

SEN Information Report – July 2026

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, and mental health difficulties
- Communication and interaction difficulties (including autism)
- Speech and 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 ongoing 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 the legal requirement for annual reviews for all EHCP students
- We complete 3 student IAP review evenings a year, to which parents are invited, in order to review SEND Provision and discuss students' 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 (2015). 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 weaknesses 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 a 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/carers 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 individuals' 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 principles 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 who 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
- Strengthening Minds – Positive behaviour and Self-esteem
- Inclusive Learning Services
- SEAL Emotional Literacy Programme
- Think Good, Feel Good: CBT
- Zones of Regulation
- Comic Strip Conversations
- Pastoral Mentoring 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 can be found at the end of this document:

Name: Kelly Hassall	Name: Danielle Walley
Job role: Principal	Job role: Vice 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, as well as 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 you 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 parents and SENCO's
- Parent and Student Tours.
- Transition periods of various lengths dependent upon need.
- Year 6 Pupil Passport Evening

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://SEND Local Offer – SEND Local Offer (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>.

Last updated: 05/03/2024

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	espooner@ossma.co.uk
Other senior leader with responsibility for SEND	D Walley	Dwalley@ossma.co.uk
Pastoral support lead	Adam Edwards	AEwards@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/