



Stoke High School – Ormiston Academy’s offer on Special Educational Needs and Disabilities (SEND)

Stoke High School – Ormiston Academy is committed to providing excellence for all pupils and supporting every student to enable them to succeed. We make every effort to be an inclusive school and aim to support every pupil, regardless of their needs, to achieve their full potential.

The Academy recognises that any young person has SEN if they have a learning difficulty or disability which means they need extra educational provision to be made for them.

SEN as defined by the Code of Practice (2014):

‘a child of compulsory school age or a young person has a learning difficulty or disability if he or she has a

- significantly greater difficulty in learning than the majority of other of the same age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 education.’

These students may need extra support or special provision made for them to access the same facilities and opportunities as other students of the same age.

The Academy’s SEN policy is in accordance with the Code of Practice (2014) and the Discrimination and Disability Act (Dec. 2006).

If your child has special educational needs or disabilities, their needs will fall into one or more of the four main areas of SEN:

1 Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autism
- Asperger’s Syndrome

2 Cognition and learning

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3 Social, Emotional and Mental Health

4 Physical and sensory

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

The objectives of the SEND provision are to ensure:

- All pupils have access to a broad and balanced curriculum
- A differentiated curriculum is provided appropriate to a student's needs
- All pupils with SEND are identified as soon as possible
- Parents/carers are kept informed of pupils progress and attainment
- SEND pupils are involved in making decisions about their future and future provision
- Access to outside agencies, professionals and specialists is made available to provide specialist support where necessary

Stoke High School – Ormiston Academy is an 11-16 secondary school which serves its local community. It has two main feeder schools but takes from a wider area and many pupils come from outside of the catchment area. It was built in the 1970's and the main building is a two storey building with lift access to the second floor. The main building accommodates English, maths, science, humanities, modern foreign languages, ICT, drama, PE, Learning Support, pastoral support, the student office (and medical room), library, canteen, reprographics and offices. There is a technology block which houses all technology classrooms and the art rooms. The food technology room has a sink and hob suitable for disabled students. There are new male and female toilets in the main block and disabled toilets in the main corridor and alongside the library. There is a gym and sports hall with a new dance studio and male and female changing rooms. The sports hall is open to the public in the evenings and during the holidays. There are evacuation chairs in the main block near to the stairs and designated disabled parking at the front of the school. The Learning Support Department consists of SENCO, SEN teacher, 2 HLTAs and 8 LSAs, one of whom is part time. There is one administrative assistant. The Academy has an EAL teacher and one EAL support assistant.



STOKE HIGH SCHOOL
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We believe that all students should be supported and encouraged to make good progress and reach their full potential. To that end we offer a mainstream education with additional specialist provision. It is our belief that all pupils with SEN and disabilities (SEND) should make good progress and access an appropriate curriculum and experience a range of extra-curricular opportunities. Support for mental health and emotional well-being is provided and pupils with hearing/visual/physical disabilities have access to the resources they need to access their education and enable them to take part in all activities in school. To enable this to take place the academy will ensure that:

Teachers

- All teachers deliver high quality learning
- Teachers will inspire and challenge students
- All teachers understand the individual needs of all students especially those with SEND

SENCO

- The SENCO will know what is best for SEND students
- The SENCO will be able to support teachers in planning interventions for SEND pupils
- He or she will be able to assess pupils and plan for them
- The SENCO will be able to provide CPD for support staff

Senior Leaders and Governors

- The Senior Leaders and Governors will know the students' needs
- They will ensure teachers are given opportunity for CPD on SEND issues
- They will support staff in ensuring all SEND pupils have access to good quality teaching

Support Staff

- Support staff will understand students' needs
- They will be confident in supporting SEND pupils in the classroom
- They will be confident in delivering interventions
- They will have access to CPD on SEND issues

Outside Agencies

- Outside agencies will be chosen to provide support to specific students
- They will enhance the work of the Academy and meet additional needs of SEND pupils

Stoke High School – Ormiston Academy is a secondary high school and most SEND pupils have already been identified at primary school before admission. Close liaison between Stoke and the primary school ensure that SEND pupils are identified early on. The Academy and the SENCO have a number of things in place to support pupils:

- The SENCO attends the Annual Reviews of students in Year 6
- Stoke High School put on learning experiences which Year 6 students attend
- The SENCO liaises with and plans visits during the Spring and Summer terms of Year 6
- An LSA attends the primary feeder schools in the Summer term to support pupils in their classrooms
- SEND pupils have a dedicated induction morning with the SENCO and team
- Year 6 attend Induction Days in July
- Transition work is undertaken by Family Support Workers, Behaviour Support Services and County Inclusive Resource and undertake additional visits as necessary
- There are community links with feed primary schools

Any new SEND identified after admission into the Academy is, in the first instance, assessed by the SENCO and the support of outside agencies and the Local Authority are requested as appropriate.

The Academy has a register of all SEND students which is maintained by the SENCO and is available to all staff electronically. Hard copies are given to staff as necessary. The document is confidential and all staff understands this. All SEND students have a personal file which is kept in locked cupboard in the SEN office. These files do not leave the office.

The SENCO is in the process of writing a personal plan for all students. Each plan will:

- Identify the student's needs
- Show academic levels
- Give strategies to support the student in the classroom
- State any provision or interventions in place

The plans will be shared with the student, their parents and all staff. On occasions, with permission from the student and parents, these plans may be shared with outside agencies where their advice has been requested to support the student further. The agencies and professionals include: Local Authority Advisors, CIR (County Inclusive Resource), BSS (Behaviour Support Service), Social Care, Educational Psychologist, GP, CAHMS (Child and Adolescent Mental Health Service), Paediatrician, OT (Occupational Therapist), SALT (Speech and Language Therapist), Physiotherapist, School Nurse, EWO (Education Welfare Officer) and PRUs (Pupil Referral Unit).

