

Ocker Hill Academy

SEN Information Report

"Disabled pupils and those who have special educational needs concentrate very well in lessons and make excellent progress. This is because of the personal help they receive from well qualified adults that provide them with small but highly challenging steps forward in their learning."

Ofsted 2013

1. Ocker Hill is a fully inclusive academy which believes that every child is gifted and talented. Provision is made for children with all needs and the academy has successfully supported students with the following special educational needs:
 - Specific Learning Difficulties
 - Moderate Learning Difficulties
 - Severe Learning Difficulties
 - Autistic Spectrum Disorder
 - Speech, Language and Communication Needs
 - Social, Emotional and Mental Health Needs
 - Visual Impairments

2. Identification

- If a pupil is not making expected, or better than expected, progress in spite of receiving good or better whole class teaching, specific interventions will be put in place in order to secure increased rates of progress.
- If a pupil takes part in interventions and does not 'close the gap' with their peers, a meeting shall be called with parents in order to discuss moving pupils onto the SEN register. When this step is taken, an action plan, detailing short term and long term improvement targets, will be initiated. In addition, an 'All About Me' form will be filled out with the pupil in order to understand more about them and their needs.

- If this additional intervention does not 'close the gap', outside agency support will be sought in order to assess the pupil's needs, set action plans and to work with/train staff.
- If on review, there are still concerns about progress, a Community Assessment Meeting will be called with all parties involved with the pupil. This meeting will take place in the event of SEN provision from within school being insufficient to ensure that the child makes progress; the pupil's needs are complex or becoming more complex, there are continuing concerns over the pupil's progress or the parents request an Education, Health and Care plan. All parties will have the opportunity to discuss strengths, weaknesses and next steps in the pupil's journey. A key decision from this meeting will be to assess whether applying for an Education, Health and Care plan is appropriate.
- If all parties feel that the school can meet the pupil's needs through its Local Offer (see section 13), a 'Local Offer Plan' will be drawn up and regularly assessed. If all parties agree that an EHC plan is appropriate, the academy will gather evidence and submit a request for assessment within 6 weeks. This request will then be assessed by the local authority and will give a response within 20 weeks.
- When a pupil has an EHC plan, it will be reviewed annually at a CAM meeting to decide whether the plan is still relevant to the child's needs.

Assessment

- Initially class teachers will assess pupils on a daily basis through written feedback. This will be rigorously checked by senior managers on a weekly basis.
- The SENCo will track all pupils on the SEN register on a half termly basis and will work with class teachers on target setting.
- Teachers will track pupil progress by the way of formative assessment. Progress will be shown through skills acquisition.
- The SENCo will also track the impact of all interventions which feeds into staff training.
- If the gap doesn't close, the SENCo will contact outside agencies to assess the pupil's needs.
- If regularly involved, outside agencies will provide a written progress report on at least an annual basis.

- Parents can discuss pupil progress at any time with the class teacher or SENCo.
- Parents will also be invited to meet with the SENCo and class teacher to discuss progress on a termly basis.
- If at any point a child needs to join the SEN register, be reviewed or there is a change in circumstances, the SENCo will inform parents immediately.

3. Academy policies for making provision for pupils with special educational needs

a) The academy evaluates its effectiveness of its provision for pupils by rigorously assessing the following areas:

- Standards of whole class teaching (Senior Leaders/governors)
- Standards of written/verbal feedback (Senior Leaders/governors)
- Impact of whole class teaching (SENCo/SMT/governors)
- Impact of interventions (SENCo/Inclusion support)
- Whole school effectiveness in supporting pupils with SEN (Inclusion support/School Improvement Partner/Ofsted/Parent questionnaires)

b) The academy assesses and reviews progress in the following ways:

- Ongoing, formative assessments from the class teacher on a daily basis
- Reviews at the end of each intervention conducted by the SENCo
- Termly meetings with parents/class teachers/teaching assistants to review progress
- Termly review of action plans
- Annual reviews from outside agencies (if the child is involved with outside agencies)
- An annual CAM meeting with all parties involved with a child who has an EHC Plan.

- c) The academy's approach to teaching children with special needs is a fully inclusive one. All children, regardless of need, take part in whole class teaching sessions with work differentiated to their level. Some children on the SEN register take part in small group and/or one to one interventions which may take place in 'inclusion rooms' around the academy, rather than the classroom. It is the academy's intention to utilise its resources in order to close the gap between pupils with SEN and their non-SEN peers.
- d) The academy constantly adapts the learning environment and curriculum to suit the needs of all pupils. The academy consistently uses a highly personalised approach to the curriculum which centres upon skills acquisition informed by regular formative assessments. The academy endeavours to provide a learning environment which is conducive to learning. If adaptations need to be made for a pupil, the academy will encourage a family pre-visit to view the learning environment and will consult outside agencies in order to fully meet the pupil's needs.
- e) The academy provides a wide range of additional support for pupils with SEN. The academy invests heavily in providing additional adult support. Every child who is on the SEN register receives a minimum of 15 hours small group or one to one support per week. The amount of support given is variable, dependant on need. The academy support staff are highly trained in providing in class support, verbal and written feedback and high quality interventions. Ofsted 2013 commented on the effectiveness of the academy's support staff. Their effective support has been a major factor in children with SEN making outstanding progress. The academy also regularly purchases a range of resources which support personalised needs.
- f) The academy provides a range of activities for pupils with SEN in addition to those available in accordance with the curriculum, such as:
- Two residential trips to Ingestre Hall in Year 5 and The Frank Chapman Centre in Year 6
 - A range of after school sport and curriculum related clubs

- A range of trips to support learning
- g)** To support the emotional and social development needs of pupils with special educational needs, the academy employs a number of strategies. The academy arranges regular sessions with the learning mentor for children with specific emotional and social needs. In addition, assemblies always have a PSHE focus and all pupils take part in whole class PSHE sessions. If in spite of intervention in this area, the pupil still has issues, the academy will support parents with liaison with outside agencies.

