



Academy
Oldbury

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Special Educational Needs and Disability Information Report

STATUS: **Approved**

REVIEW DATE: **September 2025**

“The Academy believes that inclusive practice is central to developing quality teaching and learning. As such we endeavour to provide a supportive framework that responds to pupils’ needs and overcomes potential barriers for individuals and groups of pupils and to ensure that pupils of all abilities and needs are fully included in the life of the school. The ethos of this statement underpins all Oldbury Academy’s policies.”

SEND Information Report

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Section 1 - Introductory statement

This Special Educational Needs and Disability (SEND) policy details how Oldbury Academy will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach and work with them.

All Oldbury Academy leaders will work hard to ensure that teachers and support staff in the school are able to identify and provide for those students who have special educational needs. This should allow students who have SEN to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The staff and governors of Oldbury Academy will ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This document aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. **All teachers are teachers of SEND.** Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of SEND students requires partnership working between all those involved: Local Authority (LA), school, parents /carers, students, children's services and all other agencies.

Oldbury Academy is committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom our School is the best and appropriate placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Oldbury Academy supports numerous students who have been identified with a special educational need or disability. These students' needs and disabilities include sensory and/or physical, social, emotional and mental health as well as communication and interaction and students with cognition and learning difficulties.

Section 2- Fundamental Principles

Oldbury Academy aims to ensure that:

- SEND students will have their needs met.
- The views of the students are sought and taken into account.
- Partnership with parents/carers plays a key role in supporting their child's education and enabling them to achieve their potential; our school will endeavour to support parents/carers through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education. When required, some specialist equipment is provided to enable students to fully access the curriculum alongside their peers.
- SEND students have full access to all school activities.
- We work in partnership with external agencies to meet the needs of the student.
- There is a smooth transition at each transition stage for the student.
 - Teachers are aware of the importance of early identification and of providing for SEND students whom they teach.
- For any child with an EHC plan, our school will work with parents and the child to help them fully understand the EHCP and draw up a profile that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

Oldbury Academy will:

- Ensure that the necessary provision for any student who has SEND is delivered.
- Ensure that parents /carers have good understanding of SEND changes that took place from September 2014 and also knowledge about the SEND provision that the school makes.
- Ensure that teachers and LSAs in the school are aware of the importance of identifying and providing for those students who have SEND.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, if he/she wishes to.
- Ensure that all staff are aware of the students' needs and know how to best support them.

Section 3 - Transition from Primary School

As soon as a student with SEND has their place confirmed at our school, we start finding out more about them so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons.

Oldbury Academy works closely with previous schools or educational settings and our SENCo attends year 6 Annual Review meetings when possible. We also run an Extended Transition programme and often offer places at our year 6 into 7 Summer School. These programmes allow the school to get to know the students and help the individual students make a positive transition from primary school.

Oldbury Academy strongly encourages students with an EHCP, parent/carers and primary SENCo/Key Workers to visit the school and secondary SENCo prior to naming the school. Oldbury Academy also strongly encourages that primary SENCo's invite the secondary SENCo to any year 6 review or transfer meetings.

Oldbury Academy's Staff to contact:

- Year Team (Please contact the school for information)
- SENCo (Mrs Collins)
- Assistant SENCo (Miss Clarkson)
- Secretary for SEN (Miss Harley)
- Learning Support Manager (Ms Roberts)
- School Welfare Officer (Mrs N Lewis)
- Deputy Head Teacher; Pastoral (Mr Evans)

Section 4 - Identification and intervention

Students who may have a SEND will be referred to the SENCo, Mrs Debbie Collins.

d.collins@oldburyacademy.org.uk telephone: 0121 533 3750

SEND students may be identified through standardised assessments (i.e. year 6 SATs, Salford Reading Test and TOMAL-2), teachers' observations, assessments, target setting, parental / carers concerns, external agency concerns, or from the student's own observations. All areas of concern are brought up at the school Student Support Meeting, which is attended by different pastoral leaders as well as the SENCo and Deputy Head Teacher responsible for Pastoral care.

All students' progress and achievement is assessed by teachers in every class. Academic achievement and progress information is collected for each student, termly, in order to ensure that all students are making good progress towards their targets.

