



## Ormiston Sheffield's Local Offer for students with SEND

### A Guide for Parents and Carers at Ormiston Sheffield Community Academy

#### How we identify individual special educational learning needs

- ❖ A new SEN and Disability Code of Practice was introduced in September 2014 to coincide with the commencement of the Children and Families Act 2014-0-25. This revised new SEND Code of Practice came into force on April 1st 2015. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Equality Act 2010-Advice for schools

#### **Therefore when identifying when a child or young person who has special educational needs:**

We adhere to and take advice from the Children and Families Act Section 22.

<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

(4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home'

❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other students. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in the academy and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If the academy become concerned about your child you will be contacted immediately by their subject teacher, Progress Co-ordinator or the academy's Director of SEND.

❖ During Parents Evenings, if you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school; sometimes the school may seek advice from more specialised services such as Educational Psychology, Occupational Therapy or Speech and Language Therapy. However, we will always share our findings with you and the next steps we need to take to improve learning outcomes for your child.

## **How we involve students and their parents/carers in identifying special educational needs and planning to meet them**

- ❖ Close links are developed through form tutors to ensure progress of students is maintained. Where inconsistencies occur, parents are contacted and small step strategies are put into place to encourage progress to be achieved.
- ❖ Where appropriate, we will write and review Pen Profiles with students and parents/carers.
- ❖ We use homework to repeat and practise activities that are new and presenting a challenge to a student. If you have any concerns about homework please contact your child's relevant subject teacher.
- ❖ Our school website has a dedicated area for parents which include links directing parents to a wide range of support services for parents, pupils and families relating to SEND.
- ❖ Our staff are available by appointment to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ❖ Progress Co-ordinators are available to provide transitional links from year groups and key stages to harmonise movement from class to class.
- ❖ Children with communication difficulties may be provided with a home/school book. This book is encouraged to be a link between parents/carers and the academy providing key information to support the wellbeing of the student to access education and any barriers that might affect it.

## **How we use other adults in school to support students with special educational needs or disabilities**

- ❖ The Director of SEND leads a team of support staff who are trained to support students with a wide range of physical, educational, social and emotional needs.
- ❖ The Director of SEND analyses student performance data termly to ensure every student is making the best possible progress.
- ❖ Our SEND team are able to undertake small group work or one-to-one support as appropriate to meet the needs of the students with special educational needs or disabilities.
- ❖ The Speech and Language Therapist works with key students in the academy as well as providing clinic outside of the academy setting.
- ❖ Occupational therapy support the academy and advise with programmes of work to support our Physically Disabled students.
- ❖ The Educational Psychologist visits to observe and assess students, and offer advice and support to both home and school.

## **How we use specialist resources to support students with special educational needs or disabilities**

- ❖ Our SEND 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 seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and toileting facilities.
- ❖ We have level 3 LSAs who specialise in our main areas of SEND. They are able to provide intervention and advise teachers on teaching strategies as well as ensure Pen Profiles are updated.

## **How we modify teaching approaches for individual students**

- ❖ Staff have received INSET designed to support a variety of approaches which means that we are able to adapt to a range of SEND: (including dyslexia, Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties).
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual students.
- ❖ As an inclusive academy, children regardless of needs are taught alongside each other in differentiated groups. Teachers adapt their teaching constantly in order to cater for their student's needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one 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 gifted and talented.
- ❖ We run a number of intervention groups for students who are at risk of falling behind their peers. These usually consist of additional maths and literacy based lessons focussing on key skills.
- ❖ We use personal visual timetables with co-ordinated colour subjects to represent their lessons so for example, ASD students can find their way easily around school and understand what activity or part of the day is coming next.
- ❖ After school support clubs are available in order to support in homework, literacy, numeracy, dyslexia, etc. These are led by LSAs and students and all year groups are welcome.

