



Ormiston Six Villages Academy SEN Information report 2021-2022

Our **local offer** for students with Special
Educational Needs or Disabilities.



Our local offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place.

What is a local offer?

All schools and academies are required (by the SEN code of practice) to provide information on what services they provide for children, young people and their families.

Knowing what we provide will give you more control about the choices available at Ormiston Six Villages Academy and therefore more control over what support is right for your child.

West Sussex County Council's local offer can be found at:

<https://westsussex.local-offer.org/>

The Department for Education has produced a guide to the SEND reforms available here:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

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Our Values

Here at Ormiston Six Villages Academy (OSVA) we are committed to encouraging the highest standard of academic learning, alongside the growth of character and personality.

A Six Villages education develops the following skills and qualities in every student under the umbrella of **Excellence for All**. These values are equally applicable to students, staff and the work of the academy itself.

Be Ambitious
Value Community
Show Respect
Persevere
Take Responsibility
Demonstrate Kindness

We recognise Excellence for all because there is Excellence in all.

What kinds of SEN does Ormiston Six Villages currently provide for?

The kinds of SEN we currently provide for include:

- Autistic social communication (ASC)
- Dyslexia
- Developmental Co-ordination Disorder (Dyspraxia)
- Social, emotional, mental health (SEMH)
- ADHD
- Hearing loss
- Physical disabilities
- Sensory needs
- Speech, language and communication needs

The Special Educational Needs and Disabilities (SEND) team has a key responsibility for ensuring students with special educational needs or disabilities and other additional needs are supported effectively. This means:

- Learning Support Assistant (LSA) support inside and outside the classroom.
- Providing strategies to staff that will help in lessons
- Quality first teaching within the classroom, advising on suitable differentiation of resources and learning tasks.
- Providing one to one or small group assistance in literacy, numeracy or other curriculum areas for students with complex needs or with EHCPs.
- Providing one to one catch up opportunities
- Offering computer assisted programmes to improve literacy. For example, Lexia and typing courses.
- Conduct transition work prior to students attending Six Villages
- Twilight training for staff and butterfly training (morning briefings) are carried out by the SENCO and Assistant Principal with responsibility for CPD
- External agency training



- We seek outside agency support and advice and put interventions in place accordingly.
- Examination special arrangements are designed to ensure access for students with certain disabilities and certain learning difficulties without giving them an unfair advantage. Consideration for special arrangements is given with reference to guidance and regulations of exam boards and Qualifications and Curriculum Authority (QCA).

What equipment, facilities and access are there available to assist the students?

We aim to meet the physical, emotional and intellectual needs of all our students through Interventions that are personalised and suitable to enable each student to achieve.

Classrooms in the academy can be accessed via ramps, lifts located in different sections of the building and doors suitable for wheelchair access. The facilities the students have access to include Inclusion which is a safe space and intervention room where we can support students with SEN. Inclusion is equipped with computer and internet access, as well as games and learning resources which we use to support the students when providing one to one or small group interventions.

Laptops are provided to support young people with significant needs with written communication.

How does the academy identify and assess students with SEND?

Students will be identified using:

- Referrals from parents based on observations at home. (For example year 7 parents are invited to give their views on their child's additional needs in the transition booklet.)
- Baseline data from routine testing. (For example the PASS, NGST, NGRT and CATS tests taken in year 7.)
- Education, Health and care plans and other records.
- Information from previous educational settings.
- Testing of students joining the academy (other than at transition).
- Attending case conferences and review meetings.
- Identification by subject teachers, Director of Learning and referral to the Inclusion Team.

How does the academy assess and review students' progress towards the set outcomes?

Students with SEN will be monitored and progress checked:

- Through teachers' evaluation and assessment.
- Through routine testing. (NGRT testing is repeated in year 9)



- Through discussion with student.
- Through consultation with parent(s)/carer(s).
- Through consultation with external agencies working with the student and/or family.
- Through ILPs, reviewed according to tiers 1,2 or 3 (conducted 3 times per year).

The SENCO, SLT and DoLs are responsible for ensuring progress is on track. For those students who have a Local Authority (LA) Education, Health and Care plan there are additional review procedures. The review and routine testing in year 9 is used for screening access arrangements that can be used up to and including year 11. This helps to outline the appropriate changes to provision for the student’s future.