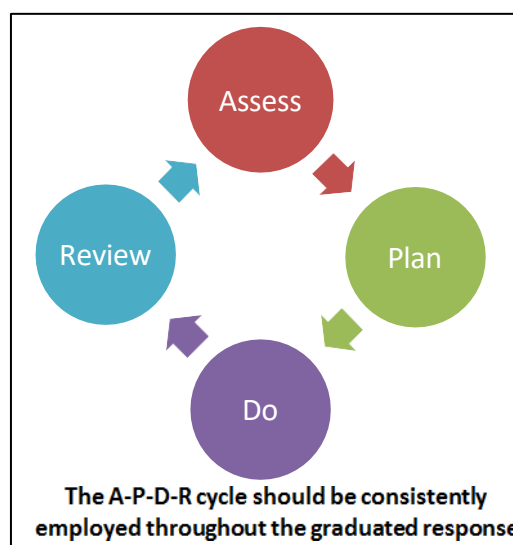
SEND, Literacy & Numeracy practitioners may do additional assessments with students to help guide and support provision or interventions. Students and parents/carers will be notified and informed of any assessments that are taking place. It is important to note that a child who is not making good progress does not necessarily mean they will be considered SEN. There are many factors that can have an impact on a child, such as having a family bereavement or missing a lot of school time; these factors do not mean your child has a special need. A conversation will always be had with the parents or carers before a child is added to the SEN register.

Graduated response

Oldbury Academy adopts a graduated response to meeting special educational needs. The Student Support Meeting is the formal start of any monitoring or provision. When a student is identified as possibly having special educational needs, the school will collate all the information about how that student has been supported so far. Both Quality First Teaching and rigorous pastoral support systems will be discussed. If it is clear that the student is still not making progress, either academically or socially, the student may be placed on the SEN register.

Initially, the student will be given in-school [SEND support](#), which has replaced School/Early Years Action. At Oldbury Academy, we have broken this category into two clear areas: one for students who receive support from employees of the school only and one for those students who receive additional support from external agencies.

The graduated response system is used with all students needing additional support, whether or not they are on the SEN register. The student's needs will be **assessed** and from that assessment, a plan of support will be created. Both the student and the family will be consulted and their ideas taken into account. From that agreed **plan**, the support (the intervention) will be delivered to the student, and possibly the family and teachers, where applicable. Once the support has been worked through, it will be reviewed, again, with the student and family consulted and views taken into account. Then the progress will be measured once the intervention has been completed through both the review of the intervention, and looking at the student's whole school assessment data.



When Oldbury Academy feels that extended provision is needed then we would advise parents/carers to ask for an Education, Health and Care (EHC) needs assessment which has replaced statutory assessment. Oldbury Academy will follow the latest Code of Practice published by the government.

SEND Support

When students are identified as needing provision that is additional to or different from that provided as part of normal class activities they will be supported through SEND support. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities and Quality First Teaching makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed by the school;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases, the decision may be taken by the SENCo, in consultation with the parents/ carers and young person, to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on the use of new or specialist strategies/materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases, they will provide support for particular activities or, the LA or outside agency may be engaged to undertake specific work with a young person as their particular needs cannot be met solely by the school.

EHC Plan

If a student has an Educational, Health and Care Plan (EHC Plan), we as a school will ensure that we meet the needs and provision as outlined in the paperwork. Parents/carers are kept informed as to the provision provided by the SEND department and staff are always notified of needs and strategies to use with the student.

In-school provision

Oldbury Academy offers a range of in-school provisions to address the needs of individual students. Such provision can range from academic, social, emotional and behavioural support. The type, level and amount of support is discussed at Student Support Meetings and is monitored by either the Pastoral Support Team, SEN Team or the Learning Support Centre. Students, parents/carers and all professionals involved with the student are informed of any provisions that are thought to be appropriate.

Some of the in-school provision that we provide include:

- Nurture forms and small group classes
- In-class LSA support
- Literacy Interventions (Rapid Plus, Lexia, Stareway to Spelling and Alphabet Arc)
- Handwriting Intervention (Speed Up)
- Social Use of Language Programme
- Zones of Regulation
- Numeracy Intervention
- Anger management
- Self -esteem course

Section 5 - Teaching and Learning

Students who require the greatest support are usually placed in smaller class sizes throughout the school. As well as the class teacher, a member of support staff may also be assigned; this allows each student to have additional 1:1 support in class as required. In Key Stage 3, all the students follow a broad and balanced curriculum, allowing all students the opportunity to showcase their talents in different areas. KS3 students may also participate in additional Literacy lessons to help develop skills. In Key Stage 4, Students can follow the Flourish pathway, which prepares them for adulthood and independent living.

In addition to differentiated mainstream lessons, students who are identified through assessment as needing additional Numeracy, Literacy or Social, Emotional or Mental Health support also participate in interventions led by trained practitioners.

