

SEN Information Report 2020-2021

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students 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):

Sheffield currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

We identify and assess students with SEN using the following methods:

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular formative and summative assessments of progress for all students and identify those whose progress is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We evaluate the effectiveness of our SEN provision in the following ways:

- At Ormiston Sheffield we used compiled data from half termly assessments collated on EVA to inform teaching and planning.
- Staff and students are involved in the process of two Formative and one Summative assessment each term. The level of progress informs planning of intervention for the students.
- Feedback from teaching staff on a termly Round Robin procedure has enabled us to make summative evaluations on student progress
- The use of Work Scrutiny to evaluate SEN student books, as well as Year Group book trawls, has enabled us to scrutinise and support students in evaluating how effective differentiation has been in the classroom.
- The use of Learning Walks by SLT and Middle Leaders has highlighted students and staff who are consistently having difficulties in certain aspects, for example, literacy skills have been addressed with additional reading intervention.

The use of student LSA records daily has enabled a breakdown of how the student has been supported within the classroom and then enabled a review of their SEN provision if necessary. We evaluate the effectiveness of provision for students with SEND by:

- reviewing students' individual progress towards their goals each term
- reviewing the impact of interventions after 6 -8 weeks
- using student questionnaires
- monitoring by the SENDCO
- using provision maps to measure progress
- holding annual reviews for students with EHC plans

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

Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified during normal classroom processes and/or through assessments.

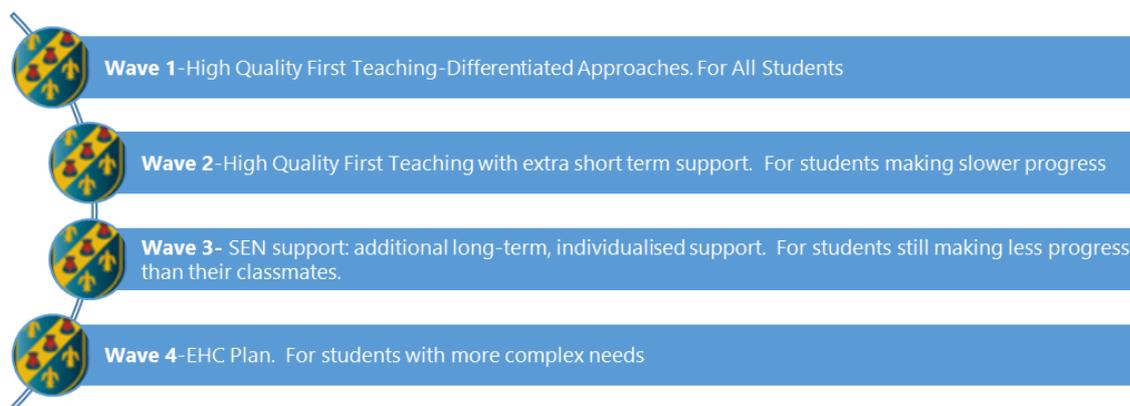
We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children.
- Data is also monitored and reviewed from EVA and used for analysis on a termly basis to inform planning and teaching of lessons.
- As a result of the review process, targets are then put into place for the students through the form of Pen Profiles to support learning.

The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views
- advice from external support services, if relevant
- the assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.



Our approach to teaching students with SEN includes:

Students who have an EHCP have the allocated hours of support given by an LSA. This may be because they need PD support or a specific learning need. However, this is not on a one to one basis but supported in small group support to develop life skills and independence.

A graduated approach; following quality first teaching. Any students who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be identified during normal classroom processes or through assessments.

Intervention will take place to enable the student to reach their relevant target. If the student fails to make progress the teacher will refer the student to the SEN department for monitoring and observation to identify whether there are any SEN related issues.

The student's subject teacher's will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We have 18 LSA's who are trained to deliver interventions:

- LSA intervention during tutor time –Word shark /Number shark
- Level 3 club's afterschool 4 x a week –Social, Literacy /Numeracy / Dyslexia and Homework Clubs.
- NESSIE –Dyslexia intervention
- Accelerated Reader Intervention
- Homework club
- Paired Reading intervention with Sixth Formers
- Toe by Toe –Reading Intervention

We adapt the curriculum for students with SEN in the following ways:

We are committed to whole school inclusion. We liaise with outside agencies to ensure our Statement/EHCP students receive maximum support within school and outside through the Education Health Care Plans.