Provision for students with SEND will be planned by the SENCO. Morning registration interventions delivered by SEN staff and Learning Support Assistants will be monitored and evaluated regularly. Other outside agencies will be identified to provide specific provisions.

Learning support assistants will provide high quality support. They will be monitored, mentored and supported by the SENCO who will provide training as necessary. Teaching staff will have access to the SENCO for training and support so all students with SEND have high quality provision. The SENCO should assist Senior Leaders and Governors of the academy to plan provision for students with SEND.

Many of the LSAs have had training in meeting the needs of pupils with ASD and one LSA is Elklan trained. She is able to deliver interventions provided by the speech therapist. Another LSA delivers physiotherapy to students with physical needs.

Students with known medical conditions will have a Health Care Plan which parents will be invited in to discuss. Any medications which need to be taken on a regular basis can be administered by the school office staff and parents will be expected to sign a document giving permission for this administration.

All SEND students will have equal access to all school based activities and those activities taken off the school site. Risk assessments are carried out and extra support staff are provided for off site visits or activities where needed.



The SEND Code of Practice (2014) states that only pupils who have significant difficulty in accessing education and fail to make progress despite clear quality teaching by their classroom teacher. The SEND needs fall into the following four categories:

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and physical

A new Education Health Care Plan (EHCP) will take the place of a statement for students with the highest level of need. The EHCP is drawn up by the Local Authority after an assessment has been carried out by education, health and social care professionals. Other students who do not have an EHCP will be identified by the SENCO and recognised by a single category identified as K. This replaces School Action and School Action Plus. The 'K' category includes students who have outside agency support and academy based interventions. The SEN register will also include a description of a student's SEND. It is acknowledged that a number of other students will have SEN needs that are less severe and are not identified as SEND. These students will be on an Additional Needs register and their needs will be met by classroom teacher who will provide high quality teaching with differentiated resources suitable for the student.

All teaching staff have been given a document which contains information about a number of SEND needs and the strategies which can be used to support them.

SEN Register Codes

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
MLD	Moderate Learning Difficulties
GDD	Global Developmental Delay
VI	Visual Impairment
PD	Physical Disability
SpLD	Specific Learning Difficulty (Dyslexia)



School Offer 2014/2015

All students - UNIVERSAL NEEDS	
Communication and Interaction	<ul style="list-style-type: none"> • Integration into a broad and balanced curriculum. • Opportunities to communicate verbally and non-verbally using a range of sources and mediums. • Opportunities to be part of the student voice through the school council, via student surveys and in other situations, for example part in interview panels etc.
Cognition and Learning	<ul style="list-style-type: none"> • Teaching and learning which promotes learning and inspires and motivates all students. • Promotion of independence skills to enable students to thrive when they move to post 16 Education. • Careers and post 16 advice.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Support from the school pastoral team – form tutor, Head of Year, Student and Family Support Worker, Behaviour Support Team.
Physical and sensory	<ul style="list-style-type: none"> • Resources to support sensory needs. • Appropriate site access for all – disabled toilets, use of lift.

Some students - ADDITIONAL NEEDS
These needs can be met by all academy teachers

Communication and Interaction	<ul style="list-style-type: none"> • Access to the Learning Support Room at break time and lunchtime as additional supported provision. • Access to Discovery Club.
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated resources and work within the classroom setting – differentiated delivery of task, differentiated resources and outcomes. • Opportunities for reading enrichment e.g. paired reading. • Alternative College Curriculum at KS4.
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • As above. • Input from school counsellor and school nurse. • Referrals for CAF (Common Assessment Framework) and TAC (Team Around the Child). • Access to BSS.
Physical and sensory	<ul style="list-style-type: none"> • Resources to support sensory needs. • Appropriate site access – disabled toilets, use of lift. • Differentiated curriculum in some areas – e.g. PE. • Physiotherapy

Some students - COMPLEX NEEDS Students with significant needs which may need the support of outside agencies and planned interventions	
Communication and Interaction	<ul style="list-style-type: none"> • Input from CIR • Speech Therapy (Local Authority and NHS) • One to one 'chat' time • Supported break time and lunch time provision
Cognition and Learning	<ul style="list-style-type: none"> • LSA support in the classroom • Intervention from SpLD outreach service • Small group literacy intervention delivered by LSA • Maths intervention delivered by LSA • Maths intervention after school • Homework support at lunch time • Input from LA Advisor • Input from Educational Psychologist • Year 7 transition group (English)
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Input from BSS • Supported break time and lunch time supervision • Input from the Integrated Team • Input from CAMHS • Input from social care • Input from academy based qualified counsellor • Placement at a Pupil Referral Unit
Physical and sensory	<ul style="list-style-type: none"> • Improved site access (for individual needs) • Input from NHS professionals • Input from LA Advisor. • Physiotherapy sessions • Input from EOTAS

SEN CODES

LSA	Learning support assistant
HLTA	Higher level teaching assistant
LA	Local Authority
SENCO	Special Educational Needs Co-ordinator
EP	Educational Psychologist
SALT	Speech and Language Therapist
CAF	Common Assessment Framework
TAC	Team Around the Child
YSW	Youth Support Worker
EWO	Educational Welfare Officer
BSS	Behaviour Support Service
CIR	County Inclusive Resource
PRU	Pupil Referral Unit
AT	Advisory Teacher
OT	Occupational Therapist



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