

Ormiston Meridian Academy
SEND Information Report

Special Educational Needs Co-ordinator (SENCO): Mrs Sharon Ashley

Assistant Principal: Mrs Dawn Falamarzi

Governor for SEND: Mrs Caroline Law

Tel: 01782 377100

Email: info@omera.co.uk

The types of needs we cater for:

At our school we provide support for students who have difficulties with

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and Physical

Within each of these areas, we identify your child's specific areas of need, and work to support them, to enable them to access the curriculum and make progress.

How we identify and assess your child:

We identify SEND (Special Education Needs and Disabilities) students using a variety of methods. These include:

- Data and information received from Primary schools during the transition process, this includes SATs results.
- Carrying out assessments for reading with STAR Reading; an ICT based programme, and Wide Range Achievement Testing (WRAT4), British Picture Vocabulary Scale (BPVS) for vocabulary, Dyslexia screening tests, and a wide range of testing for behavioural, social and emotional needs.
- Lesson observations to identify issues in the classroom, and to monitor the students' on-going academic and social achievement.
- Information from teachers who may have a concern about the student. This is followed by an assessment from the SEND team.
- Data is analysed 4 times a year during our assessment rounds (AR) to determine the progress made by individual students. The SENCO is responsible for ensuring effective provision is made for those students who are not making expected progress.

Where needs are identified, a conversation would be held with the student and his/her parents to establish the students strengths and areas of difficulty, any concerns the parent/carer may have, the agreed outcomes, and next steps.

How we provide for your child:

- We ensure students receive high quality teaching (also known as Quality First Teaching), where all teachers have the highest possible expectations for all students.
- Teachers use a range of teaching strategies, and differentiate their teaching to support students in their classes. This will ensure all students are able to access their work, but that a suitable level of challenge is present for all. Teachers will also use a range of strategies to specifically support SEND students, and will work with the SENCO to develop these.
- Learning Support Assistants support students in class, and may run small group or one-to-one sessions. Discussions will take place with the students about their likes, dislikes, progress and any difficulties they are experiencing, and they will decide what will help them make better progress. Every term the student will speak with a member of the SEND team regarding their progress.
- Extra-curricular activities are offered to all students, to support their social, emotional, academic and physical needs.
- Group sessions are offered to students who are identified by staff or parents as requiring support with self-esteem and emotional regulation. These are delivered in the Learning Support Centre (LSC).
- The school has a nurture group call the 'Learning Curve' which supports students with their social and emotional needs on transition to secondary school.
- The school runs a Personal, Social and Health Education programme as part of the curriculum.
- We use specific programs, such as Toe by Toe, Fresh Start, Language for Thinking, Secondary Talking Partners, SRA literacy programme, Beat Dyslexia NASSEA Steps to accelerate the progress of SEND students.

Specialist professionals may work with your child to understand their needs and make recommendations to better support him/her, 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 better targets which will include their specific expertise for teachers to implement
- A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
- Group or individual work with outside professionals.
- The school may suggest that your child needs some agreed individual support in school. They will discuss with you how the support will be used and what strategies will be put in place.

How we train our staff:

- The SENCO has achieved National SENCO Award.
- Members of the SEND team are qualified to assess students for special dispensation for exams.

- The school has a programme of CPD to improve the teaching and learning of children including those with SEND. This includes whole school information & Training on SEND issues such as ASD, dyslexia and Quality First Teaching etc.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of individual students within the school.

The allocation of equipment and facilities to support SEND students:

- The school budget, received from Stoke-on-Trent LA, includes money for supporting students with SEND. The Headteacher and Governors deploy financial resources on the basis of needs in the school.
- The SEND team have a budget allowing the department to purchase specialist equipment which may be required. We ensure resources are personalised to meet the student's needs. Parents/Carers can discuss this with the SENCO at their annual meeting.
- The building is fully wheelchair accessible, with two lifts. We also have evacuation chairs to ensure the safe and swift evacuation of those with physical disabilities.

How we consult parents and students:

Parents/Carers are involved in the provision and support provided for their child.

This includes:

- Parents Evenings
- School Reports
- Annual review/Pupil Passport meetings – Pupil Passports and Education Health and Care Plans (EHCPs) are reviewed annually in collaboration with parents and the student. The views of all parties are considered and recommendations are made accordingly.
- Telephone contact with staff who work directly with the student
- Discussion with parents if a referral is needed to an external agency, such as speech and language or educational psychology.

How the school deals with complaints:

- If a parent wishes to raise a concern or complaint in regards to their child's SEND provision, they should initially contact the SENCO, Mrs Ashley.
- If the matter is not resolved, the parent may wish to meet with the Headteacher about their concern.
- They will also be given details of the Governor for SEND, should they wish to discuss the matter with them.

How the Governing Body involves other agencies:

The school works with local services to support families and students. This includes Family Support, Service Co-ordinators, School Health, Youth Services, CAMHS, and Social Care, to ensure students and their families receive support to enable students to achieve their academic and social potential.

Support Services:

Parents can get independent support for all issues relating to SEND, from the SEND Information, Advice and Support Service (IASS).

Tel: 01782 234701 / 01782 234847

E-mail: sendiass@stoke.gov.uk

Website: www.sendiass-stoke.co.uk

Transition:

We start transition with visits to Primary schools to discuss information regarding your child, followed by Year 6 Transition Days. There are opportunities for you and your child to visit the school at any time prior to them starting Secondary school. The SENCO also attends Y6 reviews, to ensure effective communication, and that support is in place for students when they start Y7.

In Y11, if your child has an EHCP, they will have met with our careers advisor to create a plan for their Post-16 education. If your child does not have an EHCP the plan will be created with parents and the pastoral team/SEND staff. The SENCO and careers advisor will support your child in finding a new school/college. If necessary, the SENCO will arrange and support visits to new schools/colleges for your child.

Where to find your Local Offer:

Stoke on Trent Local offer www.stoke.gov.uk/localoffer