child's needs as early as possible.
- We communicate openly and clearly to build strong partnerships with families.

Appeals and Oversight

- Families who are unhappy with an admissions decision can use the **local authority's appeals process**.
- We monitor admissions data to ensure no group of pupils, including those with SEND, is disadvantaged.



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.

<https://woacademy.co.uk/admin/wp-content/uploads/sites/26/2025/01/Complaints-Policy-Jan25.pdf>



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/advice.page?id=ighlb1zDi8E>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://www.sandwellsendiass.co.uk/>

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

<https://www.sp-dc.org/>

https://www.autismwestmidlands.org.uk/?gad_source=1&gad_campaignid=115051033&gclid=EAlaQobChMIqMDy9cb7jwMVMpRQBh1ClzGsEAAAYASAAEgLTWfD_BwE

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.