

SEN Information Report 2023 2024

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):

At Ormiston Six Villages Academy, we cater for students with needs in areas of cognition and learning, communication and interaction, social emotional and mental health and sensory and physical .

We follow the guidance given in the Education Act 1996, which states that ‘children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them’.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools with the area of the Local Education Authority Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.

At Six Villages, we aim to ensure that all students have access to a broad and balanced education, both in and out of the classroom, to enable them to achieve their full potential. At Six Villages we value each individual; it is essential that each person within the academy is tolerant, accepting and respectful. We want all of our students to achieve and be equipped to succeed as independent adults. We aim to support all students in realising their goals and aspirations. We recognise excellence for all because there is excellence in all.

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

- Upon becoming a Six Villages student information is collected from previous schools through the CLAWBA (Children’s Learning and Wellbeing Audit). This informs conversations with professionals who have previously supported the child.
- We meet with families and young people to ensure that they voice is heard when planning for inclusion at Six Villages.
- Literacy assessments (NGRT, NGST), PASS and CATs (Cognitive Ability Tests) are completed for new starters. The literacy and attitudinal assessments occur annually throughout Key Stage Three. Progress is monitored and interventions offered where appropriate.
- These assessments are supplemented in key stage 3 with termly STAR reader tests.
- Referrals from teachers and pastoral staff can be made if a student is not making the expected progress of them based on their Key stage 2 fine scores.
- Where a need is identified we may use further screening such as GL Dyslexia Portfolio learning or GL Dyscalculia screener or CTOPP2 test (for phonological skills and processing speeds), Communication Trust’s Progression Tool, Mapping the Landscape of Fear, Executive Functioning, Boxall profiles, Sensory Needs Checklist are also used to identify other needs.
- Assessment information is collected in conjunction with staff views and any relevant external professionals reports to apply for exams access arrangements.
- We support external agencies in completing assessments such as Connor’s rating and SNAP for CAMHS

- Consultation with external professionals such as CAMHS, Early Help, Youth Emotional Support, Occupational Therapy service assist us in accurately identifying the needs of our students.

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

- Reviewing students' individual progress towards their goals each term.
- Where interventions occur, we review the impact of the respective intervention after 6 weeks.
- We compare between Year 7, 8 and Year 9 NGRT standardised score test results to analyse progress and identify students requiring further intervention.
- We review the Pupil Attitudes to Self and School (PASS) survey, to assess the confidence, readiness and motivation to learn of students on the SEND register.
- We analyse termly progress data of children on the SEND register.
- We use classroom observations and work scrutinies both by the Leadership Team, SENCO and the inclusion team.
- The SENCO operates an 'open door' policy and actively encourages parents/carers to contact the academy regularly in order to evaluate the effectiveness of the provision that their child is receiving.
- We also encourage students to communicate with SEND staff regarding their needs and provision.
- We report to governor reviews to look at what is working well and what future improvements can be made.
- Academy data is used to enable us to compare who we are performing against other schools in the Local Authority and across the country.
- The SENCO uses a detailed SEND Evaluation tool and action plan to identify strengths and areas we would like to improve.
- The SENCO reports on progress and outcomes of students with SEND at termly progress boards.

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

- All barriers to learning are identified as early as possible.
- We analyse termly progress data.
- We compare between Year 7, 8 and Year 9 NGRT standardised score test results to analyse progress and identify students requiring further intervention.
- We use classroom observations both by the Senior Leadership Team, SENCO and the inclusion team. OAT Lead Practitioners and the Regional Director engage in classroom observation to quality assure provision.
- To ensure progress in reading for Years 7, 8 and 9 we look at Star Reader data
- We conduct checks on SEN student books.
- When engaging in interventions, we measure progress of the intervention using recommended assessment tools.
- OAT Lead Practitioners and Regional Director scrutinise the progress, attainment and behaviour.
- The SENCO carries out annual reviews for students with Education, Health and care plans.

Our approach to teaching children with SEN includes:

Having inclusion at the heart of our ethos: all children, regardless of their background, characteristics or needs, receive a high-quality education that supports them to engage and succeed.

- All barriers to learning are identified early and staff know what to do to help remove these
- Twilight training for staff and butterfly training (morning briefings) are carried out by the SENCO and Assistant Principal with responsibility for Teaching and Learning.
- Quality first teaching within the classroom, eg. Adapted teaching and learning opportunities within the lesson. This is quality assured through learning walks/ lesson visits.
- Teachers know their students through effective information sharing through the one page profiles.
- Regular updates/ information shared with staff with key strategies for specific students with specific needs.
- Where appropriate and according to the individual needs of the students, TAs and other adults may provide intervention outside the classroom.
- Where appropriate and according to the individual needs of the students, TAs and other adults may provide intervention within the classroom.
- Seeking outside agency support and advice and putting interventions in place accordingly.
- Providing one to one assistance is provided for students with complex needs and with EHCPs.

