

Ormiston Academies Trust

Ormiston Sir Stanley Matthews Academy

Special Educational Needs and Disabilities (SEND) policy

Policy version control

Policy type	Statutory and OAT mandatory
Author	Wasim Butt, National Director of AP and Special Academies
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Scope of this policy

This is the Ormiston Academies Trust (OAT) SEND policy which complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the [SEND Code of Practice: 0 to 25 years \(2014\)](#).

OAT comprises primary, secondary, AP and special academies, as well as several specialist bases/resourced provisions. This policy is relevant to all types of setting.

In addition to the SEND policy, academies publish further details of their local SEND arrangements on their academy website. This information will always include the SEN Information Report, including the contact details of key staff involved in SEND provision, and information on the local offer.

SEN Information Report – SEPTEMBER 2025

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children 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 (including hearing and visual impairment)
- Medical difficulties (including ADHD)

We identify and assess children 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 NGRT reading and spelling assessments, Wide Range Achievement Testing (WRAT 5), British Picture Vocabulary Scale (BPVS) testing (to give a receptive vocabulary age) and Strengths and Difficulties Questionnaires, SEMH Online indicator toolkit, the SEAL toolkit and Strengthening Minds profiles for Social, Emotional, Mental Health needs. We also offer dyslexia and Speech, Language and Communication 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

The academy can also enlist the support of local authority Inclusive Learning Services and Educational Psychology services; CAMHS, SALT and Occupational Therapy services to support with identification of needs

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, to which parents are invited, in order to review SEND Provision and discuss student's needs.
- We complete reviews of learning support assistants' practice through observation
- We regularly meet with parents and pupils, at their request, to review provision
- We review and amend the SEND register at least termly
- Evaluation of quantitative data (where available/applicable) from intervention programmes is used to judge effectiveness

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

The academy follows the guidelines around the 'graduated approach within the SEND Code of Practice (2014). The graduated approach 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. Students are assessed regularly throughout the year, and the data is analysed to ensure expected progress is being made. Where students are not making their expected levels of progress and a need is identified, 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, the pupil may be supported in-class by a Learning Support Practitioner, who will work with the class teacher to ensure that the curriculum is differentiated in order to remove barriers to learning and allow them to achieve 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 children 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, chewable jewellery and 'fidget' items; specialist chairs/stools, Ear defenders and Dictaphones and laptops/tablets with specified software.

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 SEND in our Local Authority Service Level Agreement

We adapt the curriculum for children 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. Teaching and non-teaching staff alike undertake regular CPD (continuing professional development) in order to develop the skills needed to identify and make the correct reasonable adjustments required to accommodate the needs of all learners. All teaching staff follow the principals of High Quality First Teaching (HQFT) as well as adaptive teaching to ensure they are fully aware of the needs of each learner and provide high quality models, worked examples and clarity of instruction to ensure all are able to make progress.

We enable children 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 social, emotional and mental support is available for children 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
- The ELSA programme

- Strengthening Minds – Positive behaviour and Self-esteem
- Inclusive learning Services
- SEAL Emotional Literacy Programme
- School counsellor/behaviour Support Officer
- Headspace passes and 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
- CYPAS
- Travelling Children Services
- Educational Psychology Services

The name of our SEN Co-ordinator (SENCO) is: Mr Stephen Oakley

Listed below are the names of staff members possessing expertise related to SEN. Contacts be found at the end of this document:

Name: Kelly Hassall	Name: Caroline Thompson
Job role: Principal	Job role: Assistant Principal
Expertise: NA SEND Award	Expertise: NA SEND Award

Name: Cathryn Dyball	Name: Alison Smedley
Job role: Assistant SENCO	Job role: Educational Psychologist
Expertise: Assistant SENCO Award	Expertise: Chartered Educational Psychologist

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

- Educational Psychologist
- Student Counsellor
- Multi Agency Centre Co-ordinator
- Hearing/Visual impaired support services coordinator
- Student Welfare Co-ordinator
- Headspace Lead

