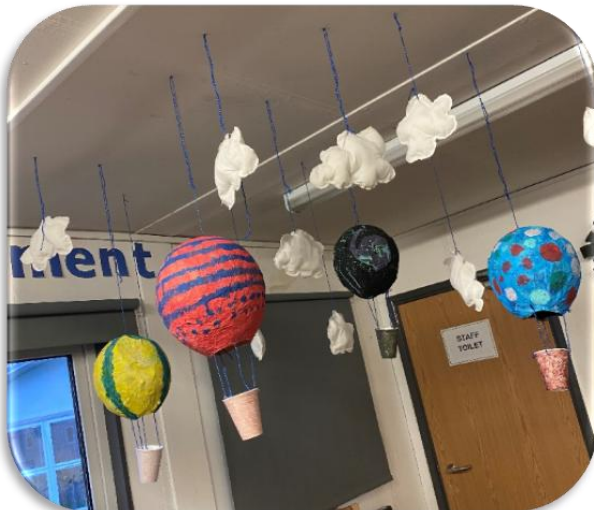


All Ormiston Academy Trust Schools have a similar approach to meeting the needs of students with Special Educational Needs.

They are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in the Academy. All academies are supported to be as inclusive as possible, with the needs of students with a Special Educational Need/s being met, wherever possible and where families want this to happen, in a mainstream setting.



Section A: People who support students with Special Educational Needs and/or Disabilities or difficulties with learning in this Academy.

School based information	People	Summary of responsibilities
Who are the best people to talk to at OSCA about my child's difficulties with learning/ Special Educational Needs and/or disabilities (SEND)	Vice Principal (Quality of Education): Ms. V Storer-Young Storer-YoungV@ormistonsandwell.org.uk The Special Educational Needs Coordinator (Strategic SENDCO): Mrs. Sarah Dickens. dickenss@ormistonsandwell.org.uk The Special Educational Needs Coordinator (Operational SENDCO): Kavita Lochan LochanK@ormistonsandwell.org.uk Inclusion Support Sandwell LA: SENAT- B: Amanda Barrie SENAT – L: Nicola Newey-Burridge Educational Psychologist: Tim Roome Advisory Teacher for SpLD: Nicola Newey-Burridge Advisory Teacher for CCAT: Donna Oakshott Sandwell LA Local Offer http://www.sandwell.gov.uk/send Team of 12 Learning Support Practitioners.	The SEND Team is responsible for: - Coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the Academy's SEND Policy to make sure all students get a consistent, high-quality response to meeting their needs in the Academy. - Ensuring that you are involved in supporting your child's learning and are kept informed about the support your child is getting, ensuring you and your child are involved in reviewing how they are doing and that you are part of planning ahead for them. - Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc. - Updating the school's SEND register (a system for ensuring all the SEND needs of students in this Academy are known) and making sure that there are up to date records of your child's progress and needs. - Providing specialist support for teachers and support staff in the Academy so that they can help your child (and other students with SEND in the Academy) achieve the best possible progress in Academy. - Ensuring class teachers and pastoral staff are aware of the needs of individual students. - Advising class teachers and pastoral staff of recommended strategies to support individual students with SEND.

Section A: People who support students with Special Educational Needs and/or Disabilities or difficulties with learning in this school.

School based information	People	Summary of responsibilities
	Class teacher	He/ She is responsible for: • Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEND Team know if anything specific needs to be addressed as necessary. • Communicating specific targets, sharing, and reviewing these with parents at Parent Consultation Evenings. • Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of your child's work. • Knowing the needs of the students and planning lessons accordingly to meet these needs. • Attendance to specialist training offered by the SENDCO on Staff Training Days and CPD sessions throughout the Academic Year • Using Pupil Profiles where available to inform differentiation and planning.
	SEND Governor/s	The SEND Governor/s are responsible for: • Making sure that the necessary support is provided for any child who attends the Academy who has SEND The SEND Governor will meet regularly with the SENDCO to gain a full picture of SEN at the Academy,

Students in the Academy will get support that is specific to their individual needs. This may be provided just by the class teacher or may involve:

- Other staff in the Academy such as a Learning Support Practitioner, Academic Mentor, Mentor, Inclusion Manager, Peers, Subject Teachers
- Staff who will visit the Academy from the Local Authority such as Inclusion Support, Educational Psychologist, Speech and Language Therapy Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as Occupational Therapist and CAMHS