The SENCO carries out annual reviews for students with Education, Health and care plans.

The academy will also refer to outside agencies, such as the Educational Psychology service where appropriate and in consultation with parents.

Monitoring Progress Cycle – Evaluating Support.

<p><i>Assess</i></p> <ul style="list-style-type: none"> • Baseline established by OSVA for comparison of support impact. • Carry out observations and hold discussions with key staff, parents and carers to identify and analyse needs. • In school assessments 	<ul style="list-style-type: none"> • SENDCo • Head of Year • Teachers
<p><i>Plan</i></p> <ul style="list-style-type: none"> • Hold discussions with parents and carers, the students, staff and any specialist services involved regarding actions and support needed to be put in place. • Set a date for review. 	<ul style="list-style-type: none"> • SEND Team • Head of Year • Teachers • Students • Parents/Carers
<p><i>Do</i></p> <ul style="list-style-type: none"> • Implement the plan as agreed. • Observe and record evidence of support and progress. 	<ul style="list-style-type: none"> • Students • SEND Team • Teachers • Parents/Carers
<p><i>Review</i></p> <ul style="list-style-type: none"> • Discuss effectiveness of the intervention and the impact on the student. • Plan next steps carefully with parents/carers, other specialists and the student. • Does the monitoring cycle need to begin again? • EHCP annual reviews 	<ul style="list-style-type: none"> • SENCo • SEND Team • Head of Year • Parents/Carers • Students

How does the academy evaluate the effectiveness of its provision?

- We compare between Year 7, 8 and Year 9 NGRT standardised score test results to analyse progress and identify students requiring further intervention.
- We look at Accelerated Reader



- For Years 7 and 8 we look at Star Reader data
- We analyse termly progress data.
- We conduct checks on SEND student books.
- We analyse Year 11 GCSE data.
- We ask for student panel views.

How does the academy adapt the curriculum and the learning environment for students with SEND?

Responsibility is shared within departments and we draw on people's strengths. The SEND staff member meets with the SENCO and takes responsibility for then liaising with the department. We ensure staff are aware of a student's needs via a Passport and SIMS. The academy also has Inclusion which is an area that caters for students who are benefitting from temporary and discreet provision away from class. Inclusion focuses on specific interventions for example, speech and Language, touch typing and sensory support.

How do students with SEND engage with students who do not have SEND?

At Six Villages, our expectation is that we are completely inclusive and activities are adapted to meet the needs of all students wherever possible. For example, a student with cerebral palsy would have assessments for physical needs and plans made to ensure that they can access all areas of the curriculum as their peers would.

How will the academy consult parents of students with SEND and the students themselves to involve them in their child's or own education?

The SENCO has regular meetings and phone calls with parents which the students can also attend to be involved in their own education. Parents are informed of interventions in place, for example, Lexia, Accelerated Reader by email and are also sent a copy of their child's Individual Learning Plan (ILP). The students are also talked to on a one to one basis when updating their ILP and/or Passport so they have the opportunity to discuss any intervention they have found useful or any difficulties they may have. The SENCO is also available at academy events, for example, parents' consultations, Flying Start Evening, Transition Evening, Open Evening, Option Evening (Year 9), GCSE Exams evening (to answer queries on access arrangements).

What support does the academy provide to improve emotional and social development?

- Tutors
- Quality first teaching
- Directors of Learning
- Outside agencies, for example CAMHS, YES
- Early Help Plans
- Inclusion
- One to One catch up with key LSA.



- Supporting young people and parents to refer to Emotional Support Agencies and CAMHS

How does the academy support students through transition phases and what are the admission arrangements for students with SEND?

Transition arrangements:

The SENCO meets termly with primary and secondary SENCOs to raise training issues. In advance of transition day, primary schools identify students with SEND and where appropriate the Inclusion Coordinator visits the child. We hold a 'Getting to Know You' day prior to Transition Day for vulnerable and SEND pupils. 1:1 transition meetings with parents also take place prior to transition day. SEND pupils are encouraged to attend the summer school to enable them to gain familiarisation, confidence and make friends prior to the start of term. This has proved very successful.