## **How we assess student progress towards the outcomes we have targeted for students.** **How we review this progress so that students stay on track to make at least good progress, (including how we involve students and their parents/carers)**

- ❖ In key stage three, we use data from primary schools. Students are assessed on entry for reading age and for banding purposes.
- ❖ We use two formative and termly summative assessments to track student attainment and progress against targets. This is updated every term and made available for parents to view at Parents' Evening.
- ❖ We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ In light of Changes with the New SEND code of Practice (2014), all Ormiston Academies have moved to a system of replacing the old system of the SA and SA+ support but under the heading of K-SEN.
- ❖ Parents of children with EHCPs are invited to a special review meeting each year where we discuss progress and set individual education plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care of the child.
- ❖ Our Director of SEND with the support of the Progress Co-ordinators for each year group analyses progress of SEND students during the school term. These results are discussed with form tutors.

## **What extra support we bring in to help us meet SEND - services and expertise.** **How we work together collaboratively**

- ❖ We can 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.
- ❖ We continue to receive support from local authority services about training, policy and funding.
- ❖ Our local authority provides educational psychologist support for assessment, advice and training.

- ❖ We get support from speech and language therapy (SALT) through our own speech therapist to train our staff and advice on strategies and programmes. We refer students for assessment if we believe they need a period of therapy.
- ❖ We liaise with the School's Health Advisor regularly.
- ❖ We receive support from occupational therapy for students who need assessment for issues such as special seating or advice about exercise programmes. They guide academy staff in meeting the needs of students with disabilities.
- ❖ We have an academy Aspirations Advisor who works with students on making appropriate career decisions.
- ❖ Together we review students' progress and agree what everyone will do to make teaching more effective and learning easier. We include the student in these discussions when appropriate.
- ❖ If necessary, we provide additional support in exams through Access Arrangement provision.

### **What other activities are available for students with SEND in addition to the curriculum?**

- ❖ We have a number of clubs such as dance, cricket, football, multi-skills, drama, creative crafts, board games, etc that run after school. Students with SEND are included, and are offered one-to-one support where needed to support access.
- ❖ We have educational visits, and many visitors to school bring our curriculum to life. Students with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced academy provision to be assessable by all.

### **How we support students in their transition into our school and when they leave us**

- ❖ The year 7 Progress Co-ordinator as well as the SEND team will visit primary schools in order to create settling in targets. These targets will be used to monitor the settling in process and be discussed with parents at the settling in evening with the Director of SEND. Pen Profiles are then created.
- ❖ Students who join our school in September are supported with transition visits.
- ❖ During the summer holidays, students may wish to join in with the Summer school.
- ❖ Transition to year 7 is supported by meetings, information leaflets and taster sessions in each new class.
- ❖ Parents and students who are joining our school mid-term are encouraged to visit the school before they start.
- ❖ We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our academy.
- ❖ Students leaving to move on into further education are supported with meeting with colleges and places of work where necessary. For some students LSAs will accompany students for interviews and transition meetings.

### **Where students can get extra support**

- ❖ We listen to what students tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our students are made aware of the support that surrounds them in the academy. They know who to talk to if they are worried or have any concerns they want to share.
- ❖ The academy provides support in both a formal and informal manner. This will range from:
  - Peer mentors
  - Reading buddies
  - Transition buddies for year 6 to year 7
  - Form tutors

- Academy counsellor
- Academy Health Care workers
- Designated LSAs
- Director of SEND
- Senior Management Team

### **Where parents/carers can get extra support**

- ❖ Year 7 parents have a settling in evening in October;
- ❖ Year 11 have a dedicated SLT mentor who liaises with students and parents.
- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our academy is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ The Walsall Parent Partnership Service can offer advice and support to parents of children with special educational needs or disabilities. Their telephone number is 01922 650330.
- ❖ Our Director of SEND can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into the academy and discuss your needs.
- ❖ There is a homework timetable on the academy website with advice on how to tackle homework.

### **What parents/carers can do if they are not satisfied with a decision or what is happening**

- ❖ Ormiston Shelfield Community Academy operates an open door policy. Your first point of contact is your child's form tutor. Phone ahead and arrange a time to meet to discuss your concerns.
- ❖ In addition, our Director of SEND is here to listen to your concerns. If you are not satisfied that your concern has been addressed, then you may speak to a member of the Senior Leadership Team.
- ❖ If your concern is with the local authority, then please follow a similar path. The person who will log and track your complaint is the Principal.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.

**B. Jawandha**

**Director of SEND**

**Ormiston Shelfield Community Academy**