

Ormiston Sandwell Community Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	3.9.2026
Next review due:	3.9.2027





Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: [SEND-Policy-July-2026.docx](#)

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

Vision

At Ormiston Sandwell Community Academy, our vision is to **Thrive, Empower, Achieve** and **Make** a difference, by working together as a forward-thinking TEAM for students, staff and the wider community.

Thrive as staff and students:

- By being challenged to achieve the best.
- By having opportunities in and out the classroom.
- We recognise and celebrate achievement.

Empower individuals to develop:

- By giving a voice to all.
- Developing leadership in all.
- Giving constructive and honest feedback.

Achieve to the best of their ability:

- By developing a culture of continuous improvement.
- By mentoring and coaching.
- By supporting all in achieving their goals.

Make a difference to the community:

- By putting wellbeing at the heart of the community.
- Building a culture of tolerance and respect.
- Ensuring the curriculum develops future generations within the community.

Values

At Ormiston Sandwell Community Academy our values are to ensure our culture has:

- **Opportunities** – We believe in creating equal opportunities for all, empowering individuals to unlock their potential and pursue aspirations.
- **Scholarship** – We are committed to fostering a culture of academic excellence, curiosity and lifelong learning.
- **Compassion** – We value kindness, empathy and respect, ensuring that every individual feels supported and valued within our community.
- **Achievement** – We strive to help every student reach their full potential, celebrating both personal and academic successes.

Together we are TEAM OSCA.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

Who are the best people to talk to at OSCA about my child's difficulties with learning/ Special Educational Needs and/or disabilities (SEND)

Assistant Principal (Inclusion):
Mrs. S Dickens.
DickensS@ormistonsandwell.org.uk
The Special Educational Needs Coordinator (SENDCO):
Miss. K Lochan
LochanK@ormistonsandwell.org.uk
Inclusion Support Sandwell LA:
Vice Principal (Quality of Education):
Ms. V Storer-Young
Storer-YoungV@ormistonsandwell.org.uk
SENAT- B: Kim Palmer-Mills
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 10 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.
--	--	---



The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	915	78.3
SEN Support (K)	211	18.1
EHCP (E)	42	3.6

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	10	100	110
Communication and interaction	19	15	34
Social, emotional and mental health	11	80	91
Sensory and/or physical	2	16	18



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENDCO will support this process.

Identification and Referral Process:

Identification of Concerns

Concerns relating to a young person may be identified by teaching staff, support staff, parents/carers, or the young person themselves.

Referral to the Strategic Review Board (SRB)

Once a concern has been identified, a referral is submitted to the Strategic Review Board (SRB) for discussion and consideration.

Review and Discussion

The SRB meets on a weekly basis to review all referrals. Each case is discussed in detail to determine the most appropriate course of action and support required.

Implementation of Support

Following review, an agreed support plan is implemented. This may include:

- Internal interventions and support strategies
- Referrals to external agencies or specialist services
- Appropriate screening, assessments, or testing

Ongoing Parent/Carer Involvement

Throughout the process, parents/carers are kept informed and involved, ensuring effective communication and collaboration to support the young person's needs.



How We Identify and Assess for SEND at OSCA

All students are unique. We identify, assess and respond to SEND early, so that every student can access the right support, at the right time, to achieve their full potential.



- Baseline data used NGRT, PASS, attendance, behaviour data
- Screeners/assessments used – Specialist Assessments for Literacy/Numeracy, Speech and Language, Vocabulary and Understanding, Handwriting.
- External agencies used: Sandwell Inclusion Support, Enhanced Package – Sandwell Speech and Language Therapy Team.

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



We always take into account the views of children and their families, when planning support for a child in the academy.

It is important that parents are able to share concerns and to discuss next steps. We do this in a variety of ways which include:

- Parent Consultation Evenings, Inclusion Coffee mornings, Y7 'Settling In' session, Pastoral Review Meetings, Key Worker contact (Inclusion – Connect/Thrive)
- Email contact with any member of staff in the Academy
- Other contact details (in addition to the SEND team)
- Weekly 'Positive Phone calls Home' create a positive way to engage and build strong relationships with students and families, allowing for open conversation with staff when required.