We currently possess the following equipment and facilities to assist our children 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. You will be involved in planning your child's/young person's education via the pupil passport system. Meetings will be arranged to discuss your child's needs and all areas on the passport will be completed at these meetings with yourself and your child. 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. For learners with an EHCP, statutory annual reviews will be conducted yearly and parents/carers will be invited to attend these meetings and contribute their views. 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 with EHCPs will be given the opportunity to express their views in the run up to, and during the annual review process and all learners on the SEN register will be given the opportunity to do the same during SEN Passport Evenings with their parents to ensure the child's voice is at the centre of 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 children 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 (SENMAS/SENDIASS)
- The academy will also inform the LA

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

- Educational Psychology Services
- Inclusive Learning Services
- SEND Services
- Occupational Therapy
- CAMHS
- CYPAS
- MHST

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

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 children 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 City Council's local offer, explaining what is available on a local authority basis, can be found using the following link: [SEND Local Offer – SEND Local Offer \(stoke.gov.uk\)](http://stoke.gov.uk)

More information on SEND can be found in the OAT SEND Policy:

<https://ormistonsirstanleymatthewsacademy.co.uk/admin/wp-content/uploads/sites/22/2023/11/SEND-policy-July-23.pdf>

See below for Contacts and responsibility information. ↓

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

<https://ormistonsirstanleymatthewsacademy.co.uk/admin/wp-content/uploads/sites/22/2023/11/SEND-policy-July-23.pdf>

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Academy roles		
Role	Designated person	Contact Details
SENCO	S Oakley	soakley@ossma.co.uk
Principal	Kelly Hassall	khassall@ossma.co.uk
SEND Governor	E Spooner	info@ossma.co.uk
Other senior leader with responsibility for SEND	K Hassall	khassall@ossma.co.uk
Pastoral support lead	Adam Edwards	AEdwards@ossma.co.uk
Designated safeguarding lead	Caroline Thompson	Cthompson@ossma.co.uk
Designated teacher for looked after children	Ian Wright	iwright@ossma.co.uk
Mental Health Lead	Caroline Thompson	cthompson@ossma.co.uk
Other		

External agencies		
Role	Information	Contact Details
Educational Psychologist	Stoke-on-Trent Local Authority Educational Psychology Team	Ed.psychology.admin@stoke.gov.uk
Local SEND Information & Support Services	Stoke-on-Trent Local Authority	SEND Local Offer – SEND Local Offer (stoke.gov.uk)
Local Authority SEN Team	Stoke-on-Trent Local Authority SEND Services	SEND Local Offer – SEND Local Offer (stoke.gov.uk)
Behaviour Support Team	Inclusive Learning Service	SEND Local Offer – SEND Local Offer (stoke.gov.uk)
Sensory Impairment Service	Stoke-on-Trent Local Authority Sensory Impairment Service	Sensory.team@stoke.gov.uk
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/

Where 'parent' is used in this policy, this should be taken to include guardian or carer.

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1. Our values

1.1. At OAT we have five values:

- **Ambition:** we believe everyone can achieve, and we aspire for excellence in all we do
- **Learning:** we are always learning and see development as the route to improvement
- **Perseverance:** we embrace challenge and learn through doing difficult things
- **Collaboration:** we achieve more through working together
- **Inclusion:** we break down barriers to learning and participation

1.2. We believe that inclusion is at the heart of everything we do. We believe that every child, regardless of background deserves the opportunity to thrive in an environment where they feel valued, supported and empowered.

1.3. Inclusion is not just about access – it’s about ensuring high expectations, expert teaching and tailored support so that every child can succeed. We are committed to removing barriers before they take hold, fostering a culture where differences are celebrated and creating classrooms where all children can participate fully.

- 1.4. Our approach is rooted in collaboration between staff, children, families and external partners to ensure that every child gets the right support at the right time. Together, we build schools where inclusion is not an add-on, but an integral part of how we teach, lead and support every learner. Inclusion is not just a priority; it is at the heart of everything we do.

