

## SEN Information Report

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):

Children at Brownhills Ormiston Academy (BOA) have a range of needs including:

#### **Cognition & Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations to the lesson. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Communication & Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism spectrum conditions are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Our accessibility and equality plan can be found here:

<https://brownhills.rivoagency.com/admin/wpcontent/uploads/sites/33/2022/11/Equality-Policy.docx>

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

At BOA, we endeavour to identify children with SEND at the earliest opportunity and follow a process to identify need called The Graduated Approach - Assess, Plan, Do, Review.

We will assess each child's current skills and levels of attainment on entry. Subject teachers will make regular formative and summative assessments of progress for all children and identify those whose progress and/or attainment is significantly slower or lower. This may include progress in areas other than attainment, for example, social skills.

Slower progress and lower attainment will not automatically mean a child has SEND. Many children will have difficulties with learning, for many reasons, at some point in their school life but with additional support from their teachers through high-quality teaching will overcome these barriers to learning. Children can experience setbacks for many reasons including emotional distress, absence, inconsistent access to school and having English as an additional language (EAL). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Where this is the case, further assessments and testing, both in school and by other professionals, may be used to identify possible barriers to learning.

We identify children with SEND by:

- Baseline assessments on entry (GL assessments in reading, numeracy, science, verbal reasoning, social and emotional well-being)
- Parent/carer concerns and views/observations
- Child concerns and views/experiences
- Teacher concerns
- Teacher assessment and observation (progress, attainment, behaviour, development)
- Teacher and Inclusion Team identification
- Liaison with other educational professionals (e.g. Educational Psychologists, Specialist Teachers)
- Liaison with external agencies (e.g. medical professionals, physiotherapists, occupational therapists, speech and language therapists etc.)
- At transitions meetings with primary schools
- Monitoring and assessment information (tracking of progress)

Parents will be informed of any additional testing. All staff at BOA are encouraged to discuss any concerns with the inclusion team. Any concerns that parents/carers may have can be discussed at parents' evenings, in pupil reviews throughout the year with the SEND team, or with the child's Head of Year, or the SENCO.

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

We evaluate the effectiveness of our SEND provision through subject reviews, pupil trails, OAT reviews and working alongside external agencies. This gives us an opportunity to reflect on the effectiveness of SEND within our academy and identify key areas for improvement. We work closely with Lead Practitioners in evaluating and reviewing the effectiveness of SEND and share our actions and impacts with our SEND Governor and Regional Director.

Consistent monitoring and evaluation of SEND provision is paramount to support children's progress and attainment. We evaluate the effectiveness of provision for children with SEND in a variety of ways, including:

- Reviewing children's individual progress towards personalised targets
- Evaluating the impact of interventions after a specified amount of time
- Utilising child voice approaches
- Monitoring of provision by the SENCO
- Holding annual reviews for children with EHCPs
- Carrying out classroom observations and culture walks
- Monitoring behaviour and attainment tracking data
- Review and support from OAT SEND team
- Working with our SEND Governor
- SEND SEF and SEND action plan
- Self-evaluation activities – learning walks and student work samples – focusing upon children with SEND
- Parent/carer voice
- Termly monitoring and evaluation of interventions

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

There are three calendared assessment weeks throughout the academic year and data is fed to all faculties and pastoral teams. Parents/carers are informed of current assessment data. As part of this process, we:

- Track progress against time
- Conduct internal/targeted testing for specific areas of needs
- Carry out observations within the academy setting
- Feedback results to parents at Parents' Evenings and via Class Charts
- Maintain regular contact, where necessary via telephone and/or email

We follow the graduated approach and the four-part cycle of assess, plan, do, review. If your child is on the SEND register, they will have a Pupil Passport outlining their needs and strategies to support them. Termly SEND review meetings provide an opportunity to update Pupil Passports and feedback to parents/carers on progress, attainment, strengths, difficulties, and effective support strategies. Progress towards short-term targets and long-term EHCP outcomes, where applicable, is also reported during these reviews. Teachers feed into this process through 'round robins'.

Members of the SEND team attend various departmental and pastoral meetings to discuss individual children and work closely with TAs, Heads of Year, DSLs and the attendance team, to review and plan support for individual children, when necessary.