Students who need additional support with homework and those who may not have access to the internet at home, are encouraged to attend homework club where a number of learning support assistants are able to help and guide them with their work.

Many teaching staff use ICT to deliver motivating and engaging lessons for all students, including those with SEND. Across the curriculum, activities can be differentiated to three levels and students are directed to the level that appropriately challenges them. This allows all students, including those with SEN, to enjoy class work together. Each faculty has a copy of 'The SEN Handbook' that was designed specifically to help Oldbury Academy teaching staff effectively support each student with SEN.

Towards the end of Key Stage 3, students are given the chance to choose their options for study for Key Stage 4. We have differentiated paths of study, allowing opportunities at all levels of ability and appealing to a wide range of interests. We ensure that the options are thoroughly discussed with both students and their families; supporting students to ensure they chose Key Stage 4 qualifications with a view to their life long ambitions. We also support students to consider their ability to access any given choice.

Students who are identified with SEND may be entitled to a reader, additional time or other modifications during GCSE examinations. All students that might meet criteria will undertake the appropriate assessment.

The school supports local community organisations, charities and projects.

Section 6 - Assessment and Review

Education, Health and Care (EHC) needs assessment

If a young person continues to demonstrate significant cause for concern in their development, despite interventions through [SEND support](#), a request may be made for an Education, Health and Care (EHC) needs assessment.

Please see the link for more information.

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/site.page?id=NcmrEYKJDA>

EHCP reviews

When an EHC Plan is in place, it will be reviewed yearly with the student, parent and relevant professionals to ensure that the plan meets the needs of the students and that the outcomes are still relevant. During the review, the student will help set new smaller targets to help achieve the outcomes of the EHC Plan. From this, any necessary provisions will be put into place to help achieve the outcomes stated on the plan.

Section 7 - SEN Departments Roles and Responsibilities

The SEND department at Oldbury Academy consists of the SENCo, Assistant SENCo, Secretary, a Teacher Appointed for Looked After Children and Special Guardianship, Higher Level Teaching Assistant, Learning Support Practitioners and Learning Support Assistants. The SEND department oversee, monitor, carry out and review a wide range of provision and support for the students at Oldbury Academy.

SENCo: Mrs Collins

0121 533 3750

d.collins@oldburyacademy.org.uk

Assistant SENCo: Miss Clarkson

0121 533 3750

camilla.clarkson@oldburyacademy.org.uk

The SENCo provides leadership for the Special Educational Needs team, which is focused on identifying, assessing, supporting and reviewing the most effective avenues of support to ensure students with SEND make progress in a range of areas within school life. Together with others, the SENCo engages in collaborative leadership designed to secure the achievement of the school's strategic priorities.

SEN Secretary: Mrs Emma Harley

SEN Governor: Ms Maggie Parsons

Teacher Appointed for Looked After Children and Special Guardianship (TALAC):

Mrs Tillotson

0121 533 3750

gemma.tillotson@oldburyacademy.org.uk

The TALAC coordinates support for the Looked After Children and Special Guardianship Children. Mrs Tillotson identifies specific needs for each child she works with and organises the most effective support for them to ensure these children make progress in a range of areas within life. Together with others, the TALAC engages in collaborative leadership designed to secure the achievement of the school's strategic priorities.

The SEN Team

The Higher Level Teaching Assistant, Learning Support Practitioners and Teaching Assistants have qualifications and experience of working with students with physical disabilities, specific learning difficulties and students with social and emotional needs. The students they support are of all ability levels. LSPs deliver interventions to develop Literacy and Numeracy skills, either in small groups or on a 1:1 basis. Teaching Assistants work in class under the direct instruction of the teacher helping to ensure each student learns to their full potential. TA's who have a subject specialism support within their faculty. Throughout each academic year, professionals from outside organisations provide additional training to develop the skills and knowledge of all SEN staff.

Section 8 - Social and Emotional Support

Students with SEN at Oldbury Academy may be identified through observations, referrals and testing for need of additional support for Social, Emotional and Mental Health Needs. The SEN team works closely with the Pastoral Team and Learning Support Centre to ensure the correct support is given. Students receive both small group interventions and individual support. The LSC offers a range of specific programmes to support students, including:

Making Choices – This is a programme to encourage students recognising that they have choices in how they react to situations. It encourages students to make better behaviour choices in the future.

Anger Management – This is a programme to encourage students to look at their feelings and how they cope with them. It encourages them to understand their anger triggers and find ways to avoid or control them more effectively.