B. How could my child get help in school:

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for students with SEND at OSCA?	Class teacher input via good/ outstanding classroom teaching and practice	- Teachers have the highest possible expectations for your child and all students in their class. - All teaching builds on what your child already knows, can do, and can understand. - Different ways of teaching are used so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work. - Specific strategies are in place (which may be suggested by the SEND Team or outside staff) to support your child to learn.	All students receive this provision.
What are the different types of support available for students with SEND at OSCA?	Specific small intervention group work. This group may be: - Run in the classroom or outside. - Run by a Learning Support Practitioner or outside professional who has had training to run these groups of intervention	- Staff including the SEND Team, Pastoral Team and Curriculum Teams will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap. - Curriculum or SEND Teams will plan small group sessions or 1:1 if necessary, for your child, with targets to help your child to make more progress. - A Learning Support Practitioner or outside professional (like a Speech and Language Therapist) may also run these small group sessions. All Learning Support Practitioners will have received training and guidance from outside professionals as necessary.	Any child who has specific gaps in their understanding of a subject/area of learning or social development. Students may receive these interventions regardless of their stage of the SEND Code of Practice as they have been identified by the class teacher as needing some extra support in the Academy.

B. How could my child get help in school:

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for students with SEND at OSCA?	Specialist and regular monitoring and assessment by outside agencies e.g. Speech and Language therapy, Inclusion Support, AND/OR Individual support for your child of less than 20 hours in school	- Your child will have been identified by the class teacher/SEND CO (or you will have raised your worries) as needing more specialist input instead of or in addition to class teaching and intervention groups - You are welcome to request a meeting to discuss your child's progress and help plan possible ways forward.	Students with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.
What are the different types of support available for students with SEND at OSCA?	If your child is stated as SEN Support on the Code of Practice (K or K+ on the SEN register), this means they have been identified by the class teacher/SEND CO as needing some extra specialist support in the Academy from a professional outside the Academy. This may be from: - Local Authority - Inclusion Support - Other outside agencies such as CAMHS.	- You will be asked to give your permission for the Academy to refer your child to an outside professional e.g., a Speech and Language Therapist or Educational Psychologist. - The Academy and yourself will better understand your child's particular needs and be able to support them more effectively. - The outside professional will work with your child to understand their needs and make recommendations, which may include: - Making changes to the way your child is supported in class e.g., some individual support or changing some aspects of teaching to support them better - Support to set targets which will include their specific expertise. - A group run by school staff under the guidance of the outside professional e.g., a social skills group - The school suggesting that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.	Students with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

B. How could my child get help in school:

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for students with SEND at OSCA?	Specified Individual support for your child of more than 20 hours in the Academy. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENDCO/ Educational Psychologist as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. Usually, your child will also need specialist support in school from a professional outside the school.	- The Academy (or Parent/Guardian) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more details here www.sandwell.gov.uk - After the Academy have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the <u>SEN Support</u>. - The Local Authority will decide if your child's needs are severe, complex, and lifelong and that they need more than £6000 (funded by the Academy) of support to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the Academy to continue with the support through the SEND department and will provide a written report of recommendations the Academy should fulfil. - The EHC Plan may suggest how the support could be used and what strategies must be put in place. It will also have long and short-term goals and recommendations for your child. Some EHCP's however, will just provide a sum of money which is to be used to meet the recommendations provided. - An LSP will be allocated as the Key Worker to support your child with whole class learning and may offer individual programmes and intervention as required.	Students whose learning needs are: - Severe, complex, and lifelong - Need more than 16 hours of support in Academy

How can I let the Academy know I am concerned about my child's progress?

If you have concerns about your child's progress, you should contact your child's Form Tutor/Head of Year or the SENDCO either via phone call or email. Email is preferable because it ensures there is a written record of your correspondence and staff are often not in their offices during the day for telephone calls

How will the Academy let me know if they have any concerns about my child's learning?

When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO.

- Regular data collections and review meetings, through Parent Consultation Evenings is another way your child may be identified as not making as much progress as expected.
- If your child is identified as not making progress the Academy will contact you to discuss this with you in more detail:
 - To listen to any concerns you may have
 - To plan any additional support your child may need
 - To discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to students and how do they move between the different levels?

- The Academy budget, received from Sandwell LA, includes money for supporting students with SEND.
- The Vice Principal: Ms. Storer-Young, and the SENDCO will discuss all the information they have about SEND in the Academy, including:
 - the students getting extra support already
 - the students needing extra support
 - the students who have been identified as not making as much progress as expected.

Decisions will be made regarding additional resources/training and support, which may be needed. All resources/training and support are reviewed regularly, and changes are made as required.

