

## **SEND Information Report**

The SENCO at The Ormiston Beachcroft Academy is Lianne Stanford [lstanford@obcamail.co.uk](mailto:lstanford@obcamail.co.uk).

**The Children and Families Act has changed the law, giving children, young people and their parents greater control and choice in decisions and ensuring that needs are properly met.** The intention of Ormiston Beachcroft's offer is to improve choice and transparency for families. Our school is expected to identify and support pupils with special educational needs to make the best possible progress. The Ormiston Beachcroft Academy is an Alternative Provision which offers education for pupils from Year 1 to Year 11, who are permanently excluded or at risk of permanent exclusion from mainstream schools; placement at this school is through the local authority, the mainstream secondary school or through the SEN consultation process. All of the pupils who attend are identified as having Special Educational Needs. The majority of these pupils fall into the broad category of Social, Emotional and Mental Health (SEMH), with many also having a range of other needs that may or may not have been identified or diagnosed. We strive to support any additional needs a pupil may have in any of the broad areas of SEND: Communication and Interaction, Cognition and Learning, Sensory and or Physical needs, and Social, Emotional and Mental Health. A small number of pupils who attend have an Education, Health and Care plan (EHCP).

We are committed to identifying and addressing the Special Educational Needs of all pupils and in doing so, removing the barriers to learning, ensuring that they 'achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training' (CoP). All staff understand the need for, and are able to implement, high quality, inclusive teaching. In addition to this targeted teaching, support is provided through mentors. The cycle of assess, plan, do, review is used to secure pupil progress and the best possible outcomes for individuals with a wide range of SEND needs.

All pupils have access to an engaging, relevant and enriching curriculum, reasonable adjustments are made and staff respond quickly to any emerging difficulties. Staff support the learning of pupils with SEND using a range of strategies including flexible grouping, metacognition, explicit instruction, scaffolding and modelling.

A comprehensive baseline assessment is completed by all pupils on entry, this is used for early identification of any additional learning needs. It has been identified that a high number of pupils upon entry to Ormiston Beachcroft have a significant gap between chronological age and reading age, therefore reading intervention is crucial and has a significant impact on engagement and progression. Reading is assessed 2 times a year to monitor progress closely, and to allow for additional support as needed. If a parent has concerns that their child may have an unmet or undiagnosed SEND needs they can contact the SENCO to discuss this.

The SEND code of practice (2015) aims to offer guidance and support for pupils, teaching staff and parents. Section 6 of the code of practice identifies the importance of improving outcomes, having high aspirations and expectations for pupils with SEND.

### **1. What kinds of special educational needs does the school provide for?**

The Ormiston Beachcroft Academy is an Alternative Provision (AP), which is a specialist provision, and can only be accessed through the SEN consultation process, referral from a school or Local Authority. All students have experienced Social, Emotional and Mental Health difficulties and many also have significant barriers to learning. All of our pupils have been permanently excluded or are at risk of permanent exclusion from mainstream schools. The majority of our pupils are SEND Support and fall into the needs category of Social, Emotional and Mental Health. Many students have diagnosed/undiagnosed conditions such as ASD and ADHD and additional learning needs. We strive to support any additional needs a pupil may have in any area of SEND: Communication and Interaction, Cognition and Learning, Sensory and or Physical needs, and Social, Emotional and Mental Health.

### **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

On entry, we liaise with previous providers to ensure we have as much information as possible. On induction to our school all pupils undergo rigorous baseline testing, including reading and spelling tests and an assessment in every subject. This helps us to set targets and progression pathways for all learners individually. Reading is high priority, with many pupils arriving with gaps in reading strategies and phonics. Reading is tested a minimum of twice a year depending on the level of need this can be carried out more times throughout the academic year.

The Interventions team meet regularly and identify pupils who will benefit from extra academic or therapeutic support. If you are concerned that your child has specific needs, further assessments can be done, using specialists if required. If a teacher or parent/carer thinks there is a further need which has not been identified they can speak to the SENCO who will gather further information and act accordingly.

### **3. How will both you and I know how my child/young person is doing?**

Staff contact home on a regular basis to pass on information or simply to talk about the pupils' day. The targets and outcomes of pupil progress are shared with parents/carers via a meeting 3 times a year. Parents/carers are invited to discuss the student's progress, along with any integration plans or problems which need to be addressed, at these meetings. Parents/carers are also welcome to discuss issues informally by appointment or telephone with individual teachers or the form tutor. Student data is gathered and monitored termly, and this is used to identify concerns around progress so that interventions can be implemented if deemed necessary. Reports are sent home annually.

### **4. How will the curriculum be matched to my child/young person's needs?**

We provide a safe, stimulating learning environment and each pupil will be valued as an individual. Personal learning plans are implemented as necessary and reflect our individualised approach. We will provide a broad balanced curriculum which enables the students to progress academically, socially and emotionally according to their potential. No pupils will be discriminated against in studying any subject area within the academy's curriculum on the grounds of their SEND. Pupils are

taught in small teaching groups in a high-quality inclusive teaching environment across the curriculum with a consistent and supportive approach to learning, progress and attainment.

#### **5. How will school staff support my child/young person?**

All staff are committed to working together for the benefit of the young people. We provide a positive, caring approach where the achievements and successes of each pupil are celebrated whenever possible. Staff work tirelessly to ensure that pupils are happy, make progress and achieve qualifications needed for their post 16 pathways. We believe that, to support pupils, positive working relationships with parents/carers are essential.