2. Legal framework

- 2.1. This policy has due regard to legislation, including, but not limited to, the following:

Statutory guidance:

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)
[Keeping Children Safe in Education](#)
[Working together to improve school attendance](#)

Legislation:

[Part 3 of the Children and Families Act 2014](#)
[The Special Educational Needs and Disability Regulations 2014](#)
[Equality Act 2010](#) (section 20)
[Public Sector Equality Duty](#) (section 149 of the Equality Act 2010)
[Academy Trust Governance Guide](#)
[School Admissions Code](#)

- 2.2 This policy should be read in conjunction with the:

SEN Information Report
Accessibility Plan
Behaviour policy
Safeguarding and Child Protection policy
Teaching and Learning policy
Supporting children with medical needs policy

3. Definition of SEND

- 3.1. A child has a SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.
- 3.2. A disability, as defined by the Equality Act 2010, is a physical or mental impairment with a long-term and substantial impact on a person's ability to carry out day-to-day activities.
- 3.3. There are four broad areas of need outlined in the SEND Code of Practice. Children may have needs that overlap one or more areas and detailed assessments should ensure all needs have been identified. The broad areas of need are:
- 3.3.1. **Communication and Interaction:** this can include speech, language and communication needs and autism spectrum difficulties

- 3.3.2. **Cognition and Learning:** this can include moderate, severe, and profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia
- 3.3.3. **Social, Emotional and Mental Health Difficulties:** this can include behaviours that reflect underlying mental health difficulties such as anxiety, depression or eating disorders. It also includes other disorders such as attention deficit hyperactivity disorder or attachment disorder.
- 3.3.4. **Sensory and/or Physical Needs:** this can include visual, hearing, or multi-sensory impairment and physical disabilities.

4. Roles and responsibilities

4.1. The SENCO will:

- 4.1.1. Complete the NPQ for SENCOs, if they have not completed the NASENCO qualification. They must complete training within 3 years of appointment - academies and SENCOs must make sure they enrol on training that will meet this requirement. SENCOs appointed before 1 September 2009 are not required to take the NPQ but will be expected to ensure compliance with the regulations.
- 4.1.2. Work with and be supported by the principal or appropriate member of the senior leadership team and SEND governor to determine the strategic development of the SEND policy and provision in the academy in order to improve outcomes for children with SEND.
- 4.1.3. Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual children with SEND.
- 4.1.4. Liaise with the relevant Designated Teacher where children looked after, or previously looked after, have SEND.
- 4.1.5. Provide professional guidance to colleagues and work with staff, parent/carers, and other agencies to ensure children with SEND receive effective support, provision and high-quality teaching.
- 4.1.6. Advise on the graduated approach (Assess, Plan, Do, Review) to providing SEND support.
- 4.1.7. Advise on the deployment of the academy's delegated budget and other resources to meet children's needs effectively and efficiently.
- 4.1.8. Liaise with early years providers, other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies in order to inform planning for a child's support.
- 4.1.9. Work with the Principal and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- 4.1.10. Ensure the academy keeps the records of all children with SEND up to date and in line with current GDPR policies and shares information in a timely manner if a child transfers to another school or education institution.

- 4.1.11. Liaise with potential next providers of education to ensure a child and their parents are informed about options, and a smooth transition is planned.
- 4.1.12. Monitor the effectiveness of any special educational provision made and when appropriate secure additional services and provision.
- 4.1.13. Liaise regularly with parents, external agencies, and the local authority to provide information on children's needs, provision, and outcomes.
- 4.1.14. Prepare and review information required by law to be published in relation to special educational needs provision.

4.2. The principal will:

- 4.2.1. Ensure that all staff are ambitious for all children with SEND.
- 4.2.2. Ensure that children with SEND are included in all aspects of academy life.
- 4.2.3. Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the academy.
- 4.2.4. Have overall responsibility for the provision and progress of children with SEND.

4.3. Education Directors will:

- 4.3.1. Monitor the implementation of this policy across their allocated academies, ensuring compliance with statutory duties and trust-wide expectations.
- 4.3.2. Support principals and SENCOs to uphold high standards of SEND provision through regular review, challenge and guidance.