How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

- Team Learning Support visit Primary Schools to complete 'Meet and Greet' Sessions with Y6 children
- Y6 Transition Team – AP-Transition, HOY and Pastoral Support Y7 visit feeder schools
- SENDCO and AP-Inclusion complete face to face sessions with SENDCO's at Primary Schools.
- Y6 Teachers and SENDCO Taster Days at OSCA.
- Transition Fayre – Sandwell – exchange of documentation and files.
- Transition Days x 2- July
- Additional Transition sessions as needed for individual students.

To help children be prepared for a new school year we:

- Offer Parent Consultation Evenings,
- Communicate via the Academy's Social media platforms
- Send letters home to Parents/Guardians
- Provide transition sessions/meet the teacher

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

[Ormiston Sandwell Community Academy - Careers Guidance](#)

- Work Experience – Y10
- additional careers advice,
- experiences of different careers such as visiting speakers,
- support with college visits,
- Unit Award Schemes/Foundation courses, to support the development of independence skills etc.



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here: [Ormiston Sandwell Community Academy - Curriculum Overview](#)

We aim to ensure every child has access to high-quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

Pre-teaching

Small group interventions, such as...

Multi-sensory resources

Adult support

Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding

Access to digital devices such as laptops and learning support software

Specialist equipment, such as writing slopes, pencil grips

Programmes set by external specialists

Insert booklet here...

CONNECT:

THRIVE:



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.

After a set period, the support is reviewed. You and your child are involved in discussing what's working, what might need to change and what progress your child is making.



The first step is to understand your child's needs. This may include input from teachers, your child, you as parents and, where needed, external professionals. The goal is to build a clear picture of your child's strengths and areas where they need support.

The planned support is put into place. Teachers and support staff work with your child using the agreed strategies. The class teacher remains responsible for your child's progress, even if other adults are involved.

In discussion with you and your child, we will decide on specific outcomes or goals. Support strategies and interventions are outlined—these might include extra help in class, small group work, or specialist resources.

Academy to add own mechanisms for measuring progress:

- Termly meetings
- Annual Reviews (if your child has an EHCP)
- Analysing data
- Pupil progress meetings



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.



ORMISTON SANDWELL
COMMUNITY ACADEMY

TEAM OSCA

OPPORTUNITY | SCHOLARSHIP
COMPASSION | ACHIEVEMENT

Interventions & Support Packages AT OSCA

Personalised support | Opportunities to grow | Brighter futures



THRIVE

SAFE SPACE | SUPPORT | SUCCESS

THRIVE is a dedicated safe space at OSCA, designed to support the wellbeing, personal development and success of our whole school community. It provides a nurturing and inclusive environment where students feel heard, valued and empowered to grow.

INCLUDES:

- ✓ One-to-one mentoring and small group sessions
- ✓ Tailored support and guidance
- ✓ Practical strategies to manage challenges
- ✓ Build resilience and develop life skills
- ✓ Support with wellbeing, personal development and reintegration into mainstream classes

Small steps make big changes



MENTORING

EMOTIONAL | SOCIAL | MENTAL HEALTH

Our mentor provides personalised support for a wide range of emotional, social and mental health needs, including:

- Anxiety and panic attacks
- Exam stress and school phobia
- Social anxiety
- Self-harm
- Bereavement and trauma
- Managing emotions and healthy coping strategies
- Wellbeing topics (e.g. vaping, racism)



Build resilience.
Develop confidence.
Navigate challenges.



KS3 PROGRAMME

FOCUSED | SUPPORTED | REINTEGRATED

A smaller, more focused setting for 6 weeks, with access to core curriculum subjects (English, Maths, Science and Humanities) and tailored support to develop social, emotional and behavioural skills.