- Staff have received INSET designed to support a variety of approaches which means that we are able to adapt to a range of SEN: (including dyslexia, Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties).
- Teachers therefore use a number of teaching methods that are adapted to the needs of both groups and individual students.
- Staff will also be able to decide on an Action Research Group to further consolidate their skills in SEND.
- Children are taught alongside their peers in ability groups. Teachers adapt their teaching constantly to cater for their student's needs and use Student Learning Profiles and other SEN information to adapt their teaching methodology. When appropriate, staff are deployed to give students additional support in small groups inside or outside the classroom, or to provide targeted support.
- Staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every student is able to achieve their very best.
- We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for students with special educational needs, or those who are higher prior attainers.
- We offer an additional extra-curricular group linked to SEND – namely the After-School Clubs.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Delivery of the Ruth Miskin programme
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the academy as is necessary, and as far as possible in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Director of SEND will consult with the students' parents or other flexible arrangements be made.

The school curriculum is regularly reviewed by the Senior Leadership Team, together with Curriculum Leaders, to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the academy setting, in order to support the taught curriculum and enable students to reach their full potential.

All our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND or disability.

Our SEN team make bespoke individual resources for students with special educational needs that support their specific learning targets and needs and reflects the learning undertaken by their peers.

We use a range of software on our school learning platform/website for all curriculum areas to help students engage and practice key skills in subjects they find difficult and work towards becoming independent learners. Other computer related SEND resources include NESSIE, Word Shark, Number Shark, voice recognition computer programme. The academy has also invested in a number of computers/ laptops in each department to ensure that students are able to access the curriculum in a variety of ways. You can find the academy's Accessibility Plan on the academy website. Please see link below:

<https://www.scacademy.co.uk/attachments/download.asp?file=1305&type=pdf>

The following emotional, mental and social support is available for students with SEN:

The academy holds Children's Services Meetings on a weekly basis. Any students that appear to need emotional, mental health support are referred in these meetings to either the Welfare and Safeguarding Manager, Mrs Blyde, Academy Counsellor, Mrs Jones, or through parents to their GP with the support of the Director of SEND and their Progress Co-ordinator.

We provide support for students to improve their emotional and social development in the following ways:

- students with SEND are encouraged to be part of the Academy Student Council
- students with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
- with a zero-tolerance approach to bullying

The name of our SEN Co-ordinator (Director of SEND) is: Mrs B. Jawandha

Our SENDCO has thirteen years' experience in this role and has worked as both primary and secondary SENDCO. The SENDCO also holds the National award for SEND.

We have a dedicated Children Services Team comprising of 3 Year managers, 5 Progress Co-ordinators and 5 Deputy Progress Co-ordinators, a Welfare Manager and a school Counsellor. We have a team of 17 LSA's, 6 of whom are level 2, and 7 at level 3 who are trained to deliver SEND provision and 4 who are Level 3 apprentices.

In the last academic year, staff have been trained in:

- Autism
- Toe by Toe
- PAR teaching
- Dyslexia intervention
- ASD support
- We use specialist in house staff for Reading intervention and Math's intervention.

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

We liaise with Walsall Local Authority and follow their guidelines on training, policies and funding. We follow the Walsall Local Offer and use training offered by Walsall Inclusion services. We receive support from Local Authority services, including areas such as:

- Speech and Language Therapy, including advise and training on strategies and programmes
- Educational Psychologist, including advice, training and assessment
- School Health Advisor
- Occupational Therapy, for issues such as specialised seating or advice about exercise programmes
- Physiotherapy
- Hearing Impairment
- Access Arrangements – External Educational Psychologist
- Early Help

We can also access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism. Our academy Aspirations Leader/Careers Advisor also works with students on making appropriate career decisions.

We currently possess the following equipment and facilities to assist our students with SEN:

There are no activities at the academy that prohibit SEN students taking part. From learning activities to Enrichment Days, our SEND students are not excluded from any activity.

We seek specialist advice and equipment from outside agencies, as and when the need arises. Recently this has included the purchase and installation of a Clos-o-mat. We also have several hoists, slings, standing/walking frames, specialised seating and toileting equipment.

Desks in classrooms are placed at a height that enables a student seated in a wheelchair to position themselves comfortably with other students.

In the dining area consideration is given to provide tables without fixed seating. This has ensured that the seating is suitable for all, in particular for students with restricted mobility. Incorporation of appropriate colour schemes when refurbishing is beneficial to students with visual impairments.