Admissions:

The academy will ensure it meets its duties under the Academy Admissions Code by:

- Not refusing admission for a child that has named the academy in their education, health and care plan.
- Considering applications from parents of children who have SEND but do not have an EHCP.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the academy does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHCP.
- Adopting fair practices and arrangements in accordance with the Academy Admissions Code for the admission of children without an EHCP.
- Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the academy website.

How does the academy involve other bodies?

Other bodies we use include but are not restricted to are:

- Educational Psychologists
- LBAT service (learning behaviour advisory team)
- CAMHS (Child and Adolescent Mental Health Service)
- Community Mental Health Liaison
- Integrated Front Door (West Sussex safeguarding and child protection referral.)
- SENAT (Special Educational Needs Assessment Team)
- ASCT Autism and Social Communication Team
- SALT (Speech and Language Therapists)
- SENDIAS
- EHP (Early help plan services)
- Virtual Schools
- YMCA (Dialogue counselling)
- Education Psychology Services



- West Sussex parent carer forum.
- ITP (Intensive planning team)

How we work with the above:

- Supplying strategies to support students, sign posting to other agencies or services.
- Supporting with pathways and plans for support with student's futures.
- Providing collection of evidence for further services, for example CAHMS, financial support in assessing services, monitoring services and advisory teams.

What expertise and training is in place for staff to support students with SEND?

Twilight training for staff and butterfly training (morning briefings) are carried out by the Inclusion Coordinator and Assistant Principal with responsibility for CPD. Each student Passport is also shared with all teachers as well as the Inclusion Monitor (database) which allows them to see how they can best support each students' needs. 'Child in Mind Meetings' (meeting with a specific student's teachers) as well as weekly whole staff briefings are had to share the latest information about support for students.

How does the academy handle complaints from parents with children with SEND about the provision made at the school?

If the academy receives a complaint from a parent with a child with SEND about the provision provided in school, the OAT complaints procedure is followed. The Inclusion Coordinator responds as quickly as possible to parental complaints escalating to the Senior Leadership Team or Principal if necessary.

Where else can I find support and information from?

Additional information on the support available can be found on the West Sussex Local offer website at:

<https://westsussex.local-offer.org/>

On our website there is a useful contacts list, that provides information on local services who also offer support. The list provides a brief description of the service they provide and how to contact each service.

Where to find the SEND policy.

The Academy's SEND policy can be found on our website.



Who should I contact at Ormiston Six Villages?

The SENCO, Ms Emma Barber, is responsible for the work provided by the SEN teams as well as ensuring the SEN policy is implemented effectively across the academy.

For any enquiry regarding a specific learning difficulty, special need, additional support request or a safeguarding concern please contact:

Name	Job Title	Email
Emma Barber	SENCO, Assistant Principal	ebr@ormistonsixvillages.org.uk
Emma Howell	Administrator	ehl@ormistonsixvillages.org.uk
Tim Kidd	Designated Safeguard lead	tkd@ormistonsixvillages.org.uk

Alternatively, you can call the academy on 01243 546800, and our receptionist can direct your call to whomever is most appropriate.



ADHD: Attention deficit hyperactivity disorder

ASC: Autism spectrum disorder

CAMHS: Child and adolescent mental health services

CATS: Cognitive abilities test

DoL: Director of learning (Head of Year)

EHCP: Education and health care plan

HoD: Head of Department

Inclusion Monitor: Excel database with testing results and intervention information, shared with teaching staff.

Lexia: Addresses the development of oral language, reading, spelling, and writing skills for students who are learning English.

LSA: Learning support assistant

NGRT: New group reading test

OSVA: Ormiston Six Villages Academy

Passport: A document all staff have access to that highlights each students' best ways of working.

Provision Mapping: Software all staff have access to which provides ILPs and Passports and any other SEND information they may need to be aware of.

SEMH: Social, emotional mental health

SEN: Special educational needs

SENCO: Special educational needs and disabilities coordinator (SENDSCO)

SEND: Special educational needs and disabilities

SLT: Senior leadership team

Inclusion: An Intervention room where we can support SEN students