Building Friendships – This is a programme to help students approach their peers in a positive way to make and maintain suitable friendships. It looks at making conversation, sharing and being assertive.

The SEN department holds a lunchtime club for vulnerable students. The club has a variety of activities including arts and crafts and film club. The social and emotional progress and mental wellbeing of each and every student is closely monitored.

Section 9 - Preparing for Adulthood

At Oldbury Academy, we offer a range of courses to help students prepare for adulthood including:

- Functional English and Maths
- Personal and Social Development

These courses help prepare our students for independent living and participation in society. We also hold careers evenings; these evenings provide students with much needed information about their potential future choices. Furthermore, meetings with both parents and students are held in which, each individual's education and ambitions can be explored. Through these meetings we aim to ensure that students can make informed choices about their futures.

For students who wish to attend an alternative further education facility, we work with the post 16 provider to ensure that our students are fully prepared for the next step in their education.

Section 10 - Working with outside Agencies

The SEND Department supports a multi-disciplinary approach to maximise the educational provision for SEND students. Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals. The school has a named medical officer, a careers advisor and five dedicated Student Welfare Officers. In addition, the Learning Support Centre provides a wide variety of care for students who struggle to manage their own behaviour in addition to SEN students with social, emotional and mental health difficulties. The SEN Department liaises with each of these other pastoral groups.

The school; its pastoral leaders and the SEN Department works with the following services:

- Action for Children – drop in service/counselling
- Alternative Provision (Albright Education Centre, Impact Independent School)
- Black Country Women’s Aid - risk of CSE, controlling relationships, domestic abuse
- Breaking Silence - self harm, self esteem
- Brook Advisory - sexual health and counselling support
- CCAT (Complex Communication and Autism Team)
- Child and Adolescent Mental and Health Services (CAMHS)
- COGS (Community Operating Groups)
- DECCA - support with alcohol and substance abuse
- Edgmond Hall Outdoor Education Centre
- Educational Psychologist Service (EP)
- Kaleidoscope - emotional health and wellbeing support
- KRUNCH - support and guidance, emotional well being
- KOOTH - online support for emotional well being
- LACE virtual school
- Social Services; Child Protection Plan, Child In Need
- Speech/Occupational/Physiotherapists Therapists
- Strengthening families
- MST - Multi Systemic Therapy, keeping children safe and at home and out of trouble with the police or risk of going into care or custody
- Paediatrics and specialist units
- PREVENT - support for young people at risk of terrorism and exploitation
- Sensory Advice Team (Teacher of the Blind & Visually Impaired, Teacher of the Deaf & Hearing Impaired)
- Speech and Language Therapy Services
- Specialist Advisory Teacher for Learning (SAT-L)
- Specialist Advisory Teacher for Social, Emotional & Mental Health (SAT-SEMH)
- School Health Nurse - drop in clinic in school and referrals
- Youth Offending Team (YOT)
- Young Carers - support for children who are young carers

The School may procure the aid of the above specialist services at any time that it is deemed appropriate, e.g. advice on the identification, assessment and effective provision of resources.

Co-operation between the School, LA, health services and social services is vital if we are to secure the most effective assessment, intervention, deployment of resources and progress for students with SEND.

Section 11 - Evaluating the Success of the SEN Provision

The following procedures provide evaluative points for assessing the effectiveness of Oldbury Academy's SEND policy:

- Student assessments for review meetings
- Exam Analysis data
- Value added assessment data collated from the external examination procedure
- Internal teacher assessment collated within the Review process
- Attendance of Local Authority SENCo meetings
- Parent voice
- Student voice
- SEND Governor Meeting Minutes
- SEND Departmental meetings and minutes

Section 12 - Complaints

Oldbury Academy's Complaint Policy is available to view online through a link on the SEN information page. This policy details the procedure the school follows when dealing with a complaint.

If you require any further assistance please contact:
0121 533 3750

Section 13 - Useful Contacts

Support Services: Sandwell SENDIASS

Description of service offered: The information advice and support service on issues related to SEN and disability for parents and carers and young people.

Opening hours: Monday to Friday 9am to 5pm

Address: West Bromwich North Family Hub,
Connor Road,
West Bromwich,
B71 3DJ

Helpline number: 0121 289 2566

Support Service: Sandwell Inclusion Support

Telephone number: 0121 569 2777

Email: inclusion_support@sandwell.gov.uk

Sandwell Local Offer: <http://www.sandwell.gov.uk/send>