### Our approach to teaching children with SEN includes:

All children have access to the same broad and balanced curriculum and teaching is adapted to meet the needs of all children in the class. Staff are informed of the varying and changing needs of the children in the Academy and how best to support them. Teachers are responsible and accountable for the progress and development of all the children in their class, including those with SEND. Some classes may have Teaching Assistants to support teachers. Pupil Passports for children with SEND are used by teachers to inform their planning and classroom practice. When information changes, staff are made aware of this via e-mail and weekly staff briefings. Where necessary, meetings with relevant staff may be required regarding a child's specific needs. During

regular in-service training, teachers share the best practice and are kept informed of the most effective approaches and strategies to facilitate access to the curriculum.

We have waves of intervention to support a graduated response to additional needs; Wave 1 is our universal support for all children through high quality teaching; Wave 2 is our targeted approach to support individual needs; Wave 3 is our specialist provision for specific needs using specialist advice and services. Most of our children with SEND have their needs met through high-quality teaching. This may include teachers adapting learning to enable all children to access the curriculum. In some cases, additional interventions will be provided by the academy. If a student is identified (through the assessment process) as having SEND, their teachers and SENCO will consider everything we know about the child to determine the support that they need and remove their barriers to learning. Where additional provision for SEND is needed, we work with children and their families to plan a package of support. Resources are modified according to children's learning requirements and specialised equipment may be provided to support specific identified needs.

We believe in a fully inclusive approach to teaching children and, whenever possible, our children remain in the classroom receiving specialist subject support. In some cases, additional interventions will be provided by the academy, through one-to-one or small group support and intervention. Our intervention offer is determined by the needs of our children, but include:

- Lexonik (for reading and literacy difficulties)
- Catch Up Numeracy
- Talk Draw
- Social skills and pragmatics
- Ruth Miskin
- Toe by Toe

Personalised timetables and access to the SEND department may be available depending on the child's individual needs. To support children who may have physical disabilities, medical professionals work alongside the SEND team to ensure a suitable medical care plan is in place to meet the child's needs.

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

All children have access to the same broad and balanced curriculum and teaching is adapted to meet the needs of all children in the class. The school curriculum is regularly reviewed by the Senior Leadership Team, together with Curriculum Leaders, to ensure that it is accessible to children of all levels and abilities and supports the learning and progress of all children as individuals. This includes learning outside the classroom.

We ensure that all our pupils have learning pitched at an appropriate level to them. This allows them to access all aspects of the curriculum whilst ensuring challenge. This is done through the use of, for example:

- adapting resources and staffing
- level of adult support
- resources and differentiation e.g. tasks, modified materials, use of ICT
- pre-teaching
- small group interventions
- Access Arrangements for exams
- support from external agencies and professionals
- practical resources
- adapted P.E. sessions
- specialist therapy packages for identified children

Staff receive training designed to support a variety of approaches which means that we are able to adapt to supporting children with a range of SEND. Teachers use Pupil Passports and other SEND information to adapt their teaching methodology. When appropriate, staff are deployed to give children additional support in small groups inside or outside the classroom, or to provide targeted support.

**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:**

All children in the academy, including those with SEND, are expected and supported to take part in all aspects of academy life. Teaching assistants and other support staff are deployed to support our most vulnerable children and facilitate their learning to enable them to work alongside their peers. Tasks are adapted to meet the needs of all children in the class to both support and challenge. Children are encouraged to participate in the activities on offer. All trips and visits undergo risk assessments and often children with SEND are supported by a member of support staff. The attendance team offer intensive support to both children, and their parents/carers, who are struggling to attend the Academy. Reintegration back into mainstream may seem difficult but can be supported by our pastoral and SEN team. All students including those with SEND are encouraged to take part in our wide selection of after school enrichments, including after-school clubs, school council, STEM, Voices in Partnership Choir, parliament and inter-form championships.

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

At BOA, we strive to enable all children to develop their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and structured environment. Staff receive training to support children's emotional health and wellbeing, safeguarding training, FGM, National College. The PSHE curriculum, tutor time activities, and assembly themes support children to be more broadminded and to celebrate diversity. The SEND department offers support to our most vulnerable children and this facility links closely with the Student Wellbeing Services and the local authority.