4.4. Each teacher is responsible for:

- 4.4.1. Setting ambitious but achievable academic expectations and supporting children to achieve positive outcomes.
- 4.4.2. Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all children's needs, starting points and aspirations for the future.
- 4.4.3. The progress and development of every child in their class, including where children access support from teaching assistants or specialist staff.
- 4.4.4. Working closely with any additional adults within the setting to assess, plan, do and review support and intervention for each child with SEND in their class.
- 4.4.5. Working in partnership with parent/carers, health professionals, therapists, social workers and other providers or agencies to secure the best outcomes for children.
- 4.4.6. Working with the SENCO to review children's progress and development and decide on any changes to provision.

- 4.4.7. Assessing the learning and development of children in line with academy policy.
- 4.4.8. Making regular assessments of the progress of all children and identify those who need additional support or adjustments.
- 4.4.9. Undertaking professional development to inform and support their practice

4.5. The SEND governor will:

- 4.5.1. Monitor the quality and effectiveness of SEND provision and report findings to the governing body.
- 4.5.2. Support the principal and SENCO in promoting ambition and inclusion for all children with SEND.
- 4.5.3. Seek assurance that SEND remains a priority in academy self-evaluation and improvement planning.
- 4.5.4. Understand the legal responsibility for compliance rests with the Trust board.
- 4.5.5. Help to review the academy's SEN information report and provision for children with SEND.

4.6. The child will:

- 4.6.1. Children will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. We will use our best endeavours to capture their voice/views in a way that is meaningful and accessible to them, ensuring their views help to inform planning and decision-making. This might involve the child:
 - Explaining what their strengths and difficulties are
 - Contributing to setting targets or outcomes
 - Attending review meetings
 - Giving feedback on the effectiveness of interventions
- 4.6.2. The child's views will be taken into account in making decisions that affect them, whenever possible.

4.7. Parents will:

- 4.7.1. Work in partnership with the academy by sharing insights about their child's strengths, needs, and effective strategies used at home, while also supporting the values, aims, and policies of the academy to promote consistency and shared expectations.
- 4.7.2. Contribute to setting and reviewing outcomes as part of the graduated approach (Assess, Plan, Do, Review).
- 4.7.3. Engage in open, honest, and constructive communication with the academy to help secure the best possible outcomes for their child.
- 4.7.4. Participate in meetings and discussions about their child's provision and progress, with support offered where needed to ensure this is accessible and meaningful.

5. Identifying needs

- 5.1. All academies will seek to identify a child's needs at the earliest opportunity. Academies assess attainment on entry and monitor progress so far and throughout a child's learning journey.
- 5.2. If a child is not making expected progress, high quality teaching is the first response. If difficulties persist, additional assessments may be carried out, with support from the SENCO and external agencies, where appropriate, to inform any additional support required.
- 5.3. Parents will be included early in this process.
- 5.4. Where it is decided that a child does have SEN, this will be recorded in a child's records and the child's parents will be informed that special educational provision is being made and included in regular reviews of provision and progress.

6. Provision for special educational needs

- 6.1. Where a child is identified as having SEN, all academies will take action to remove barriers to learning and put effective special educational provision in place. When deciding whether additional support or provision is required, the process will start with the desired outcomes, including expected progress and attainment, and the views and wishes of the child and their parents. SENCOs will use this to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed. If different or additional provision is required, all academies will follow the graduated approach.

7. The graduated approach

- 7.1. As outlined in the SEND Code of Practice (6.45-6.56), all academies will follow a four-part cycle of assess, plan, do, review which is known as the 'graduated approach'.
- 7.2. **Assess:** A clear analysis of child's needs will be carried out. Regular assessment of a child's progress, appropriate for the child's individual starting point and needs, and development will be carefully tracked and compared to their peers and national expectations if appropriate. Assessments will include the views and experiences of parents and the child and if relevant, assessment and advice from external support services. Assessments will be reviewed regularly to ensure interventions are matched to need, barriers to learning are identified and overcome, and support is effective.
- 7.3. **Plan:** Where SEND support is required the SENCO, with the support of relevant staff, will put together a plan outlining the provision to be put in place for the child as well as the expected impact on progress and outcomes. This will be done in partnership with the child and parents and all staff who work with the child will be made aware of the plan and the outcomes sought.
- 7.4. **Do:** The class or subject teacher is responsible for working with the child on a daily basis. The teacher will also liaise closely with any teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support and guidance for the teacher.

