

SEN information report 2022/23

SENCO: Mrs T Marriott

Local Offer: <http://www.derbyshiresendlocaloffer.org/>

This SEN Information Report needs to be read alongside our Local Offer.

Ormiston Ilkeston Enterprise Academy is a maintained mainstream school for students from the ages of 11 to 16 years. The school caters for students with a range of additional needs including cognition and learning, communication and interaction, social, emotional, mental health and physical and sensory impairments.

The Special Educational Needs Co-ordinator is Mrs Marriott, who is responsible to Ms Stubbs (Vice Principal - Inclusion). The SEN Governor is Mr Deavin. The SEN team can be contacted via telephone on 0115 9303 724.

Identifying Needs

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 SAT results and carrying out our own cognitive assessments. In addition, we also carry out individual testing including reading and spelling assessments, Wide Range Achievement Testing (WRAT 4), Gray Oral Reading Test (GORT-4) and a wide range of testing for Social, Emotional, Mental Health needs. We also offer dyslexia screening tests, lesson observations and on-going 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

Student's SEN are generally thought of in the following four broad areas of need and support:

Communication and interaction

Nurture Group, social communication group, speech & language intervention.

Cognition and learning

Two tiered literacy programme, Literacy Hour, Numeracy Hour, Dyslexia programme, specialist Down's syndrome programme.

Social, emotional and mental health

Positive Support Programme, Nurture Group, the Hub, behavior groups, self-esteem groups.

Sensory and/or physical needs

Social communication group, physiotherapy, hearing impairment, visual impairment.

Assessment, Monitoring and Review

The Academy follows the guidelines within the SEN Code of Practice (2014), this 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.

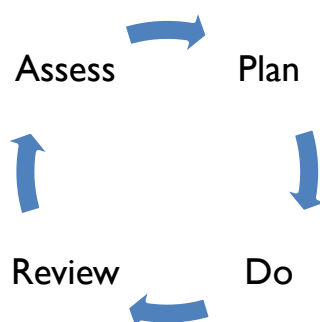
Each student's progress is continually tracked by their subject teacher. Regularly throughout the year, students are assessed and the data is analysed to ensure expected progress is being made. All students with SEND are added to the SEND Register which details strengths, barriers to learning and strategies for staff. All students with EHCP's have a student profile which is generated following consultation with parents/carers and the young person; this will detail areas of strengths and weakness and identify targets. The student profile will then be distributed to class teachers to ensure support given is tailored to your child's individual needs. The student profile will be reviewed with parents/carers and the young person twice 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 students. If a need is identified your child may be supported in class by a Teaching Assistant, who will, along with the class teacher, ensure that the curriculum is differentiated so that your child can fully access it and achieve to 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 and Social, Emotional and Mental 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 students are progressing. In addition to this, we may refer students for outside agency specialist support if we feel this is necessary. At every stage you as a parent/carer will be informed and consulted with to ensure a close working relationship is maintained.

Whole academy approach

High, quality first teaching and additional interventions are defined through our annual dialogue across the academy contributing to our provision management approach. These documents help us to regularly review and record what we offer every student in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our students.

Underpinning our provision in the academy is the graduated approach cycle of:



Assess: Subject formal assessments (class teacher), end of topic tests (class teacher), individual reading tests (SENTA), class spelling tests (SENTA), Accelerated reader reading assessments (Librarian), dyslexia tests (SENCO), ADHD checklists(SENCO), ASD

checklists(SENCO), Conner's Questionnaires, Emotional Literacy assessments (SENTA), Boxall profiles(SENTA).

Plan: After assessment results are received, should they be below expected levels or show a lack of progress, plans will be made with the pupil, parents and staff to support the pupil's area of need. There are a range of interventions offered within the academy relating to Literacy, Numeracy, and Emotional and social Support.

Do: A learning plan may be drawn up with the pupil, parent and member of staff responsible for monitoring progress. The pupil will be invited to the intervention programme to be attended, as appropriate.

Review: Staff responsible will monitor progress as the intervention requires, formal assessments and end of topic tests will be monitored half termly. Parents will be notified on a regular basis to share progress. If progress is not displayed further intervention may be required by outside agencies and parents will be fully informed and consent given.

Having consulted with staff, students and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

We have internal processes for monitoring quality of provision and assessment of need as well as students progress towards outcomes. These include: learning plans, behaviour plans, education health care plans. Reading and spelling assessments, dyslexia screening and full assessment. End of term formal assessments. Lesson observations and learning walks conducted by the SENCO.

The academy's SEN policy can be found on the academy's website.

Involving Parents/Carers and Students

At parents evenings you will have the chance to discuss your child's/young person's progress. From September 2014 the SEN Code of Practice made new recommendations such as the replacement of Individual Education Plans {IEP} with other forms of target setting and monitoring. Here at Ormiston Ilkeston Enterprise Academy we provide all students with an EHC Plan a student profile, and all other students are recorded on the SEND Register. You will be involved in planning your child's/young person's education via the new student profile system. Meetings will be arranged to discuss your child's needs and all areas on the profile will be completed at that meeting with yourself and your son/daughter.