FOCUS AREAS:

- ✓ Managing emotions
- ✓ Anger management
- ✓ Wellbeing activities (e.g. Art Therapy)
- ✓ Skills and strategies for reintegration into mainstream classes



1-1 AND GROUP LEARNING

PERSONALISED | ENGAGING | PROGRESS

Flexible one-to-one and small group sessions to provide targeted support, boost confidence and improve engagement with learning.



Individual support



Small group sessions



Tailored interventions



BREAKFAST, BREAK & LUNCH CLUB

CONNECT | SOCIALISE | BUILD SKILLS

A relaxed and welcoming space where students can prepare food, socialise and enjoy a variety of games and activities. These sessions support positive interactions, teamwork and the development of social skills.



Practical life skills



Friendships & teamwork



Confidence & engagement



ALTERNATIVE PROVISION

SUPPORT | ENGAGE | ACHIEVE

We work with trusted providers such as Albright Venture and IMPACT to ensure students who find mainstream education challenging can access a high-quality, supportive and engaging learning experience.

PROVIDES:

- ✓ Smaller, more personalised settings
- ✓ Targeted support for additional needs
- ✓ Reduced barriers to learning



ADDITIONAL SUPPORT PACKAGES

EARLY INTERVENTION | HOLISTIC | INCLUSIVE

We also offer a range of targeted support packages to meet individual needs, including:



SEND Support



SEMH Support



Nurture Provision



Therapy Interventions



Social Skills Groups



Family Liaison & Support



Pastoral Support



Inclusion Hub



OUR TEAM

EXPERTISE | COMPASSION | COLLABORATION

A dedicated team working together to remove barriers and provide the right support at the right time.



Miss Buckley & Mrs Chatwin
Inclusion Managers



Mrs Fowkes
Learning Support Assistant, Nurture & Therapy



Mrs Kaur
Mentor



Miss Herbert
Higher Level Teaching Assistant



Mr Jewkes
Pastoral, Intervention Lead & Support Officer

Together we make a difference



Because every student matters at OSCA.



ORMISTON SANDWELL
COMMUNITY ACADEMY



OPPORTUNITY



SCHOLARSHIP



COMPASSION



ACHIEVEMENT

*Thrive
Empower
Achieve
Make a difference*

[Advancing Health Equalities: A CYP Masterclass Series](#)

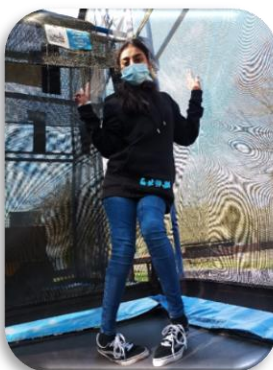
As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

[Ormiston Sandwell Community Academy - Character Development](#)



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips. We plan a wide range of exciting opportunities such as e.g. school plays, sports days, workshops, DofE Residentials, Reward Trips and all children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches, including CPD/INSET Days, Tuesday evenings 3:15-4:15pm weekly, Fortnightly Inclusion/Safeguarding Briefings, Guest Speakers.



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

Academy to list all the external agencies they work with e.g:

- Health and Social care bodies
- Voluntary sector organisations
- Local authority support service
- Private specialists bought in by the academy



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- Analysing data in a number of areas to monitor progress e.g. for a specific intervention
- Classroom visits/Learning Walks
- Using a SEND-specific evaluation documentation
- Monitoring visits from our trust that focus on SEND provision
- Working with the Local Authority
- Child and parent questionnaires
- Parent/Child meetings

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here: [OSCA-Accessibility-Plan-2026.27.pdf](#)



How we make sure the admissions process is fair for children with SEND

[Admissions-policy-2026-27.pdf](#)

- Our approach to admissions for prospective children with SEND is in line with our Academy Trust and in co-ordination with surrounding Local Authorities.
- All children will be admitted to the Academy in accordance with the Academy and Local Authority policy and practice.
- If a child has an EHCP, the Academy will be consulted with by the child's Local Authority.
- If a place is agreed at The Academy, relevant staff, including the SENDCO will meet with prospective student/parents to agree next steps.
- If the child is in Year 6 and the consult is agreed as part of the transition to Secondary School, attendance by the SENDCO to the Annual Review meeting held in Year 6 is encouraged.
- Upon arrival to the Academy students will be offered transition time, alongside appropriate testing to ensure the student is placed in appropriate curriculum groups.



