Oldbury Wells School
Special Educational Needs and Disabilities Information Report

September 2026

Headteacher	Mr Adam Walker
Deputy Headteacher (Quality of Education)	Mr Tom Williams
SENCO	Miss Catherine Morgan

SEND Local Offer: The SEND local offer | Shropshire Council

Introduction/Overview

Oldbury Wells School is a fully inclusive 11-16, comprehensive school. Students with SEND are fully integrated into the life of the school 'participating not observing'.

The school has approximately 84 students identified on the SEN Register – this is reviewed and updated termly. In September 2025, we have 20 students with an EHCP.

The Learning Support Department consists of the SENCo Miss Catherine Morgan, 2 Higher Level Teaching Assistants and 6 Level 1 Teaching Assistants (Equivalent to 4 full-time). In addition to this there is 1 Higher Level Teaching Assistant who offers long term intervention as part of our internal alternative provision offer.

Oldbury Wells endeavours to ensure all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum and we believe in equal opportunities for all. This document is intended to give you information regarding the ways we ensure support of all our students, including those with SEN, in order that they can reach their full potential. It may not list every skill, resource and technique we employ to achieve this as these are constantly developed and used to modify our provision to meet the changing requirements of our students.

Children are identified as having SEN when their progress has slowed or stopped, and the interventions and resources put into place do not enable improvement. Once this occurs, we aim to make specific needs-based plans and student profiles which help to support their development and accelerate progress.

We aim to identify, monitor (and if necessary, put appropriate interventions in place) to ensure students can make adequate progress in the four areas specified in the SEN Code of Practice:

1. Communication and Interaction
2. Cognition and Interaction
3. Social, Mental and Emotional Health
4. Sensory and/or Physical Development

We work closely with all parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. We believe that all practitioners are teachers of students with SEN and differentiate according to the needs of the students in their care.

Other useful documents, such as Equality Statement, Accessibility Plan, Student Premium Statement, Policy for Supporting Students with Medical conditions and the Child Protection Policy, are available on the school website. These policies and statements should be read alongside this document.

The school accesses a wide range of external services for additional advice and support – for example BeeU (CAMHS), Educational Psychology Service, Sensory Inclusion Team, Autism West Midlands, Speech and Language Therapy, MHST and Shropshire Youth (Careers). We are also happy to work with other professionals for example, GPs, specialist nurses, Occupational Therapy.

Oldbury Wells encourages parents to contact school if they have any concerns or queries. This may be done through the child's Form Tutor or Head of Year if discussing general pastoral issues and progress. If the query relates specifically to special educational needs the school SENCo can be contacted via the main school telephone number (01746 765454) or email: catherine.morgan@oldburywells.com

Our Provision for Students with SEND

Communication and Interaction Needs

How we identify needs, assess and review progress	How we adapt teaching to hep access to the curriculum	How we can provide support and intervention for those with identified needs
How we identify needs: • Student information for Year 6 students from primary schools • Concerns expressed by parents • Concerns expressed by staff • Involvement of specialist outside agencies such as Speech & Language Therapy Team **How we assess and review progress:** • Progress reviewed through Whole School Monitoring • Use of Annual Review process to review progress • We receive reports from S&L Team	As identified on the adaptive teaching desk map	Interventions include: • Speech and Language Programmes • Circle of Friends • Social Stories • Time out cards • Individual S&L Therapy Service Programmes • Quiet space during social time • Social stories • School Counsellor • Anger Management

Cognition and Learning

How we identify needs, assess and review progress	How we adapt teaching to hep access to the curriculum	How we can provide support and intervention for those with identified needs
How we identify needs: • Student information for Year 6 students from primary schools • Concerns expressed by parents • Concerns expressed by staff • Involvement of specialist outside agencies such as Speech & Language Therapy Team **How we assess:** • CATs/screening • Reading Test Results in Year 7 • Spelling tests • In-class tests regularly completed and recorded in all subject areas **How we review progress:** • Through whole school monitoring system • Through termly/half termly reading tests for those involved in small group withdrawal • Spelling and reading ages for Annual Reviews • Screening assessments • Educational Psychology reports (where appropriate) • SENCo tracking	As identified on the adaptive teaching desk map	Interventions include: • Speech and Language Programmes • Circle of Friends • Social Stories • Time out cards • Individual S&L Therapy Service Programmes • Quiet space during social time • Social stories • School Counsellor • Anger Management

