

School Information for the Local Offer

Q.1 What kinds of SEND does the school provide for?

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)

Q.2 How does this setting know if their children/young person needs extra help and what should I do if I think my child/young person may have special educational needs?

We identify children with special educational needs by gathering information from primary schools, analysing SAT results and carrying out our own base line 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 for Social, Emotional and Mental Health needs. We also offer dyslexia screening tests, lesson observations and on-going monitoring of academic and social achievement. If you have any concerns about your child you can contact the SENCo, Assistant SENCo, Head of Year, form tutor or the child's Learning Support Assistant. These can be contacted via telephone (01782 882200) or email General inquiries info@ossma.co.uk, or face-to-face a meeting can be arranged.

Q.3 How will the setting support my child/young person?

The academy will support your child by identifying their need and determining intervention needed, keeping you informed and involving you in the decision making progress at all times. Your child will be placed in appropriate academic settings. 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 the 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 a SEND 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 and Emotional, social, mental 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 your pupil 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.

Q.4 How will teaching approaches and the curriculum be matched to my child or young person's needs?

The academy ensures that all lessons are differentiated to meet the individual needs of your child. Pupils can be grouped within classes further, for example in red, yellow or green bands, with work tailored to their abilities. This will help the pupil to access the curriculum independently, whilst always SEND Policy

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 pupils can access and understand helps to increase confidence and maintain progress. Specialist equipment can be used in lessons to support individual's areas of difficulty, including: whiteboards, tilt boards, appropriate font size resources, coloured overlays, specialist handwriting pens and Dictaphones.

Q.5 How will both you and I know how my child/young person is doing and how will you help me to support their learning?

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, implemented changes in legislation, this replaced the old system, 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 sent home to give you opportunities to review/amend before the final draft is sent out to teachers. The academy monitors pupil's progress regularly throughout the year through AP data, ensuring that they are progressing and meeting their 4 levels of progress. 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 programmes 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.

Q.6 What support will there be for my child's/young person's overall wellbeing?

There is a wide range of pastoral, medical and social support available within the academy. This is provided by every staff member such as Heads of Year, form tutors, the SENCo and Learning Support Practitioners. Our Macs Place Coordinator can make appropriate referrals to outside agencies for specialist support if required such as: counselling, mentoring, and self-esteem workshops.

Medical support is available from the school nurse and first aiders. Social support is offered through nurture clubs which run at lunch time by the SEND department. Welfare concerns are referred to the safeguarding officer and child protection team. Careers staff work alongside the SEND department to ensure smooth transition to college placements and arrange visits prior to college interviews. The administration of medicines is monitored by a key first aider and delivered by medically trained staff. We have strong links with school nurse practitioners who ensure care plans are in place. Support is available regarding behaviour management, avoiding exclusions and increasing attendance –This is overseen by the Student Support Centre (SSC) which is run by a dedicated behaviour manager who has strong links with outside agencies. Heads of year monitor behavioural, emotional and social concerns, keeping in close contact and working with parents/carers. Such pupils are closely monitored to ensure they are responding to intervention and progress is regularly relayed to parents/carers to keep them up to date with progress.

Q.7 What specialist services and expertise are available at or accessed by the setting?

There are specialist staff that are highly skilled within their role. We have a broad range of experience within the SEND department, including individuals trained within specialist areas for example: SEMH, ASD, and Dyslexia. Staff within the SEND department and the teachers, work together and strive to get the best help and support for all pupils who attend the academy. We offer varied services to help support and ensure your child/young person reaches their targets. We also work closely with a wide variety of outside agencies, including Educational Psychologist Services, SENSS Services, etc., drawing from and utilizing their expertise to offer the best package of support possible for our students.

Q.8 What training are the staff supporting children and young people with SEND have had or are having?

The SEND department constantly update and refresh their training. Each new staff member receives a package of training and observations/reviews are regularly conducted to ensure we provide the highest quality of support possible. Our SENCo is fully qualified and the Assistant SENCo has a postgraduate degree in specific learning difficulties (being qualified to offer testing for exam dispensation and dyslexia screening). Staff are encouraged and supported to complete regular continued professional development, including training covering a wide variety of areas: Diplomas/Foundation degrees in teaching and learning, Role of the LSA, Dyslexia, ADHD, SEMH, New IDP training, Specialist programme training, EAL and First Aid Training.