Support offered may include: call out passes, early exit passes, a quiet space for break times, individual mentoring and social skills groups. In addition, WPH and Reflexions offer counselling sessions for students via referrals through the pastoral team. Parents/carers or students may be signposted to external agencies for additional support and where appropriate referrals can be made by the Academy.

**The name of our SEN Co-ordinator (SENCo) is: Mrs Chaplin**

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

Name: Miss Plant	Name: Ms Lewis
Job role: Assistant SENCO	Job role: Teaching Assistant
Expertise: all areas of SEND	Expertise: Talk Draw; SEMH; Literacy; all areas of SEND
Name: Mrs Steward	Name: Mrs Slater

Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: SEMH; all areas of SEND	Expertise: Literacy; SEMH; all areas of SEND
Name: Ms Johnson	Name: Mr Casey
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: SEMH; all areas of SEND	Expertise: Numeracy; all areas of SEND
Name: Ms Gilbert	Name: Ms Price
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: Literacy; all areas of SEND	Expertise: Literacy; all areas of SEND
Name: Ms Yates	
Job Role: Teaching Assistant	
Expertise: SEMH, all areas of SEND	

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

- Walsall Local Authority
- Walsall SENDIASS
- Educational Psychology Service
- Speech and Language Therapists
- Counsellors
- School nurse
- Social care
- Family Support Workers

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

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

- Overlays
- Handwriting pens
- Pen grips
- Reading rulers
- Reading pens
- ACE dictionaries
- Radio aids
- Stress balls and fidget toys
- Large print resources and magnifiers
- Visual prompts and reminder cards to support organisation
- Access to ICT equipment and laptops
- Disabled toilets on all floors
- Time out, medical and permission to leave early passes
- Sensory space
- Wheelchair-accessible building
- Lift to first floor classrooms

Where specific facilities are required, the SENCO will make the appropriate arrangements in discussion with parents/carers.

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

At BOA, we believe consulting and working with parents/carers of children with SEND is paramount.

The SEND team actively promote parent/carer voice by operating an open door policy whereby parents/carers can request a meeting with members the SEND Team, via the office. Parents/carers are advised to phone the academy office make an appointment.

The SEND department will make regular contact with parents/carers of children with SEND (either by telephone, email or face-to-face meetings). Termly reviews take place to review Pupil Passports and discuss progress and provision. Both children and parents/carers have the opportunity to record their opinions and thoughts as well as work collaboratively with staff in order to set new targets and review interventions and progress made on a termly basis. Parents/carers are invited to Annual Review meetings for children with an Education Health Care Plan (EHCP).

In addition, parents can discuss any concerns parents/carers may have regarding the educational needs of their child at parents' evenings; if follow up meetings are required, they will be arranged at a time that suits all parties. Parent/carer surveys are completed during progress evenings and at the end of every year.

The SEND team will always request parental permission before making a referral to other agencies for support/assessment. Where parents/carers do not wish to have their details passed onto third parties their wishes will be respected.

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

At BOA, we value child voice. All students can feedback their concerns to their School Council representatives; all students have access to contact with staff via the website, and students will regularly check in with their form tutor, teaching assistants, class teachers, head of year, and pastoral support leads. Each child on the SEND register has a key worker that will liaise with them and their family throughout the school year. There are frequent opportunities for feedback via student voice questionnaires. Children with SEND are encouraged to take part in these activities and are supported to contribute if required.

We promote a person-centred approach when reviewing and planning provision for children with SEND. Children are invited to attend termly review meetings and annual reviews (for children with an EHCP) with their parents/carers, in order to discuss their progress and provision. Child voice is represented on Pupil Passports – children have the opportunity to share their difficulties and what helps them with a TA and this information is then shared with staff via the child's Pupil Passport.

Child voice is also obtained through student panels, led by our SENCO, senior leaders and OAT SEND Lead Practitioner.

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

If you have a concern about your child, parents are encouraged to contact the form tutor and head of year. If this does not resolve your concern, then it will be escalated to a member of the senior leadership team.