This document will be discussed with the student and shared with you, parents/carers, to give you opportunities to review/amend before the final draft is sent out to teachers. The academy monitors student progress regularly throughout the year from the data, ensuring that they are progressing and meeting their targets. 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.

Action / Event	Who's involved	Frequency
Annual Review of Education Health Care Plan	SENCO, professional agencies involved with the pupil and family, pupil, parents/carers/ teachers, teaching assistants, pastoral staff.	Yearly, however an interim annual review can be called any time throughout the school year.
Learning Plan Behaviour Plan	Staff responsible, pupil, parent.	Half termly.
Reading and Spelling	HLTA responsible for Literacy	Termly.
Accelerated Reader	Librarian	At the beginning and termly.
Formal Assessments	Teacher, academy displays on Go4Schools for parents to see.	Termly.

Staff

The SENCO, Mrs Marriott, is responsible for the day to day operation of the academy's Special Educational Needs Policy:

- The deployment of support staff
- Liaising with and advising fellow teachers
- Initial assessment and diagnosis of students including liaison with primary feeder schools
- Advising and arranging CPD with regard to SEND issues
- Taking the lead in managing provision for students in Key stage 3 and 4
- Updating and overseeing the records of all students with Special Educational Needs
- Working in partnership with parents of students with Special Educational Needs
- Liaising with external agencies including the educational psychology service, and other support agencies, medical, social services and voluntary bodies
- Making referrals for an Education, Health and Care Plan and providing sufficient evidence
- Making special arrangements for SEN students taking GCSE and Btec examinations

The Role of the Governing Body

It is the role of the academy's governing body to be up to date and knowledgeable about the SEND service and provision available, including how funding, equipment and personnel resources are deployed. The nominated Governor for SEND is Mr Deavin. It is his role as Governor to ensure that SEND provision is an integral part of the academy development plan and that the quality of SEND provision is continually monitored.

The Role of Support Staff

- To take responsibility for supporting named students with identified special needs and/or EHCPs.
- To support the students in class and/or withdraw in order to meet their targets
- To keep accurate records of each student's progress.
- To liaise with the SEND Co-ordinator
- To be active in seeking further training provided by the school
- To be available to contribute to the Annual EHCP Review.

Staffing Provision

All staff have responsibility for meeting SEND needs but will receive full support from the SENCO and the Learning Support Team.

Considerable thought, planning and preparation goes into utilising our support staff to ensure students achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

The SENCO deploys teaching assistants to support students with Education, health and care plans and students diagnosed with learning difficulties. The SENCO deploys Higher Level Teaching Assistants to lead interventions within the academy. Teaching Assistants supervise the Hub during lessons, breakfast, break, lunch and after school homework club.

A full list of our external partners who we work with can be found in our contribution to the Local Offer.

Extending our academy approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account. We believe this has benefited our students and their families in the following ways:

- Derbyshire NHS Trust including: Paediatrician, Occupational therapist, physiotherapist, Hearing teacher, ADHD nurse specialist.
- Derbyshire Support Service including: visual impairment, physical impairment and behavior support for those with Education, Health and Care Plans.
- CAMHS
- Social Care
- Educational Psychologist
- Out of School Tuition

Training

The Academy has a commitment to continuous staff training and development with regard to meeting the individual needs of all students within the classroom. We are committed to maintaining and improving the level of staff expertise in this area. All staff within school are trained in SEN awareness.

The SEND department constantly update and refresh their own training. Each new staff member receives a package of training and observations/reviews are regularly conducted to ensure we provide the highest quality of support possible. Our SENCO is fully qualified (Degree in English, Maths and Child Development, QTS, NaSenco Award, CCET Qualification in assessment). SEND Staff are encouraged and supported to complete regular continued professional development, including training covering a wide variety of areas: the role of the Teaching Assistant, Dyslexia, ADHD, SEMH, Attachment Disorder and other specialist training.

Transition

The SEND department liaise closely with feeder primary schools in order for referrals to be made to our nurture group. Those with significant need will be put forward by their primary school SENCO/Teacher to attend a number of sessions in term 6 of Year 6.

For those pupils where extra visits would be beneficial for a smooth transition, where the nurture group is not appropriate to their needs, these can be organised between the primary SENCO/Teacher and the Academy. A tour of the school, meet and greet with key people and photographs of the environment can take place.

We can arrange a buddy system for children who we think will benefit from this, and this can be arranged by the Primary school with the SENCO or transition manager. Children are given a timetable of clubs and activities that take place on a regular basis throughout the year and have the opportunity to attend nurture clubs at break and lunch times. There is an

after school homework club in The Hub which students book into in order to receive support from a Teaching Assistant.

Our academy liaises with primary schools on a regular basis. Staff and the SENCO visit to speak to the children involved in transition. Parents are invited to attend an open evening to meet their child's personal tutor and ask any questions they may have. Information is provided to the academy from primary schools which gives us levels and data to help us group your child/young person where we think they will be best placed.