Q.9 How will my child/young person be included in activities outside this classroom including school trips?

All pupils 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. All medical information must be up to date and all staff on the trip are given the information.

Q.10 How accessible is the environment?

Specialist equipment is purchased as necessary 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. Moreover, we have a close link with the hearing impaired section of SENDs.

Q.11 How will the setting prepare and support my child/young person to join the next stage of education and life?

Before your child/young person joins our setting the academy arranges regular transition days to enable the children to familiarise themselves with the building, staff members, subjects and the general ethos of our school. We have regular tours of the academy for school groups or individuals. We offer transition days for all primary schools, however if we feel that a pupil would benefit from a more in-depth transition we create an individual package which is supported and closely monitored. This will help to prepare your child to move on to the next stage of their education. We can arrange a buddy system for children who we think will benefit from this. Children are given a timetable of clubs

and activities that take place on a regular basis throughout the year and have the opportunity to attend nurture clubs at break and lunch times. We pride ourselves on our summer school which is an ideal way for your child/young person to meet others who will be joining our academy. These run throughout the summer holidays and they are staffed by our permanent teaching staff. Our academy liaises with primary schools on a regular basis and staff and SENCO visit to speak to the children involved in transition. Parents are invited to attend an open evening to meet their child's form teacher and ask any questions they may have. Information is provided to the academy from primary schools which give us levels and data to help us group your child/young person where we think they will be best placed. Observations by our SENCO/ Assistant SENCO take place in the primary setting and are completed for Statemented/EHCP pupils.

For our students making the transition into higher education and college support is given via taster days. These can be supported by their Learning Support Assistant, who can also help them with transport issues, practicing/planning journeys to their new location, etc. Tours of their new setting are arranged by college/career staff and this link is supported by careers staff based in our school.

Q.12 How are the setting's resources allocated and matched to children's/young people's special educational needs?

The SEND department has a specific budget, allowing the department to purchase any specialist equipment needed. We ensure resources are personalised to meet your child/young person's needs. This can be discussed with the SENCO/Assistant SENCO at their regular passport meeting and annual review meetings.

Q.13 How is the decision made about what type and how much support my child/young person will receive?

Your child/young person's needs will be discussed along with the SENCO, it will involve the parents/carers and your child, decision making will be aided by the rigorous academic testing carried out within the academy as well as specific SEND testing aimed to identify additional needs.

Q.14a How will our child and young person be involved in the decisions about their learning?

Here at Ormiston Sir Stanley Matthews Academy our student's involvement in decision making processes are of the upmost importance. Students are supported and encouraged to make decisions about their learning and support.

Student Passports are reviewed three times per year, ensuring their views are expressed and they are actively involved in making decisions regarding how they learn, which support strategies are most beneficial and target setting decisions.

Q.14b How will we be involved in the decisions about the learning of our children and young people?

In addition to the normal reporting arrangements and parents evenings, parents also have the chance to discuss their child's/young person's progress during

Student Passport meetings which happen termly. In September 2014 the SEND

Code of Practice implemented a change in legislation, this replaced the old system of Individual Education Plans (IEPs) that some parents may be aware of.

Parents will be involved in meetings which plan their child's/young person's education via the new Student Passport system. The document is sent home to give further opportunities to review/amend before the final draft is sent out to teachers to help form the basis of the package of support that the child/young person receives.

Q.15 How are parents involved in the setting? How can I be involved?

Parents are regularly informed about what is happening within the academy via:

Newsletters, Parents evenings, Regular updates on the website, Parent Governor and Annual Review/passport meetings.

Q.16 What do I do if I want to make a complaint?

As an academy, we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between the academy, Parent/Guardians, Pupils and Outside Agencies.

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, Head of Year and the SENCO at a mutually convenient time.

If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher, Head of Year and the SENCO and SEND's Services/Statutory at a mutually convenient time.

If a satisfactory outcome is not achieved then a meeting is arranged between the parent and the Vice Principal/Principal of the academy.

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.

Q.17 What other support is available to parents and how can I contact them?

For information regarding support available for parents, please follow the link below:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.action?familychannel=0&q=parental+support&term=&sorttype=relevance&services=1>