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

Quality first teaching is fundamental to our approach to teaching students with SEND. As we are an inclusive academy, where possible, students are fully integrated into life at the academy. It is important to us that all students are supported to make progress and aspire to achieve. If a child has been identified as having special educational needs, our teachers and support staff will use a range of strategies to make reasonable adjustments to enable access to the curriculum; using a variety of teaching and learning styles and adapted resources and equipment.

Some students may require support that is beyond the expectations of quality first teaching and SEN support, and may benefit from an education, health and care needs assessment (EHCNA). If this assessment is accepted by the Local Authority, students receive an EHC Plan, which could be in place until the age of 25. Students with an EHC Plan may receive additional adult support in lessons, or they may access small group or 1:1 intervention.

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:

At Six Villages, our expectation is that we are completely inclusive and activities are adapted to meet the needs of all students. Students have access to all areas of the school building. Activities are risk assessed and adaptations made accordingly if required.

The curriculum is broad and balanced. Students are offered access to all subjects at key stage four.

The support of external professionals is sought where appropriate.

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

At Six Villages we provide a universal offer of resiliency and emotional wellbeing support through the PSHE curriculum and assemblies.

The academy has a structured pastoral support system; each year group has a Senior Leader, Director of Learning and form tutor to support the children. The SENCo works closely with year, Behaviour and Safeguarding teams in supporting staff in ensuring they can meet the needs of the individuals across their year groups.

In identifying the appropriate support mechanism, we use a variety of screening tools to ensure that the child's voice is heard.

We also provide:

- Individual mentoring from adults or the student Wellbeing Ambassadors
- Emotion Coaching
- Social skills/nurture group interventions
- Self-esteem interventions
- Support from Six Village's Behaviour Support team
- West Sussex Thoughtful Programme (Mental Health Support Teams in Schools.)
- Referrals to the West Sussex Youth Emotional Support Team/
- Referrals to and consultation with CAMHS
- Consultation with West Sussex Educational Psychology service
- Consultation with West Sussex Learning and Behaviour team.

The name of our SEN Co-ordinator (SENCO) is: Emma Barber

Listed below are the names of staff members possessing expertise related to SEN:

Name: Emma Barber	Name: Donna Trembath
Job role: Assistant Principal: SENCO	Job role: HLTA (Higher Level Teaching Assistant)
Name: Emma Molineaux-Inglis	Name: Lauren Bromley
Job role: Senior Mental Health Lead	Job role: Behaviour Lead

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

- LBAT service (West Sussex Learning Behaviour Advisory Team)
- CAMHS (Child and Adolescent Mental Health Service)
- CAMHS (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 (West Sussex Speech and Language Therapists)
- SENDIAS (West Sussex Special Educational Needs Independent Advisory service)
- EHP (West Sussex Early help services)
- West Sussex and Torbay Virtual Schools
- YMCA (Dialogue counselling)
- YES (Youth Emotional Support service)

- West Sussex Education Psychology Services
- West Sussex parent carer forum
- ITP (West Sussex Intensive planning team)

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

We aim to meet the physical, emotional and intellectual needs of all our children through Interventions that are personalised and suitable to enable each child to achieve. The learning environment and academy site is adapted to ensure that it is safe for all students. Teachers arrange furniture to suit the groups and individual needs of key students they are teaching. There are lifts in both the East and West block buildings. Students are able to use accessible toilets. Accessibility is planned for in line with the accessibility plan. Students can be supported moving around the site by the SEND and student support teams where necessary.

We ensure the inclusion of students with SEND in enrichment activities and TAs allocated to support children with SEND on trips. Students in key stage four with EHCP are supported to attend 'Period 6 revision' sessions. Students on the SEND register are also invited to attend a supported homework club.

The facilities the children have access to include Inclusion which is a safe space and intervention room. 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. There are quieter spaces for students who may require this support.

Laptops are provided to support young people with significant needs with written communication. Large print resources and reading software are available.

Overlays, stress balls and fidget toys if student unable to bring in from home.

Time out, medical and permission to leave early passes

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

Parents/carers are key in supporting development and wellbeing and we recognise the expert knowledge they have of their own. We endeavour to provide support and information to parents/carers so that we can work together as a team to help achieve the best possible outcomes (in all areas of development) for the child. We are therefore very keen to build strong relationships with the parents/carers of the children in our care and to liaise with them to share useful strategies or techniques which are used at home as well as those used in school.