#### **6. How is the decision made about what type and how much support my child/young person will receive?**

The initial support is based on information provided by previous schools and organisations and on the baseline assessments. Through getting to know our learners, and through the curriculum delivery, staff may then identify further needs which are often discussed with the Intervention Lead and SENCO. Interventions may be implemented following this discussion or if termly monitoring highlights any lack of progress. Although there is small group teaching and LSP support in each lesson, withdrawal, 1:1, differentiated tasks, personalised learning and alternative curriculum are on offer where deemed necessary to meet individual needs.

#### **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

The enrichment curriculum is available to all and is used to extend the curriculum as well as to reinforce our core values. This is an invaluable element of the curriculum as it also encourages the development of social and emotional skills. Risk assessments are carried out and procedures put in place to enable all pupils to participate, even when this suggests that a pupil may require an intensive level of 1:1 support. Learners at Ormiston Beachcroft are offered weekly Enrichment activities that include cooking, chess, music and media, cricket, boxing and Pan Arts (Drama).

#### **8. What support will there be for my child/young person's overall wellbeing?**

We have a Well-being Lead and an Interventions Lead who can be contacted with any welfare concerns and / or mental health concerns and are available to speak to pupils and their parents / carers. The mentor team are usually the child's most consistent point of contact. All staff are experienced in dealing with pupils with Social, Emotional and Mental Health difficulties and can respond to most routine concerns or enquiries. The school has developed strong links with support services and agencies and are aware of referral procedures should these be advised. A directory of support has been created as a reference for staff to know where additional support for young people can be found. We have regular use of an Educational Psychologist, Speech and Language Therapist, Music therapist, healthy touch specialist, school nurse and a Careers Advisor. Where necessary, or by request, support can be coordinated via the Early Help process to both children and families.

#### **9. What specialist services and expertise are available at or accessed by the school?**

In addition to the support mentioned in section 8 we also work closely with services such as Social Care, Medical/Health Services, the Family Solutions team, Child and Adolescent Mental Health Service, and local police. The individual needs of the child will dictate what other agencies we seek advice from e.g. Speech Therapy, Autism Outreach. All pupils also have access to careers advice to support them in preparing for post 16.

#### **10. What training have the staff supporting children/young people with SEND had?**

SEND is a consideration of our whole school. Staff are continuously seeking to develop their knowledge and are trained regularly in all aspects of SEND via internal or external specialists. The aim of staff INSET is to enable all staff to view the full range of learning needs and be able to plan for them confidently. Our SENCO, Intervention Lead and Welfare and Attendance lead are all fully committed to regular development, training and furthering their understanding and practical application of SEN issues.

#### **11. How accessible is the school environment?**

In line with Equality Act 2010 The Ormiston Beachcroft discusses individual access arrangements and meets the need of presenting disabilities wherever practicably possible.

#### **12. How are parents and young people themselves involved in the school?**

We welcome support from parents. Parents/carers will be encouraged by staff to become involved in the learning process of their child, forming a positive partnership in which professional and home support are complementary. Parents/carers are welcome to speak to staff about any concerns, please call to plan this in advance so that staff can be available to speak to you. There are structured conversation days to discuss academic progress, targets and any issues of concern. Parents/carers are represented on the Governing Body.

#### **13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

There is an Inclusion Panel 6 times a year at which pupils' issues can be discussed. Outside agencies are invited to attend and contribute where this is relevant. The SENCO has regular meetings with our Educational Psychologist who may also make recommendations that a pupil would benefit from the support offered by outside agencies. All staff are familiar with the range of local agencies and the support they offer, and consultations and referrals are made if required. There are frequent multi-agency meetings both in and out of school. The SENDCo and staff team are happy to speak with parents/carers about any concerns or queries at mutual convenience.

#### **14. Who can I contact for further information?**

The first point of contact is normally the Headteacher, Deputy Headteacher or the form tutor. You may also wish to contact the SENCO if you wish to discuss anything further.

- The admin team at reception will be to advise you who is best to contact for enquiries

0207 483 4434 or [admin@obcamail.co.uk](mailto:admin@obcamail.co.uk)

- Michelle Burgess-Allen (Principal) [mburgessallen@obcamail.co.uk](mailto:mburgessallen@obcamail.co.uk)
- Lianne Stanford (Assistant Principal - SENDCo) [lstanford@obcamail.co.uk](mailto:lstanford@obcamail.co.uk)
- Peter Augustine (Welfare and safeguarding lead) [paugustine1@obcamail.co.uk](mailto:paugustine1@obcamail.co.uk)
- Kisha Miller (interventions and enrichment ) [kmiller@obcamail.co.uk](mailto:kmiller@obcamail.co.uk)
- Ed Mathurin (Careers advisor lead) [emathurin@obcamail.co.uk](mailto:emathurin@obcamail.co.uk)

#### 15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We aim to ensure that all transitions are positive as we want transition to be successful for both the young person and their parents/carers. We involve and liaise with all other appropriate agencies at the point of transition to help the processes run smoothly and have good outcomes. When pupils are referred to us, there is a thorough pre-admission process for information sharing and for initial introductions. The Educational Psychologist works with pupils prior to their return to mainstream education. Information regarding the SEND of pupils moving on is passed on to the appropriate people with parents'/carers' permission so that support may continue. During Years 10 and 11 pupils have access to a Careers Advisor to help plan and support them in transition to college or in finding apprenticeships. Year 11 pupils are supported through the interview process where required.

\*This report is written taking into consideration the requirements set out in Schedule 1 of the Special Educational Needs and disabilities (SEND) Regulations 2014 and paragraphs 6.79 – 6.81 of the SEND Code of Practice