How are the teachers in the Academy helped to work with students with SEND and what training do they have?

The SEND Team will support the class teachers in lessons and discuss in detail the student's needs, recommend strategies, and set targets. The class teachers may at any time request further guidance from the SEND Team.

- The Academy also offers training to staff through a varied CPD programme, offering strategies that can be used to improve the teaching and learning of students with SEN. This includes training on SEND issues, such as ASD, Social and Emotional Health, ADHD, and Dyslexia. These sessions are delivered by the SENDCO, Inclusion Support and outside agencies.
- Each student with a EHCP will also have an LSP Key Worker who will regularly monitor the young person and offer advice to staff on key strategies for personalised learning. They will also be involved in the Annual Review process.

How will the teaching be adapted for my child with learning needs (SEND)?

- Class Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met through Quality First Teaching.
- Specially trained support staff can support the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted regularly if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given for each subject
- Each student will also have expected progress levels (3LPG), Aspirational target levels (4LPG), CAP grades and an effort/progress level, which are reviewed regularly throughout the academic year and key stage.
- Students registered as requiring SEN Support will be reviewed every term and support/interventions will be offered if appropriate.
- The progress of students with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education, the student and parent(s)/carer(s) and any external agencies also working with the student.
- The SENDCO will also review progress of cohorts of students with SEND to inform training needs, create action plans, and create target groups for intervention and additional support.

What support do we have for you as a parent of a child with SEND?

Prior to your child joining OSCA, the SENDCO is available to meet with you to discuss your child's needs and any concerns you may have.

The SENDCO meets with the primary school SENDCO's and TA's during the summer term to ensure that information is shared between schools. All Year 6 students are visited by a member of OSCA's Transition Team at their primary school where additional information is gathered. Year 6 students with SEND may be invited to attend a Transition event with their parent(s)/carer(s) to meet the SEN team. Year 6 students with SEND are supported by the SEND team on our Induction Days. A transition booklet for all Year 6 students providing information about the SEN Team is also provided.

We would like you to communicate any concerns or information you have about your child to the SENDCO, your child's form tutor and/or Head of Year/Pastoral Support. This is to ensure that we are doing similar things to support your child both at home and in the Academy and can share what is working well in both places.

The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have throughout your child's time at OSCA. All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report. The SENDCO or Specialist Advisory Teacher will also contact you to discuss any new assessments and ideas recommended by outside agencies for your child.

Homework will be adjusted as needed to your child's individual needs. We provide support, encouragement and homework may be completed in the SEND classroom at any break, lunchtime or in tutor if requested.

Every child has a planner, and this must be used to support communication between home and school.

Additional resources such as reports can be provided if required.

Homework will also be logged on the Academy's VLE/Sims and can be seen by you from home.

How have we made this school accessible to students with SEND?

[CHILD PROTECTION](#) [1](#)
(ormistonsandwell.org.uk)

How will we support your child when they are leaving this Academy? OR moving on to another class?

The Academy is accessible to students with physical disabilities. There are no entry steps. Each block has a lift between floors. The corridors and doorways are wide. There are disabled toilets on each floor of each block.

SEND staff are advised by the Inclusion Support Team, Children and Education - Inclusive Learning Services, Freeth Street, Oldbury, B69 3DE and their team of specialists (SENAT-B, SENAT-L, HI, VI, Communication and SPLD)

We ensure that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is purchased

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- A transition visit may also take place without SENDCO/LSP Support so that information can be shared effectively.

In Year 11

Students have a meeting with our Connexions Careers Advisor to discuss options and pathways. Students with SEND can be supported during this meeting if requested, either through another adult/LSP or SENDCO

Depending on the level of the student's need, the student may be accompanied by a Learning Support Practitioner to an interview at a sixth form school or college. Titan travel training will also be offered to support students in becoming more independent and helping them with their transition to college/placement. The SENDCO at OSCA will liaise with the relevant staff at the new provision to ensure your child has a smooth transition.

Useful Links/websites:

Sandwell Local Authority SEN services: <http://www.sandwell.gov.uk/send>

BATOD www.batod.org.uk British Association of Teachers of the Deaf.

BDA www.bdadyslexia.org.uk British Dyslexia Association.

BDA www.bda.org.uk British Deaf Association.

AWM www.autismwestmidlands.org.uk West Midlands Support Group.

NAS www.autism.org.uk National Autistic Society.

DFE Parents and Carers Guide to the new SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

This policy will be reviewed annually.
September 2025