Social, Emotional and Mental Health

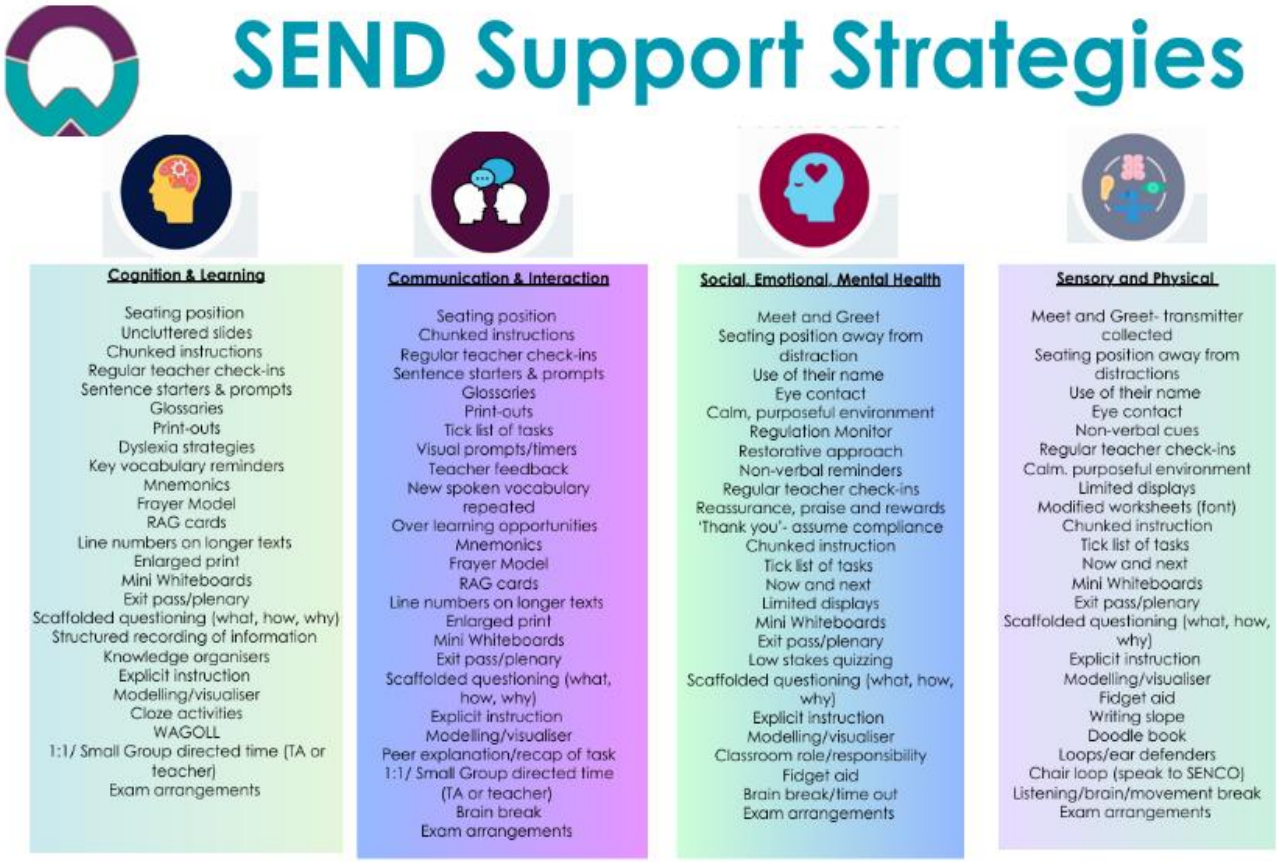
How we identify needs, assess and review progress	How we adapt teaching to hep access to the curriculum	How we can provide support and intervention for those with identified needs
How we identify needs: • Information from Year 6 meetings with primary schools • Concerns expressed by parents • Concerns expressed by staff • Students identified by School Counsellor Students identified by Pastoral Team • Through contact with BeeU • Through contact with Safeguarding • Through contact by Early Help Team • School nurse **How we assess:** • Through School Nurse • Through BeeU • Through School Counsellor • Through Pastoral Team Through Early Help process **How we review progress:** • Updated reports form BeeU and outside agencies • Review meetings	As identified on the adaptive teaching desk map	Interventions include: • ELSA • Daily talk time • Check in/Chek out • Soft starts • Soft landings • Draw and Talk • Anger Management • Think Good, Feel Good • MHST • Chill Skills • Anxiety support • Growth Mindset Programme • Building Resilience Programme • ADHD Belonging Intervention • Social Skills Intervention • Pastoral Team support • School counsellor • Social Stories • School nurse

Sensory and Physical Needs

How we identify needs, assess and review progress	How we adapt teaching to hep access to the curriculum	How we can provide support and intervention for those with identified needs
How we identify needs: • Student information from Year 6 • Liaison with the Sensory Inclusion Service • Information from GPs • Information from parents • Information from School Nurse • Information from hospital • Staff concerns **How we assess:** • Through Sensory Inclusion Service Through GP • Through hospital **How we review progress:** • Updated reports form Sensory Inclusion Service • Updated reports form hospital/GP	As identified on the adaptive teaching desk map	Interventions include • Sessions with Teacher of the Deaf (TOD) • Risk Assessments • Exam Access Arrangements • Following regular assessments by TOD, any updated information is sent to teaching staff • The SENCo meets with the SIS and ensures staff have feedback and advice about their findings • Staff attend training as required. • Individual OT programmes • Sensory Circuits

OWS Adaptive Teaching Desk Map

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.