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

[Complaints-Policy.pdf](#)



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here: [Family Information Service Hub | Sandwell SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Sandwell Sendiass :: Enquiries / Contact Us](#)

Local charities that offer information and support to families of children with SEN are:



**ORMISTON SANDWELL
COMMUNITY ACADEMY**
 OPPORTUNITY | SCHOLARSHIP
 COMPASSION | ACHIEVEMENT

Community PARTNERSHIP MAP

Working together for our students, families and community



**Stronger
Together**
SUPPORT
INCLUSION
OPPORTUNITY

 SEND & DISABILITY Sandwell Parents for Disabled Children Support, activities, play and social opportunities for disabled children and their families. Children & families Parent/carer self-referral / organisation contact Family signposting, SEND family events, Inclusion Hub links Free / check activity	 YOUNG CARERS Sandwell Young Carers Support for children aged 5–18 who care for a family member. 5–18 Referral / professional or family referral Identify young carers early, attendance and pastoral support; staff awareness Free	 SEND & DISABILITY Autism West Midlands Autism information, advice, family support and community services. Children, young people & families Family / professional referral Parent advice, staff CPD, autism-informed practice, signposting Free / some services may charge				
 SEND & DISABILITY Sandwell Deaf Community Association Support for deaf children, young people and families and the wider deaf community. Children, young people & families Direct contact / referral Communication support, family engagement, staff advice Check	 YOUTH ENGAGEMENT & ENRICHMENT Powered by CAN Youth-focused support and activities for young people. Young people Referral / direct engagement Enrichment, youth voice, confidence-building, community projects Free / programme dependent	 COMMUNITY & FAMILY SUPPORT Kuumba Centre Community, wellbeing and support activities. Children, young people & families Direct contact Family engagement, cultural/community activities, Inclusion Hub links Check				
 SEMH & WELLBEING The Kaleidoscope Plus Group Mental-health and wellbeing support. Children, young people & adults Referral / service-dependent Early intervention, SEMH support, staff signposting, family support Service dependent	 SEMH & WELLBEING Sandwell African Caribbean Mental Health Foundation Mental-health and wellbeing support within the local community. Young people & adults / families Direct referral / service dependent Culturally responsive SEMH support, family engagement, signposting Check	 YOUTH ENGAGEMENT & ENRICHMENT West Bromwich African Caribbean Resource Centre Mentoring, counselling, youth clubs, educational support and personalised learning. Children & young people Direct contact / referral Mentoring, enrichment, educational support, targeted intervention Check				
 FAMILY SUPPORT & EARLY HELP Barnardo's Sandwell Family Hubs Family support, parenting programmes, wellbeing, early years and early identification of SEND. Families / children & young people Family Hub / professional referral Early intervention, SEND identification, parenting support, parenting partnership Free (for many services)	Supporting our OSCA values <table> <tbody> <tr> <td>  OPPORTUNITY Creating brighter futures </td> <td>  SCHOLARSHIP Building knowledge and skills </td> <td>  COMPASSION Respect, kindness and belonging </td> <td>  ACHIEVEMENT Celebrating success </td> </tr> </tbody> </table>		 OPPORTUNITY Creating brighter futures	 SCHOLARSHIP Building knowledge and skills	 COMPASSION Respect, kindness and belonging	 ACHIEVEMENT Celebrating success
 OPPORTUNITY Creating brighter futures	 SCHOLARSHIP Building knowledge and skills	 COMPASSION Respect, kindness and belonging	 ACHIEVEMENT Celebrating success			
TEAM OSCA Thrive Empower Achieve Make a difference						

INCLUSION | PARTNERSHIPS | STRONGER COMMUNITIES | BRIGHTER FUTURES

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)

- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.

- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.