- 7.5. **Review:** The impact of the plan will be reviewed regularly by the SENCO, any key staff, parents, and the child. This will inform the planning of next steps and feedback into the analysis of a child's needs.

8. Requesting an Education, Health, and Care needs assessment

- 8.1. The first stage of additional or different support is called SEN Support. If, under SEN Support, a child has still not made expected progress towards the outcomes that have been agreed through collaborative planning, the academy and/or parents may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority.
- 8.2. Further information on EHC needs assessments and plans can be found at Section 9 of the SEND Code of Practice.

9. Approach to teaching children with SEND

- 9.1. Teachers are responsible and accountable for the attainment, development and progress of all the children in they teach. High quality teaching is the foundation of inclusive education and is always the first step in responding to children who may have SEND.
- 9.2. Any adaptations should be delivered in a way that, as far as possible, minimises the appearance of difference and maximises participation in class alongside a child's peers. Any removal from a child's regular class or peers for individually tailored intervention should be considered carefully and the benefits weighed against potential feelings of difference and isolation. Academies must also consider what parts of the curriculum are missed in order to deliver intervention and plan for appropriate 'catch up'.
- 9.3. Further details on teaching children with SEND can be found in an academy's SEN Information Report on each academy website.

10. Transition

- 10.1. SEN support will include planning and preparation for the transitions between phases of education and preparation for adult life. All relevant information about a child's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.

11. Links with external partners

- 11.1. Academies may involve specialists to advise them on early identification of SEN and effective support and interventions. This could include educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the school nursing service, specialist teachers or support services and therapists. Parents will always be involved in any decision to involve specialists, and all discussions and outcomes will be shared with parents.

12. Training

- 12.1 The SENCO is expected to attend local, regional and national network meetings to share good practice with colleagues and to keep up to date with national SEND developments.
- 12.2 The specific training and expertise of other school staff are listed on each academy's SEN Information Report.
- 12.3 All staff should receive regular training on supporting children with additional needs and this should form part of an academy's programme of continuing professional development (CPD).

13. Evaluating the effectiveness of SEND provision

- 13.1 Within an academy, the effectiveness of SEND provision is evaluated by:
 - 13.1.1 Regularly reviewing children's individual progress and attainment with parents and the child, where appropriate.
 - 13.1.2 Reviewing the impact of interventions.
 - 13.1.3 Using child and parent questionnaires and interviews to gain feedback.
- 13.2 An academy's overall SEND provision is evaluated by:
 - 13.2.1 Regular monitoring and evaluation by the SEND governor and reporting of findings to the Local Governing body.
 - 13.2.2 Reporting on key performance indicators at academy Progress Boards.
 - 13.2.3 Regular analysis of key data and performance indicators (including attendance and suspensions data).
 - 13.2.4 Academy monitoring visits and support.

14. Enabling children with SEND to engage in activities

- 14.1 All academies will ensure that every child can participate in the full life of the academy, including both core and all wider opportunities.
- 14.2 This includes trips, visits, residentials, and before or after-school clubs. Children will be actively encouraged to participate, and academies are expected to make reasonable adjustments to remove barriers to inclusion. Planning for these activities must take into account the diverse needs of all children from the outset.
- 14.3 The academy publishes an Accessibility Plan on its website, outlining how participation is supported and how physical or organisational barriers are addressed. No child should be excluded from enrichment activities because of additional needs or disabilities - all due regard and reasonable

adjustments must be explored. In rare cases where adjustments cannot be made, alternative meaningful opportunities must be provided to ensure the child still benefits from the intended educational experience.

- 14.4 Risk assessments will be used, not only to identify potential risks, but also to plan and implement proactive, preventative measures that enable safe and inclusive participation for all children. These assessments should reflect a commitment to finding solutions, though, for example, planning, communication, staffing and support.