Parent/ carers are invited to contact SENCO by Teams, telephone, email or meet in person. The SENCO is contactable by telephone 01243 546814, by email ebr@ormistonsixvillages.org.uk or OSVA_SEND@ormistonsixvillages.org.uk to discuss concerns, success or share information.

Parent/carers are informed of interventions in place, e.g. Lexonik or Lego Therapy

The SENCO is available at academy events, e.g. parents' consultations, Open Evenings, Transition Evening, Open Evening, Option Evening (Year 9), GCSE Exams evening (to answer queries on access arrangements).

The SENCO supports Directors of Learning, other SIX VILLAGES staff and families in attending TAF (Team around the family) meetings with external professionals.

Parents/carers are invited to all annual reviews for students with an EHC Plan and all students and parents/carers are invited to meet with the SEND team to review provision in place and progress being made.

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

At Ormiston Six Villages we believe that all students should have access to the full range opportunities on offer. This includes students with SEND engaging in classroom and enrichment activities, trips, and representing their peers as form reps, student council, wellbeing ambassadors and prefects.

Students who may struggle at times to communicate their needs or regulate their emotions in lessons have access to a safe space to reset. Support is given to students to communicate their thoughts and feelings in safe spaces to a chosen adult who can then facilitate further communication with other adults across the academy.

Student voice is central in our work within the Inclusion Team. To ensure that we accurately identify a student's need we use a range of child centred resources such as the 'Mapping the Landscape', 'Strengths and Difficulties Questionnaires', and the 'Risk and Resiliency toolkit.'

In creating our one page profiles student feedback is sought regularly throughout the school year, through interviews, questionnaires and meetings.

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

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's special educational needs are being met. The academy has a clear complaints procedure which is outlined below:

Step 1: The parent/carers asks to meet with the SENDCo to discuss their concerns.

Step 2: If parent/carers is still not satisfied with the response they have received, contact should be made with the Vice Principal who will either meet with the complainants or arrange a meeting with another member of the Leadership Team.

Step 3: If there is still dissatisfaction, parent/carers would use the academy complaints policy, which is published on the academy website.

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

- West Sussex CAMHS (Child and Adolescent Mental Health Service)
- West Sussex CAMHS (Community Mental Health Liaison)
- Integrated Front Door (West Sussex safeguarding and child protection referral.)
- West Sussex SENAT (Special Educational Needs Assessment Team)
- West Sussex ASCT Autism and Social Communication Team
- West Sussex SALT (West Sussex Speech and Language Therapists)
- West Sussex SENDIAS (West Sussex Special Educational Needs Independent Advisory service)
- West Sussex EHP (West Sussex Early Help services)
- West Sussex and Torbay Virtual Schools
- YMCA (Dialogue counselling)
- YES (Youth Emotional Support service)
- West Sussex Education Psychology Services
- West Sussex parent carer forum
- West Sussex ITP (West Sussex Intensive planning team)

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

- Amaze SENDIAS advice line <https://amazesussex.org.uk/parent-carers/services-and-support/sendias-advice-line/>
- ASPENS <https://www.aspens.org.uk/>
- West Sussex Parent Carer Forum <https://www.wspcf.org.uk/>
- West Sussex Parent Partnership Service
https://www.westsussexcarers.org.uk/Link/link_parent_partnership.htm
- Citizens Advice SEND Information and Support <https://www.advicewestsussex.org.uk/advice/send-information-and-support/>
- SENDIAS <https://westsussexsendias.org/>
- PACSO (Parent and Carers Support Organisation) <https://pacso.org.uk/>
- Reaching Families <https://www.reachingfamilies.org.uk/>
- West Sussex Find It Out Centres <https://www.westsussex.gov.uk/education-children-and-families/your-space/places-to-go/finditout-centres/#>

West Sussex Single Point of Access <https://www.sussexcamhs.nhs.uk/our-services/service-finder/west-sussex-single-point-advice-spoa>

West Sussex Integrated Front Door <https://www.westsussexscp.org.uk/professionals/working-together/making-a-referral>

Our transitional arrangements for children with SEN include:

The SENCO meets termly with locality primary and secondary SENCOS to discuss contextual factors.

We use the CLAWBA (Children's Learning and Wellbeing Audit) to collect information from primary schools about each individual child. This information is then used to inform meetings between Six Villages' school staff and the feeder school.

We work closely with primary feeder schools throughout the summer term in order to discuss the needs of students coming to the academy. We also meet with families to ensure their voice is heard when planning for these students. As part of the academy's transition programme, the SEND team offers additional small group and 1:1 visits.

This process is replicated for students who transition into Six Villages at different points of the year and in different year groups.

More information on SEND can be found in the OAT SEND Policy:

[OAT-SEND-policy-September-2023-September-2024-1.pdf \(ormistonsixvillagesacademy.co.uk\)](#)