

SEN Information Report

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

Ormiston Meridian Academy provides support for pupils with a wide range of SEND including:

- Cognition and learning difficulties
- Social emotional mental health difficulties
- Communication and interaction difficulties
- Speech language communication difficulties
- Sensory Difficulties (including visual and hearing impairments)
- Physical difficulties (including hearing and visual impairment)
- Medical difficulties

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

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 KS2 results and carrying out our own baseline assessments.

Such testing includes NGRT reading and spelling assessments, Wide Range Achievement Testing (WRAT 5), British Picture Vocabulary Scale (BPVS) testing (to give a receptive vocabulary age), Comprehensive Test of Phonological Processing—Second Edition (CTOPP-2) and a wide range of testing or Strengths and Difficulties Questionnaires (SDQ) and PASS (Pupil Attitude to Self and School) for Social, Emotional, Mental Health needs. We also offer dyslexia and dyscalculia 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 and next steps

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

We complete an evaluation of provision through:

- An annual SEND Review with SLT & Governance. This involves observation of Staff, book scrutiny, curriculum scrutiny and a review of SEND Student Data.
- We complete bi-weekly Raising Achievement and Progress Meetings of which SEND students progress is monitored across the key stages.
- We complete the legal requirement for annual reviews for all EHCP students
- We complete 3 student passport evenings a year (Autumn, Spring and Summer Term), to which parents are invited, in order to review SEND Provision and discuss student's needs. SEND Students Parents are also offered this review through termly phone call contact to review their SEND Achiever Plan.
- We complete Annual Departmental Reviews which have SEND Provision Maps as a focus.
- We complete reviews of learning support assistants' practice through observation

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

Ormiston Meridian Academy follows the 'graduated approach' outlined in the SEND Code of Practice (2014), which uses a model of assess, plan, do, and review to support students with Special Educational Needs. This approach recognises a continuum of needs, and specialist expertise will be sought as needed to support each student's unique challenges. Subject teachers continually track each student's progress through regular assessments throughout the year. Data from these assessments is analysed to ensure students are making expected progress. If a student is not meeting expected progress levels and a need is identified, an Achiever Plan will be created in consultation with the student and their parents/carers. This plan will outline the student's strengths and areas for growth, set specific differentiation out for staff, and be shared with teachers to ensure individualised support.

The Achiever Plan will be reviewed with the student and parents/carers three times a year to reflect any changing needs. If required, in-class support from a Learning Support Practitioner will be provided to help tailor the curriculum to remove barriers to learning and support the student's full potential. Students may also be identified for specialist programs. The academy offers a variety of interventions to support literacy, numeracy, communication needs, English as an Additional Language (EAL), and Social, Emotional, and Mental Health (SEMH) difficulties. Each program is carefully monitored, with baseline testing conducted at the start and termly evaluations to track effectiveness and student progress.

When necessary, referrals to external agencies will be made for additional specialist support. Throughout the process, parents/carers will be kept informed and involved to ensure a collaborative approach to supporting each student.

Our approach to teaching children with SEN includes:

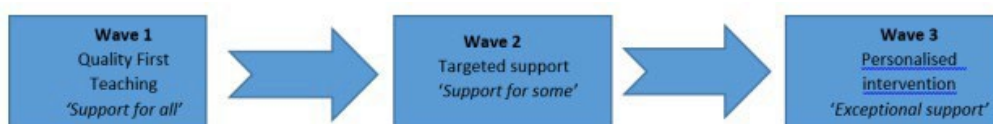
At the academy, we take a highly individualised approach to education, tailoring provisions specifically to meet each student's needs. Lessons are carefully differentiated to ensure that all students can engage with the curriculum at a level suited to their abilities while still being challenged and encouraged to succeed. Students may be grouped within classes, and assignments are customised to foster both independence and progress.

Learning Support Assistants work within the classroom to encourage independent learning while helping students access the curriculum in ways that are both understandable and engaging. By delivering the national curriculum in a format each student can comprehend, we aim to build confidence and ensure steady academic growth.

Where necessary, we also provide specialised equipment to support specific areas of difficulty. This includes, but is not limited to, resources like whiteboards, tilt boards, customised font sizes, coloured overlays, specialised handwriting pens, supportive chairs or stools, ear defenders, and Dictaphones and tangles. All these tools are chosen with the goal of maximising each student's comfort, focus, and ability to succeed independently.