The taps in various toilets are rounded and require a twisting action. Disabled toilets are available at convenient locations around the academy. Lifts and external ramps are available for students with mobility issues.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. This may be during the term or at a parents evening. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we consider the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are
- notes of these early discussions will be added to the student's record and shared with parents.

We will formally notify parents when a decision is made for a student to receive SEND support and be put on the SEND register.

Our arrangements regarding complaints from parents of students with SEN are as follows:

Informal complaints procedures for parents of students with SEN

- The first point of contact for concerns is the student's Form Tutor. The concern can then be forwarded to both the SENCO and the Progress Co-ordinator to ensure triangulation of response. Parents will then be referred to the academy's Complaints Policy
- If the SEN issue is related to a particular subject area, then the concern will be dealt with by the Curriculum Leader and class teacher.
- Should there be a need for further resolution then the SENCO and Vice Principal will liaise with the parent.
- A meeting can take place at any stage and with whoever is best placed to resolve the issue.
- If the issue fails to be resolved the parent can take it to the Principal or our link SEN Governor.

Named Contacts in School:

Name Mr M. Riley
Job Role: Senior Vice Principal

Name: Mr D. Foreman
Job role: Vice Principal
Expertise: Advisory role and Line Manager for SEND

Name: Mrs B. Jawandha
Job role: Director of SEND
Expertise: National Award for SEND PGC
BA Honours QTS

Please contact Ormiston Sheffield Community Academy on: (01922) 685777 or contact Kim Palethorpe for specific enquiries
Email: postbox@scacademy.co.uk

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

We work with the following agencies to provide support for students with SEND:

- Educational Psychologist
- Speech and Language Support
- Occupational Therapy
- Physiotherapy
- Hearing Impairment
- Access Arrangements – External Educational Psychologist
- Early Help
- Aspirations Leader/Careers Advisor who works at our academy to assist students in making appropriate career decisions

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

Social, Emotional Mental Health

http://www.youngminds.org.uk/for_parents/parent_helpine

Hearing Difficulties

Walsall Deaf Children's Society

Wolverhampton & Walsall

Contact details: Vicky Beamand – Telephone: 07979 326360

Email: groupinfo@walsalldcs.org.uk URL: <http://www.walsalldcs.org.uk>

Autism

Walsall

Autism West Midlands Family Services (Black Country) – Telephone 0121 450 7582

hayleyg@autismwestmidlands.org.uk

www.autismwestmidlands.org.uk/familysupport

Walsall Befriending Service for Adults

stepht@autismwestmidlands.org.uk

0121 450 7582

www.autismwestmidlands.org.uk/adultsupport/social_activities

Heather Spurr - Walsall Parent and Carer Telephone / Email Support

heatherjoyspurr@gmail.com

0121 353 2710

<http://www.autism.org.uk/>

Autism Helpline: 0808 800 4104 (lines are open 10am-4pm Monday-Friday)

Speech language and Communication

Afasic

Helpline: 0300 666 9410 - Email: via website www.afasic.org.uk

I CAN

Main switchboard: 0845 225 4071

Enquiry service line: 020 7843 2544

Email: info@ican.org.uk

www.ican.org.uk

Dyslexia

Dyslexia Advice Centres

The National Training and Resource Centre

The Dyslexia Institute

Park House

Wick Road

Egham

Surrey, TW20 0HH

Tel: 01784 222300

Fax: 01784 222333

E-Mail: info@dyslexia-inst.org.uk

Website: www.dyslexia-inst.org.uk

Our transitional arrangements for students with SEN include:

- Primary Transition
 - Parents with SEN children are encouraged to visit the academy during the school day as well as on the Open Evening.
 - October - Open day visits to look around the academy and Open Evenings for parents to view the school and talk to staff. Students who join our school in September are supported with transition visits.
 - June - Transition meetings with the school SENCO and primary take place for every child with SEN. Whenever possible this visit includes the parent. Parents are encouraged to visit the academy for a tour with the SENCO.
 - June /July - We liaise very closely with our partner feeder schools to ensure that the transition from the Primary to Secondary is as smooth as possible.
- Transition to Post 16 Providers /Transition to Post 18 Providers
 - We will share information with the school, college, or whichever HE provider the student is moving to. We will agree with parents and student's which information will be shared as part of this
 - We will support the student with transition to future post 16 education and provide careers guidance and support where necessary.

Walsall's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://www.mywalsall.org/fis/walsall-send-local-offer/>