4. SENCo Contact Details

- Mr Joe Farmer (SENCo / Vice Principal)
- Ocker Hill Academy, Gospel Oak Road, Tipton, West Midlands, DY4 0DS
- Tel: 0121 556 0445
- Email: joefarmer@ockerhill.academy

5. Expertise and training of staff working with children with SEN

- All staff, both teaching and support staff, are highly trained in using formative assessment techniques to accurately pitch lessons in order to secure rapid rates of progress.
- The academy employs 9 members of support staff. 8 members of support staff have LSP3 qualifications or above. All staff are highly trained in the delivery of high quality interventions. They work regularly alongside outside agencies and school staff to set action plans for children with SEN. The support staff also receive regular training from Inclusion Support on best practice for supporting children across a range of categories of need.
- The SENCo regularly attends training on current practice and liaises with all outside agencies. The SENCo also conducts appraisal meetings to set personal/curriculum targets with all members of support staff on an annual basis. These targets and performance are regularly reviewed.

6. How equipment and facilities to support children with SEN is secured

- The academy provides all relevant equipment and facilities to meet the needs of all children with SEN.
- The academy provides facilities such as lifts, disabled toilets and a range of inclusion rooms to meet personalised provision.
- On occasions where specialist equipment is required, the academy liaises with both families and outside agencies to ascertain what equipment is needed. The equipment are then purchased or borrowed from outside agencies.
- All specialist equipment and facilities are funded through academy budget.

7. Arrangements for consulting parents of children with SEN and involving them in their education

- If the academy takes the decision to move a child onto the SEN register, a meeting will be called with parents to discuss the reasons for the move.
- The academy will consult families if they believe that the pupil would benefit from outside agency support. If this support is given, all outside agency reports will be shared with parents.
- If the academy or parents are concerned with progress after receiving outside agency support, a CAM will be arranged.
- If a child is in receipt of an EHC plan, this will be reviewed annually at a CAM.
- A termly report will be provided for each child and parents will be invited to meet with the SENCo to discuss progress on a termly basis.
- If at any point a parent has a concern, the academy will arrange a meeting with either the SENCo or class teacher within 2 days.

8. Arrangements for consulting young people with SEN and involving them in their education

- Every child will set academic targets with the class teacher on a termly basis.
- All children will complete an 'all about me' form with academy staff at the start of each year.
- All action plan targets will be discussed with children.
- All children will regularly use peer and self-assessment in order to highlight both strengths and areas for improvement.
- All children will be invited to attend termly meetings with SENCo and class teacher.

9. Arrangements made by the governing body relating to the treatment of complaints from parents with SEN

- If a parent feels that the provision made for their children at the academy is inadequate, they should firstly lodge a complaint with the Principal, Mr Adam Hollyhead.
- If parents feel that the Principal has been unable to resolve the issue, they are encouraged to lodge a complaint with the governing body through the chairman of the governing body, Mr Harjinder Kumar.
- If the parents feel that the governing body have been unable to resolve the issue, they are encouraged to contact Sandwell SEN Department on 0121 569 8493 to discuss the situation.

10. How the governing body involves other bodies in meeting the needs of pupils with SEN and in supporting the families of such pupils

- The SENCo regularly liaises with the academy SEN Governor, Mr Steve Walters, to discuss the involvement of other bodies and how families are supported. This information is then discussed at full governing body meetings.

- The governing body ensure that the SENCo takes responsibility for informing, and discussing with, parents when they feel that either health and social service bodies, local authority support services or voluntary organisations should be involved with their child.
- The SENCo will provide copies of all reports written by outside agencies to parents and will be available to discuss the contents of the report.
- The SENCo will be responsible for contacting necessary outside agencies upon request from parents.

11. Contact details of parent support services

- Sandwell Inclusion Support: 0845 352 7552
- Sandwell Parent Partnership: 0121 552 0047
- YoungMinds Parents Information Service (for any concerns with children's mental health or emotional well-being): 0800 018 2138
- Sandwell Family Information Service: 0121 569 4914

12. The academy's arrangements for supporting pupils with SEN in transferring between phases

- The SENCo will meet with SENCos from both Infant and Secondary schools prior to transition.
- All necessary paperwork will be exchanged between SENCos prior to transition.
- A highly personalised, potentially extended, transition process will be put in place to include visits to the child's new school prior to transition. This will take place with familiar staff and will give the child the opportunity to meet new staff.
- Any new equipment or adaptations to facilities will be made before the child starts school.
- Parents will have the opportunity to meet the SENCo/class teacher prior to their child starting at the academy.
- Any staffing appointments needing to be made to meet the needs of children will be conducted before transition. Parents will be

notified of appointments made and will be given the opportunity to meet with their child's new key worker.

13.Ocker Hill Academy's local offer