The Academy's complaints policy can be found here:

<https://brownhillsoa.co.uk/admin/wpcontent/uploads/sites/33/2023/03/Complaints-March-23.pdf>

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

We have support and training from specialist teachers and professional agencies to enable students with additional needs to access the curriculum. These include:

- Walsall LA
- School Health
- Visual impairment services
- Hearing impairment services
- Occupational therapy
- Physiotherapy
- SEND disabilities team
- Speech and language team
- Educational Psychologist

Multi-agency meetings may be held with relevant professionals, LA Case-Workers, parents/carers and children in order to plan and review the child's support and intervention. At these meetings the discussions may focus around how we will work together to make teaching and learning more effective for the child, review how well the child is doing in relation to agreed targets, agree on what has worked well, what could be further implemented to support, next steps and an agreed future review date. The information from all meetings will be recorded and shared with the parent/carer.

Children who are looked after by the Local Authority have a termly Pupil Education Plan (PEP) co-ordinated by school and Children and Social Care. It focuses on the academic attainment of the child and assesses the progress made. Further support can be accessed via the application for Pupil Premium Plus. Targets to measure the impact of this funding are noted in the PEP.

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

Walsall SEND 01922 653871

School Nursing Team 01922 423349

Autism Education Trust 01922 682300

IPSEA Independent Provider of Special Education Advice [www.ipsea.org.uk](http://www.ipsea.org.uk)

## Our transitional arrangements for children with SEN include:

### Transition to BOA from primary school

A full programme of transition for year 6 children takes place in July which includes transition visits for the children and a transition evening for parents/carers and children. Transition days in BOA give prospective children the opportunity to experience what life will be like in the Academy. For children with SEND or additional vulnerabilities, a more personalised transition package is planned. This might include; parental meetings, multi-agency meetings, information sharing with the Local Authority, attendance at CAF, CIN and PEP reviews and CP meetings, and additional transition visits. Key staff are available to meet with parents/carers and children before the start of term.

All parents/carers of children with EHCPs joining us in September will be contacted by the SEND team during the summer term to begin building an individualised package of support. Visits to primary school will take place, and parents/carers will be invited to visit BOA during the summer term.

Year 7 students start the new term before other year groups in the Academy and follow a comprehensive induction into Academy life and the culture of BOA. Parents/carers are always encouraged to contact the academy with any concerns no matter how small. A year 7 settling in evening is held during the Autumn Term to allow parents/carers the opportunity to discuss any concerns they may have.

### Transition to Post 16 Providers

We will share information with the school, college, or whichever HE provider the child is moving to. We will agree with parents/carers and the child which information will be shared as part of this. We will support the child with transition to future post-16 education and provide careers guidance and support where necessary. Careers advice is available in KS3 and KS4 to help support children choose appropriate courses for further study. Careers interviews are available for parents/carers to attend with their child from Year 9 onwards. The PSHE curriculum introduces children of all years to the world of work and future progression pathways.

Walsall's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://go.walsall.gov.uk/children-and-young-people/send-local-offer>

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

## Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the [\[OAT SEND Policy hyper link\]](#)

Last updated: September 2025

### Academy roles

Role	Designated person	Contact Details
SENCO	Mrs R Chaplin	Postbox@brownhillsoa.co.uk
Principal	Mr R Doodson	Postbox@brownhillsoa.co.uk
SEND Governor	Mrs P Tomlinson	Postbox@brownhillsoa.co.uk
Other senior leader with responsibility for SEND		
Pastoral support lead	Mr J McGlynn	Postbox@brownhillsoa.co.uk
Designated safeguarding lead	Mr J Shaw	Postbox@brownhillsoa.co.uk
Designated teacher for looked after children	Mrs J Mitchell	Postbox@brownhillsoa.co.uk
Mental Health Lead	Mr J Shaw	Postbox@brownhillsoa.co.uk
Other		

### External agencies

Role	Information	Contact Details
Educational Psychologist	Melissa Morrison	Melissa.morrison@walsall.gov.uk
Local SEND Information & Support Services	Walsall Metropolitan Borough Council	SEN@Walsall.gov.uk
Local Authority SEN Team	Walsall Metropolitan Borough Council	SEN@Walsall.gov.uk
Behaviour Support Team	Walsall Metropolitan Borough Council	SEN@Walsall.gov.uk
Sensory Impairment Service	Walsall Metropolitan Borough Council Sensory Impairment Team	Margaret.wiredu@walsall.gov.uk
IPSEA	Independent Provider of Special education Advice	<a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>
Council for Disabled Children	Advice & resources for professionals and parents	<a href="https://councilfordisabledchildren.org.uk/">https://councilfordisabledchildren.org.uk/</a>