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

We ensure that all SEN students engage with a curriculum that is tailored to their individual needs, providing both challenge and stimulation while allowing them to benefit fully from what the academy is reasonably able to offer. Both teaching and support staff participate in regular continuing professional development (CPD) to build skills in identifying and implementing the necessary adjustments and subject interventions to meet each learner's requirements. This can be described in 'Waves'



Wave 1: Quality first teaching to support all students Our approach to teaching students with special educational needs is fully inclusive. All teachers are teachers of SEND and all SEND students are entitled to a high-quality education within a broad and balanced curriculum wherever possible. We set high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. 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 and teaching assistants to develop these.

Wave 2: Targeted support. We have a range of strategies and interventions used to further support SEND students which include, adaptations are made to the curriculum, adaptations to the learning environment, smaller class sizes, deployment of teaching assistant support where required, a three tiered literacy response.

Wave 3: Specialist and Intensive Support

For students whose needs are not fully met through quality first teaching and targeted support, we provide Wave 3 interventions—highly individualised and intensive support programs tailored to each student's unique needs. These specialised interventions aim to help students overcome significant barriers to learning and achieve their full potential. Our Wave 3 approach includes:

1. **One-to-One and Small Group Interventions:** We offer targeted sessions with specialized teaching assistants or SEN staff trained to support specific needs, such as phonics, reading, math, or social skills.
2. **Personalized Learning Plan & EHCP's:** In close collaboration with the SENCO, teachers develop highly individualised learning plans based on detailed assessments. These plans set precise, measurable targets and outline the specialist support and resources needed.
3. **Speech and Language Therapy:** Where required, we work with speech and language therapists who provide one-to-one support to develop communication skills and work on specific speech or language difficulties.
4. **Specialist External Agency Involvement:** We collaborate with a range of external specialists, including educational psychologists, occupational therapists, and behaviour support teams. Their expertise helps us develop effective strategies and interventions for complex needs.
5. **Alternative Curriculum Pathways:** For students who may struggle to access the mainstream curriculum, we offer alternative pathways that focus on life skills, social and emotional development, and vocational learning opportunities. This provision is only accessed when available and through a student's EHCP.
6. **Intensive Social, Emotional, and Mental Health (SEMH) Support:** Through small, structured group sessions or one-to-one mentoring, we address emotional well-being and self-regulation. This may include access to a mental health support team, in-school counsellors, or therapeutic programs.
7. **Assistive Technology and Specialist Equipment:** For students with physical or sensory impairments, we provide access to assistive technology and specialised resources (e.g., text-to-speech software, adapted seating, or sensory equipment) to enable full participation in learning. Specialised equipment is acquired as needed, including adjustable trolleys and desks for wheelchair access, and portable tilt chairs that can be used across various subjects. Our building is fully wheelchair accessible, featuring lifts at each end of the facility. All toilet and changing areas are equipped with accessible facilities.
8. **Parental and Multi-Agency Collaboration:** We maintain close communication with families and work with multi-agency teams to ensure a coordinated approach, so students receive the necessary support at school and at home.

By implementing Wave 3 interventions, we ensure that students with significant SEND needs receive the specialised and intensive support required to succeed in a positive, inclusive learning environment. This approach enables us to meet each child where they are, providing the tools and support to empower them in their educational journey.

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

All students have full access to the clubs and activities provided by the academy. Clubs have reasonable adjustments made so that students can access them safely, enabling positive social interaction for all SEND students. The number of SEND students in these Clubs is monitored and the inclusion of SEND children is actively promoted by the young person's support staff. Before any

trip, we conduct thorough risk assessments to ensure the health and safety of all participants, verifying that the destination is a safe and suitable environment for any student wishing to attend. Learning Support Assistants accompany trips as needed to ensure SEND students are fully supported and able to participate in all activities. Parents are informed in advance through letters, and permission slips are required to facilitate discussion of any necessary specialist provisions. All medical and SEND information is reviewed for accuracy and shared with staff involved in the trip to ensure comprehensive support.