How we can support our students at times of transition

- Initial contact made with many parents at Year 6 Open Evening in the September prior to joining Oldbury Wells.
- Extra visits prior to transition arranged as required on a 1:1 basis or in smaller groups.
- Students make a student passport on transition days.
- Careful matching of student to tutor who will best support their needs.
- Year Head/SENCo/Student Support Worker meets with class teacher or SENCO at primary school to ensure we have up to date information on their needs and how best to support them in the secondary setting.
- OWS attends Year 5/6 Annual Reviews.
- Parents of vulnerable Year 6 students are welcome to arrange additional visits to discuss needs.
- We allocate keyworkers to all students with an EHCP/GSP.

- Staff receive training from outside agencies for any new identified needs e.g., Attachment Disorder.
- Year 5 and 6 students are often involved in attending Oldbury Wells for projects e.g., Technology, Music, school productions, etc.
- Enhanced support given to those students in Year 8/9 with option selections for KS4 courses.
- Teaching Assistants can support identified students on College 'taster days'.
- Students with SEND see our Careers Advisor to ensure plans are in place for post 16 education.
- Careers Advisor attend Year 9/10/11 Annual Review meetings and offer advice to students and parents.

How we can adapt our curriculum and learning environment to include students with Special Educational Needs

- Students are set according to ability in many subject areas.
- Teaching Assistants are deployed according to need of individual/groups of students.
- Learning Plans/Pupil Passports are distributed, and staff are updated with any recommendations from professionals.
- Key words are displayed on teaching slide.
- Teachers following 'I do, We do, You do' model.
- To support literacy in lessons, Glossaries and Frayer Models are implemented.
- We provide additional withdrawal support in the Learning Support.
- Teachers are asked to mark dyslexic students' work for content and not spelling.
- Students are assessed for exam access arrangements (readers/ scribes/ extra time/ opportunities to complete exams in a separate room).
- Where possible these arrangements are put into place for all internal tests and exams.
- Provide a 'meet and greet' support for some students first thing in the morning.
- Identified students (mainly within KS4) to support exam access arrangements can use laptops.
- Slightly adapted arrival/departure to/from lessons to support anxious students on busy corridors.
- Modified timetable arranged for some students as necessary.
- We can offer small group self-esteem or anger management support as appropriate in our Pastoral Support Centre.

How we can consult with parents and carers of children with Special Educational Needs

- Meet with parents in Year 5 and 6 prior to school placement as necessary.
- Attend Year 5/6 Annual Reviews and arrange extra parental visits in Year 6 as required. SENCo is available for discussion at Year 6 Open Evening and Open Mornings.
- A timetable of the use of Pupil-Centred Plans/Student Profiles has been drawn up – parents' views will be included in their child's profile.
- Regular contact via email.
- Regular telephone contact.
- Parents are invited to attend each 'Annual Review' of EHCPs.
- SEN Information Report published on the website.
- SENCo is available for discussion at Parents' Evenings.
- SEND reviews offered to discuss their child's progress and plans for the next term. Parents views in these meetings will be very valuable to the school to aid planning for the child.
- Data capture reports.
- Parents views are sought before external agency involvement.
- Parents are also encouraged to be involved in external agency meetings/plans, etc.

How we can consult with our students with Special Educational Needs

- We ask for their feedback for Annual Reviews.
- Students are encouraged to attend their Annual Review or other meetings such as their termly meeting.
- Students will be included in the development of Pupil-Centred Plans/student passport.
- Student's views will be listened to regarding the plans for interventions.
- Use of keyworkers to consult with their named key student.
- Discussions with tutors/Student Support Workers/Head of Year.
- School monitoring of SEN – Quality Assurance and Learning Walks
- Students are involved in any target setting process in school.
- Student views are sought prior to any referral to external agency where practical and in agreement with parents.

How we can assess and evaluate the effectiveness of our SEN provision and how we can involve parents, carers and students in this process

- Through the Annual Review process – parental/student feedback.
- Removal of students from SEN list as making 'adequate progress'.
- Staff feedback.

- Student progress monitored across the school KS3/4 & 5 every term and reports sent home.
- GCSE results.
- Improvement in Reading Ages and Spelling Ages.
- Tracking data.
- Student Voice.

How we can ensure access to our facilities for all our students

Oldbury Wells endeavours to make reasonable adjustments, both in the learning and physical environment, to ensure access to our facilities for all students. We have an Accessibility Plan which is reviewed and updated to prepare a strategic overview for the development of the school environment.

What activities can be available to our students with Special Educational Needs, in addition to the curriculum?

- Use of Learning Support Department or Pastoral Support Centre during break and lunchtimes for social/emotional/homework support.
- Students have complete access to our extra-curricular activities.
- Some students may have TA support if required to access these.
- SEN students can access all school trips. TA support on trips is available, if required.
- Some students complete Work Experience in Year 10, we particularly encourage this for those students with a SEN.

If you have any questions, concerns or complaints about our provision for students with Special Educational Needs, please let us know by contacting our SENCO:

Catherine Morgan

Email: catherine.morgan@oldburywells.com

Tel: 01746 765454

As a school we will always endeavour to do all that we can to work in partnership with students and parents to resolve any issues that may arise. Should you feel your concern cannot be resolved satisfactorily please follow the school's Complaints Procedure Policy.