

SEN Information Report

Updated: May 2022

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students 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):

Ormiston Sir Stanley Matthews Academy provides support for pupils with a wide range of SEND including:

- Cognition and learning difficulties (including specific learning difficulties and moderate learning difficulties)
- Social emotional mental health difficulties
- Communication and interaction difficulties (including autism)
- Speech language communication difficulties
- Sensory Difficulties (including visual and hearing impairments)
- Physical difficulties
- Medical difficulties (including ADHD)

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

All students follow a broad and balanced curriculum that is appropriate to their age and stage of development. We identify children with special educational needs by gathering information from primary schools, analysing KS2 results and carrying out our own baseline assessments. Such testing includes reading and spelling assessments, Wide Range Achievement Testing (WRAT 5), British Picture Vocabulary Scale (BPVS) testing (to give a receptive vocabulary age) and a wide range of testing or Strengths and Difficulties Questionnaires (SDQ) for Social, Emotional, Mental Health needs. We also offer dyslexia screening tests, lesson observations and on-going monitoring of academic and social achievement.

If a student is not making the progress expected their parent/carer will be involved as soon as possible. We will discuss our concerns with the parent/carer and student to gather their views about:

- The student's strengths and areas of difficulty
- Concerns that the parent/carer and student may have
- Agreed outcomes
- Agreed next steps

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

We complete an evaluation of provision through

- A yearly SEND Review with SLT & Governance. This involves observation of Staff, book scrutiny, curriculum scrutiny and a review of SEND Student Data.
- We complete a SEND RAP meeting as part of Year 10 and 11 Monitoring.
- We complete a SEND RAP Meeting as part of our monitoring of Key Stage 3
- We complete the legal requirement for annual reviews for all EHCP students
- We complete 3 student passport evenings a year in which parents are invited to attend to review SEND Provision and discuss student's needs.
- We complete reviews of learning support assistants practice through observation which feeds to Continuing Professional Development and Performance Management.

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

The academy follows the guidelines within the SEND Code of Practice (2014), this outlines a model of assess, plan, do and review to help students who have Special Educational Needs. This approach recognises that there is a continuum of Special Educational Needs and where necessary, increased specialist expertise will be sought in order to support the difficulties that a student may be experiencing. Each student's progress is continually tracked by their subject teacher. Regularly throughout the year, students are assessed and the data is analysed to ensure expected progress is being made. Where students are not making their expected levels of progress a pupil passport will be generated following consultation with parents/carers and the young person; this will detail areas of strengths and weakness and identify targets. The pupil passport will then be distributed to class teachers to ensure support given is tailored to your child's individual needs. The pupil passport will be reviewed with parents/carers and the young person three times a year to ensure we work together to gather as detailed picture as possible which is reflective of the ever changing needs of our pupils. If the need is identified your pupil may be supported in-class by a Learning Support Practitioner, who will along with the class teacher ensure that the curriculum is differentiated so that your child can fully access it and achieve to their full potential. Your child may be identified as requiring a specialist programme. We offer a wide range of interventions to support the development of literacy, numeracy, speech, language, communication needs, English as an Additional Language (EAL) and Social, Emotional and Mental (SEMH) health difficulties. All programmes are carefully monitored; baseline testing is gathered at the start and evaluated termly to ensure the intervention is effective and our pupils are progressing. In addition to this, we may refer pupils for outside agency specialist support if we feel this is necessary. At every stage you as a parent/carer will be informed and consulted with to ensure a close working relationship is maintained.

Our approach to teaching students with SEN includes:

The academy ensures that all lessons are differentiated to meet the individual needs of your child. Students can be grouped within classes with work tailored to their abilities. This will help the student to access the curriculum independently, whilst always challenging them and promoting success. Learning Support Assistants within the classroom support and promote independent learning. Ensuring the national curriculum is delivered in an appropriate format which individual students can access and understand. This helps to increase confidence and maintain progress. Specialist equipment can be used in lessons to support individual's areas of difficulty, including (but not exclusively): whiteboards tilt boards, appropriate font size resources, coloured overlays, specialist handwriting pens, specialist chairs/stools, Ear defenders and Dictaphones.

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

We ensure all SEN Students follow an appropriate curriculum that meets their needs and allows them to be challenged, stimulated and enjoy the full spectrum of the Academy's offer. Specialist equipment is purchased as necessary with trolleys and desks available to accommodate wheelchairs if needed. Tilt chairs have been purchased and can be transferred to various subjects. The building is fully wheelchair accessible there are two lifts that are situated at each end of the building. In all the toilet areas and changing rooms there are disabled toilets and changing areas. Improvements have been factored in when building the new school with sound boxes in classrooms for use with radio loops. Moreover, we have a close link with the hearing impaired sector of SENDs in our Local Authority Service Level Agreement.