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

We offer a comprehensive range of social, emotional, and mental health support specifically designed to assist children with SEN in a supportive, structured environment. Our services include:

1. **NHS Mental Health Support Team:** This team provides accessible, professional mental health services on-site (Tuesday), offering students specialised counselling and support to address a range of mental health needs. We also use the School Nurse Service for early sign posting for students whose mental health needs may have an impact on them physically too.
2. **Staff Mentors:** Students are paired with trained staff mentors who provide regular check-ins, guidance, and emotional support, helping to build resilience and positive coping strategies.
3. **Strengthening Minds Intervention:** This targeted program focuses on developing emotional intelligence, self-awareness, and stress-management skills, supporting students in managing their social and emotional well-being.
4. **Therapy Dog Provision:** Our therapy dog offers comfort and companionship, helping to reduce stress and improve mood for students who may benefit from the calming presence of an animal.
5. **The Farm Provision:** Time spent at an off-site farm allows students to interact with animals and engage in hands-on activities, promoting emotional regulation, mindfulness, and well-being in a calm, nature-based setting.
6. **MIND Counsellor:** Through our partnership with MIND, a dedicated counsellor is available to support students in managing emotional challenges, ensuring they have access to empathetic, skilled mental health support.
7. **Mental Health Support Plans:** Personalised mental health plans are created to outline strategies and interventions tailored to each student's needs, helping to track progress and adapt support as required. These plans are used when student are accessing multiple services and support in school.
8. **The Arch Provision:** This quiet, supportive room provides a safe space where students can retreat to de-escalate, manage stress, and receive support from trained staff.
9. **The Connect Room:** Our Connect Room serves as both an educational and support space for mental health needs, where students can learn coping strategies and access targeted social-emotional support alongside academic tutoring.
10. **Time-Out Passes:** Time-out passes give students the flexibility to take breaks as needed, allowing them to step away from potentially overwhelming situations to regain focus and calm.

- 11. ASD Quiet Space at Break Time:** For students with Autism Spectrum Disorder, we offer a quiet, dedicated area during break times, providing a calm and structured environment that minimizes sensory overload and fosters positive social interactions.

This multi-faceted approach to social, emotional, and mental health support reflects our commitment to creating an inclusive, compassionate environment where all students feel safe, supported, and equipped to succeed both academically and emotionally.

The name of our SEN Co-ordinator (SENCO) is: Angela Wootton

Listed below are the names of staff members possessing expertise related to SEN. Contacts be found at the end of this document:

Name: Amy Vigus	
Job role: Assistant Principal (Qualified SENCO)	
Expertise: Qualified SENCO	

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

The academy has a named School Nurse, Educational Psychologist and a Careers Advisor, Specific SEN Careers Advisor, NHS Mental Health Support Team and MIND Counsellor.

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 including SEND Services, Autistic Outreach Team, Speech Therapy, Physiotherapy, Occupational Therapy, CAMHS, CYPAS, Travelling Children Services, Educational Psychology Services

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

Specialised equipment is provided as needed, with each classroom equipped to support students, including, evac chairs, adjustable trolleys and desks to accommodate wheelchair users. Portable tilt chairs are also available and can be used across different subjects as required. The building is fully accessible, featuring two lifts located at each end of the facility. All toilets and changing areas are equipped with accessible toilets and designated changing spaces to support students with mobility needs. Students who also need the support of laptops for a variety of SEND needs are able to access these in lessons. Hearing loops are active in key areas of the academy building, such as the main hall and reception.

The academy budget, received from Stoke-on-Trent LA, includes money for supporting children with SEND. The Principal and Governors deploy financial resources on the basis of needs in the academy. 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 child's needs and Parents/Carers can discuss this with the SENCO at their annual meeting. Pupil premium funding is

also available for our disadvantaged SEND students and outlined in our published Pupil Premium Strategy.

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

Involving parents and carers is paramount to our approach and will be communicated with in the following ways:

- Parent/ Carers Evenings – parents/ Carers will be invited to these evenings where you will have the chance to discuss your child's/young person's progress.
- Academy Reports – sent home to parents/carers to follow the progress of your child.
- Annual Reviews for students with an Education Health and Care Plan (EHCP) are reviewed annually in collaboration with parents/ carers and the child.
- Achiever Plans – parents/carers will receive a copy of their child's Achiever Plan in which the parent/carer will be given the opportunity to feedback on potential useful strategies they feel would best support their child.
- Telephone contact from staff who work directly with your child.
- Discussion with parents if a referral is needed to an external agency, such as CAMHS, Young Minds, Speech and Language or Educational Psychology.
- Operate an open door policy ensuring parents are involved at each stage.