15. Behaviour and reasonable adjustments

- 15.1 All children are expected to adhere to the academy's behaviour expectations and routines. Our approach to behaviour is rooted in the belief that consistency, clarity and high expectations benefit all children and that some children may require support to meet these expectations effectively.
- 15.2 Behaviour will often need to be considered in relation to a child's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Where behaviour is influenced by a child's underlying needs, the academy will adopt a graduated response to support them. Reasonable adjustments and adaptations will be considered. This may include specific strategies, targeted intervention, and/or bespoke support plans. These adaptations aim to reduce barriers, promote positive behaviour and improve engagement.
- 15.3 Staff are supported by the SENCO and relevant colleagues (e.g. behaviour leads, learning mentors and pastoral teams) to understand the needs of children with SEND and how these may influence behaviour. Where difficulties persist, the academy may involve external professionals such as educational psychologists, CAMHS, or advisory teachers.
- 15.4 For children with an EHCP and whose behaviour is a significant concern, the academy should consider holding an emergency annual review.
- 15.5 The principles outlined in this section complement, but do not replace, the OAT Behaviour Policy, which all academies must follow.

16. Complaints about SEND provision

- 16.1 Parents are encouraged to raise any concerns about their child's SEND provision at the earliest opportunity. In the first instance, parents should raise their concerns with the SENCO, followed by the principal if they feel their concerns have not been addressed.
- 16.2 If concerns are still unresolved, parents can follow the OAT Complaints Policy or access the local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

17. Monitoring Arrangements

- 17.1 This policy will be reviewed annually (or sooner if required by statutory guidance) by the National Director of AP and Special Academies and approved by the OAT Board.
- 17.2 The SEN Information Report will be updated at least annually, and the accessibility plan will be reviewed every three years.

- 17.3 Implementation and adherence to this policy will be monitored at multiple levels:

Academy level: The principal and SENCO will ensure that the academy has a current and effective provision map in place, evidencing how resources and support are allocated to children with SEND. They will monitor adherence to the policy through routine self-evaluation, quality assurance, and the graduated approach processes.

Regional oversight: Education Directors will monitor how each academy implements and complies with the SEND policy and associated processes (including provision maps) through academy progress boards, data analysis, and regular review meetings.

Trust-wide oversight: The SEND Lead Practitioner and the National Director of AP and Special Academies will collate reports from Education Directors, review aggregated SEND performance data, and provide updates to the NLG (National Leadership Group) and Trust Board on policy adherence and the consistency of provision across academies.

Governance: Local SEND governors will monitor and challenge the quality of provision at academy level, receiving reports, resourcing, and outcomes for children with SEND to provide assurance to the local governing body.

- 17.4 Through these layers of monitoring, OAT will ensure that all academies are supported to deliver inclusive, evidence-based SEND provision, with clear visibility of where systems are fully in place, and where further improvement is required.

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

Last updated: September 2025

Academy roles		
Role	Designated person	Contact Details
SENCO	S Oakley	soakley@ossma.co.uk
Principal	Kelly Hassall	khassall@ossma.co.uk
SEND Governor	E Spooner	info@ossma.co.uk
Other senior leader with responsibility for SEND	K Hassall	khassall@ossma.co.uk
Pastoral support lead	Adam Edwards	AEdwards@ossma.co.uk
Designated safeguarding lead	Caroline Thompson	Cthompson@ossma.co.uk
Designated teacher for looked after children	Ian Wright	iwright@ossma.co.uk
Mental Health Lead	Caroline Thompson	cthompson@ossma.co.uk
Other		
External agencies		
Role	Information	Contact Details
Educational Psychologist	Stoke-on-Trent Local Authority Educational Psychology Team	Ed.psychology.admin@stoke.gov.uk
Local SEND Information & Support Services	Stoke-on-Trent Local Authority	SEND Local Offer – SEND Local Offer (stoke.gov.uk)
Local Authority SEN Team	Stoke-on-Trent Local Authority SEND Services	SEND Local Offer – SEND Local Offer (stoke.gov.uk)
Behaviour Support Team	Inclusive Learning Service	SEND Local Offer – SEND Local Offer (stoke.gov.uk)

Sensory Impairment Service	Stoke-on-Trent Local Authority Sensory Impairment Service	Sensory.team@stoke.gov.uk
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/