Admission arrangements for students with SEN or disabilities include:

- Completion of Boxall Profiles for specific pupils with mental, social and emotional difficulties.
- Primary school liaison between SENCo and feeder school SENCo or Headteacher.
- Dyslexia assessment of KS2 students at the request of SENCO/Headteacher.
- SEND induction sessions prior to mainstream induction day.
- Extra SEND tours with meet and greets
- Whole school induction day for intake students in the summer term.
- Screening of all year 7 students by standardised testing.
- Individual testing to ascertain more detailed information in order to supply support.

For our students making the transition into higher education and colleges support is given via taster days. These can be supported by their Teaching Assistant, who can also help them with transport issues, practising/planning journeys to their new location, with tours of their new setting arranged by college career advisors. This links in and is supported by careers staff based in our school.

We supported all SEN students transition to the next phase in education or employment. Our approach involved:

- Work Experience
- Attendance to University
- University interview practice
- Support with the application process
- Completing references

Support

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.

Teaching 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 an individual's areas of difficulty, including: whiteboards, tilt boards, appropriate font size resources, coloured overlays, specialist laptop for visually impaired.

Student inclusion

Steps taken to prevent students with SEN from being treated less favourably than other students is a fully inclusive curriculum and ethos of education for all.

Students with special educational needs are enabled to engage in activities available with students who do not have special educational needs. This is done by deploying teaching

assistants where necessary, having differentiated tasks available and never discouraging a student with SEN who is enthusiastic about the subject or activity being offered. Our disability and equality policy can be found on the website.

Access facilities

Access facilities for students with SEN include: laptops, ramps, lifts, coloured overlays and coloured books. There are more personalised facilities for individual students which change year on year depending on need.

Approach to teaching and learning

Our approach to teaching students with special educational needs is fully inclusive. All teachers are teachers of SEND, who are entitled to a high quality education within a broad and balanced curriculum, where ever possible.

Adaptations are made to the curriculum and the learning environment of students with special educational needs by planning for smaller classes and deploying teaching assistant support where required.

Additional support for learning is available to students with special educational needs. This includes a two tiered literacy response: Literacy Hour programme and Accelerated Reader. In addition the SEND Department offer: specialist dyslexia support, numeracy hour, social communication group, nurture group, positive support programme, handwriting programme, spelling programme, one to one reading scheme and the Hub for pupils with social and emotional difficulties.

Arrangements for providing equipment and facilities for students with special educational needs are handled in accordance with Derbyshire LEA and NHS Trust. We work closely with the physically impaired, visually impaired and hearing impaired services. We also work closely with medical professionals in order to meet the individual needs of pupils with SEND.

Adaptations to the Curriculum

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 main teaching blocks at the academy are fully wheelchair accessible as there is a lift. In all the toilet areas and changing rooms there are disabled toilets and changing areas.

Emotional and Social

As well as providing academic support this academy also provides emotional and social support for students. This can include:

- Individual mentoring
- Emotion Coaching
- Social skills/nurture group interventions
- Behaviour Support Officer
- Support from Sound Minds
- Involvement with CAMHS
- Self-esteem interventions
- Behaviour Support Service
- Educational Psychologist support
- Anti-bullying policies

The academy has a named Educational Psychologist (Sara Webb-Krohl), SEND Officers (Jemma Richings, Robert Briggs, Gail Lane) and a Behaviour Support Teacher (Sian Mansey, however this staffing can change annually)

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.

Multi agency groups include:

- SEND Services
- Autistism Outreach Team
- Speech & Language Therapy
- Physiotherapy
- Occupational Therapy
- Behaviour Support Service
- Out of School Tuition Service
- Visual, Hearing and Physically impaired services
- Virtual School Teacher
- NHS Teams
- CAMHS
- Travelling Children Services
- Educational Psychology Services

Complaints

As a school we believe that the Special Educational Needs and Disabilities of students are best met when there is effective collaboration and communication between school, other agencies, families and students.

If a parent is not satisfied with the Special Educational Needs arrangements for their child, the problem should first be discussed with the SENCo.

If a satisfactory outcome is not achieved then a meeting is arranged between the parent, teacher and the SENCo. In some cases it may be necessary to involve the Principal. Parents are given the opportunity to speak to the SEND Governor, if still no solution is found parents are advised to contact the LA. The academy will also inform the LA and consult with the OAT complaints department.

Roles and responsibilities

Key personnel Name/Title		Mrs Tracey Marriott
Contact details	Email	tmarriott@oiea.co.uk
Telephone		0115 9303 724
Name/Title		Miss Kay Cowling
Contact details	Email	kcowling@oiea.co.uk
Telephone		0115 9303 724

Further development

Our strategic plans for developing and enhancing SEN provision in our academy has included a specialist hub to give intensive support for students who find difficulty engaging in the school community. We have also planned visits to other OAT Academies who have outstanding provision in order to improve our current facilities/processes/support.

Further information

For further information contact Mrs T Marriott, SENCO on 0115 9303 724.