The table below explains the strategy, if frequency and who is involved:

Action / Event	What is this?	Who's involved	Frequency
Annual Review of Education Health Care Plan	A statutory annual document. It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. These are shared with parents to discuss the progress made by the students.	SENCO, professional agencies involved with the pupil and family, pupil, parents/carers/ teachers, teaching assistants, pastoral staff.	Yearly (after date it was originally written), however an interim annual review can be called any time throughout the school year.
SEND K Achiever Plans	The views of all parties are considered and recommendations are made accordingly. Regular communication will ensure your child's needs and targets are reviewed and your views and the views of your child are recorded and shared with the Academy.	Staff responsible, pupil, parent/ carer.	Achievement rounds (termly).
RAMP Plans	Risk Assessment Management Plans exist to support students and staff in helping to maintain their own safety and deescalate any potentially challenging and dangerous situations.	Behaviour lead/Pastoral team.	When required- reviewed when necessary.
The Arch	A designated resource centre within the academy which aims to support and nurture the most vulnerable students.	The Arch staff.	Individual for each student. Accessible daily.
Formal Assessments	Assessment rounds which formally assess learning that has taken place throughout the term. All students will be provided with revision lists and dates of assessments will be uploaded onto google classroom.	Teachers, pupils.	Termly.
Academy reports	School report which highlights students' progress across all subject areas. Encourages the opportunity for discussion if there are any areas parents/carers are not happy with.	Teachers, pupils, parents/ carers.	One each achievement round.
Parents' Evenings	Opportunity to meet subject area teachers on a 1-2-1 basis and discuss areas of concerns and achievement.	Teachers, pupils, parents/ carers.	Annually.
TA's	A member of staff who offers extra support beyond quality first teaching. TA's will be responsible for making frequent phone call homes and attend meetings to ensure progress of student is being monitored.	SEND team, pupils, and teaching staff.	When there is an EHCP student in the classroom.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

Our school prioritises the involvement of children and young people with SEN in decisions that affect their education and well-being. Our approach includes the following key strategies:

1. **Student-Centred Planning:** We engage students in their own learning journey by reviewing their perspectives on what's working well and what needs improvement through student voice. During these meetings, we encourage students to set personal goals and discuss their preferred methods of support, ensuring their voices are central to the planning process.
2. **Personalised Support Plans (Achiever Plans):** Each student with SEN has an individualized support plan that outlines their strengths, areas for growth, and specific learning strategies tailored to their needs. Students are invited to contribute directly to these plans, helping them understand and take ownership of their educational goals.
3. **Empowering Independence and Self-Advocacy:** We foster self-advocacy by teaching students with SEN about their rights and giving them tools to express their needs effectively, this includes opportunities to advocate for themselves in meetings and discussions.

4. **Inclusive School Culture and Peer Involvement:** We promote an inclusive school environment where students with SEN are actively involved in a range of school activities. Peer support and mentoring programs allow them to interact and collaborate with classmates, enhancing their sense of belonging and participation.
5. **Accessible Communication Tools:** For students who may need alternative methods of communication, we provide tools such as visual aids, assistive technology, and simplified materials to help them fully engage in discussions and decisions.

By integrating these methods, we aim to create a learning environment where all students, regardless of their needs, feel heard, respected, and empowered to take an active role in shaping their educational experience.

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

Parent/carers with any issues regarding the SEND policy or the provision made for their child are urged to raise their concerns at the earliest opportunity. In the first instance, parent/carers should speak to their academy SENCO. If parent/carers feel their child's needs are still not being met, they should make an appointment to see the Principal or SEND governor. If concerns are still unresolved parent/carers may wish to use the local Information, Advice and Support Service for Special Educational Needs and Disability or engage with the procedures explained in the OAT complaints policy available on the Academy website.

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

We work with a range of external bodies on a needs basis to support our young people at Ormiston Meridian Academy:

Education Psychologist –Email: ed.psychology.admin@stoke.gov.uk

CAMHS Team - Children and Young People emotional wellbeing and mental health

MIND Counsellor - Robert Dawson will be in school every Monday 9am-3pm Tel: 0300 123 0907
Option 4 Email: sch-tr.camhspla@nhs.net Website: www.camhs-stoke.org.uk

Changes Young People - Emotional wellbeing and mental health support for 8 to 18 year olds in and around Stoke-on-Trent, Newcastle-under-Lyme and Staffordshire Moorlands. Tel: 01782 41 33 55
Email: yp@changes.org.uk Website: www.changesyp.org.uk