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

All students will have full access to all the activities offered by the academy. The academy carries out risk assessments before any trip takes place to ensure the health and safety of all pupils involved. Checks are carried out to make sure that it is a suitable, safe environment for any pupil that may wish to attend. The Learning Support Assistants also attend trips as and when needed to ensure our SEND pupils are fully supported and have access to all activities offered. We ensure that all parents are contacted via letter and permission slips completed prior to any trips taking place so any specialist provision can be discussed. All medical and SEND information must be up to date and all staff on the trip are given this information.

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

As well as providing academic support this academy also provides emotional, mental and social support for students. This can include:

- Individual mentoring
- Emotion Coaching and Restorative Justice Approaches
- MACs Place
- SEMH interventions
- School counsellor/behaviour Support Officer
- FLEX Placements
- Anti-bullying policies Outside Involvement

The academy has a named School Nurse, Educational Psychologist, Counsellor and a Careers Advisor to whom references are made. Similarly contact is made with the Social Services Department and Education Welfare Service as appropriate.

We also work with the following services provided centrally by the local Education Authority and the Health Authority.

- SEND Services
- Autistic Outreach Team
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- CAMHS
- Travelling Children Services
- Educational Psychology Services

The name of our SEN Co-ordinator (SENCo) is: H. Holland

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

Name: C. Dyball	Name: B. Ridge
Job role: Assistant SENCO	Job role: SEN Literacy Intervention Lead
Expertise: Post Graduate Certificate in Specific Learning Difficulties	Expertise: QTS, Fresh Start Trained and various Literacy interventions.
Name: C. Thompson	Name: E. Faulkner
Job role: Assistant Principal	Job role: SEN Catch Up Maths Lead
Expertise: SENCO Award	Expertise: Level 3 Qualified Supporting Teaching and Learning, Catch Up Numeracy Trained.

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

- Educational Psychologist
- Student Counsellor
- Multi Agency Centre Co-ordinator
- FLEX Lead.
- Student Welfare Co-ordinator
- Thrive Lead

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

Specialist equipment is purchased as necessary and every classroom will have equipment available and trolleys and desks to accommodate wheelchairs. Tilt chairs have been purchased and can be transferred to various subjects. The building is fully wheelchair accessible there are two lifts that are situated at each end of the building. In all the toilet areas and changing rooms there are disabled toilets and changing areas. Improvements have been factored in when building the new school with sound boxes in classrooms for use with radio loops.

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

In addition to the normal reporting arrangements/parents evenings you will have the chance to discuss your child's/young person's progress during pupil passport meetings which happen termly. From September 2014 the SEND Code of Practice will implement change in legislation, this replaces the old system; some parents may be aware of Individual Education Plans {IEP}. You will be involved in planning your child's/young person's education via the new pupil passport system. Meetings will be arranged to discuss your child's needs and all areas on the passport will be completed at that meeting with yourself and your son/daughter. This document will be sent home to give you opportunities to review/amend before the final draft is sent out to teachers. The academy monitors children's progress regularly throughout the year through AP data, ensuring that they are progressing. There are regular opportunities to meet with staff and discuss your child/young person's progress, including ways to support your child if they are underachieving in a particular subject. We offer parent training opportunities that can be arranged with the SEND department for example: SOS training {simultaneous oral spelling}, key words to take home and handwriting packs. This training will enable parents to help support the delivery of programs at home. We also support in providing information and resources on a range of areas including dyslexia, ASD, etc. to enable you as a parent to develop your knowledge in such areas and give support techniques to help learning at home. If at any point parents/carers have any concerns or queries they are welcome to contact the SENCo for more information regarding support needs/progress.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

All SEN Learners will attend SEN Passport Evenings with their parents so the child's voice is heard in all of the decisions being made regarding provision.

There are SEN representatives present in all Ormiston Sir Stanley Matthews student bodies (Wellbeing Representatives, Safeguarding Representatives, Student Council, Selected Student Voice)

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

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils.

Procedures at the academy:

- If a parent is not satisfied with the Special Educational Needs arrangements for their child, the problem should first be discussed with the SENCO/Assistant SENCo.
- If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher and the SENCO/Assistant SENCo.
- In some cases it may be necessary to involve the Head Teacher
- Parents are given the opportunity to speak to the SEND Governor
- If still no solution is found parents are advised to contact the LA

- The academy will also inform the LA

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

Educational Psychology Services

SEND Services

Occupational Therapy

CAMHs

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

SENDIASS - SEND Information Advice and Support Service

Telephone: 01782 234701

E-mail: iass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk/

Our transitional arrangements for students with SEN include:

- Observations in students Primary setting
- Liaison between Primary and Secondary SENCO.
- Meetings with prospective parent and SENCO's
- Parent and Student Tours.
- Transition periods of various lengths dependent upon need.
- Creation of bespoke transition resource pack.

Stoke-on-Trent's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>