Dove Service - Grief support charity in Stoke-on-Trent & North Staffordshire, providing services to people within the community from the age of 4+ who are experiencing issues relating to bereavement, loss or life-changing illness. Tel: Head Office: 01782 683155 / 683153 Email enquiries@thedoveservice.org.uk Website: www.thedoveservice.org.uk

Young Minds - Worried about a child or young person's behaviour or mental health? Parents Helpline: 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines) Text: Urgent help text YM to 85258 Website: youngminds.org.uk

Academy Nurse Hub – Nurse Sandra Carr is in school once a week - Our Health 5-19 Public Health Advisory Service/Targeted Intervention Service 5-19. Tel: 0300 124 0362 Email: ourhealth5-19@ssotp.nhs.uk

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

SEND support services available in Stoke-on-Trent along with their contact details:

1. **SENDIASS (SEND Information Advice and Support Service):** Offers impartial advice for children, parents, and young people with SEND, supporting them in navigating educational services.
2. **PEGIS (Parent Engagement Group in Stoke):** A group for parents/carers to discuss educational concerns and engage in SEND support activities.
3. **Caudwell Child:** Offer assessments, therapies, and family support for neurodivergent children. Based in Keele and offers local services for Stoke-on-Trent families.
4. **Action for Children – Aiming High Programme:** Offers short breaks and activities for children with disabilities, he in supported community events.
5. **Staffs Carers:** Provides support for young and adult carers with services such as emotional support, benefits assistance, and social activities.
6. **Dyslexia Association of Staffordshire:** Offers support, testing, and resources for people with dyslexia.

These organisations offer a range of services, from direct educational support to community programs, specialised assessments, and parent/carer engagement. For more detailed information, you may visit the Stoke-on-Trent SEND Local Offer website.

Our transitional arrangements for children with SEN include:

At Ormiston Meridian Academy transition starts with visits by our Assistant Principal for Inclusion and/or the SENCO to Primary schools to discuss information regarding SEND child and their specific needs and strategies for success. From the outcomes of the liaison with the Primary School we will begin to offer extended transitions, consultations and tours to those wishing to attend the academy including parents/careers, the Primary schools SENCO and the young person. These extended transitions are offered on a needs basis and will not be necessary for all SEND students.

When students have been given their place with us this is then followed by Year 6 Transition Days and Tours. There are opportunities for you and your child to visit the academy at any time prior to them starting Secondary school. The SENCO also attends Y6 transfer reviews (where invited), to ensure effective communication, and that support is in place for children 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 to plan the specific progression needs of the student and how the academy and the local authority can best support this. All students within the academy will have at least 2 meetings with a careers advisor irrespective of their SEND needs.

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

[SEND Local Offer – SEND Local Offer](#)

More information on SEND can be found in the SEND page on our website.

See below for Contacts and responsibility information. ↓

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

Last updated: 16/07/2026

Academy roles

Role	Designated person	Contact Details
SENCO	Angela Wootton	awootton@omera.co.uk
Principal	Clare Stanyer	cstanyer@omera.co.uk
SEND Governor	Morgan Inwood	C/O dlovell@omera.co.uk
Other senior leader with responsibility for SEND	Amy Vigus	avigus@omera.co.uk
Assistant SENCO	Katherine Rostron	krostron@omera.co.uk
Designated safeguarding lead	Sam Darlington	sdarlington@omera.co.uk

Designated teacher for looked after children	Ann Berrisford	aberrisford@omera.co.uk
Mental Health Lead	Angela Wootton	awootton@omera.co.uk
External agencies		
Role	Information	Contact Details
Educational Psychologist	Dr Michele Perry-Springer	ed.psychology.admin@stoke.gov.co.uk
Local SEND Information & Support Services	SENDIAS	sendias@stoke.gov.uk
Local Authority SEN Team	SENMAS	senmas@stoke.gov.uk
Behaviour Support Team	Rebecca Rawlinson Inclusive Learning Service	City of Stoke-on-Trent Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, ST4 3NR T: 01782 235242 E: Rebecca.Rawlinson@stoke.gov.uk

Sensory Impairment Service	Sue Emberson Inclusive Learning Service	City of Stoke-on-Trent Based at: Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, ST4 3NR T: 01782 232244 m 07584909289 E: susan.emberson@stoke.gov.uk
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/