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## **What support is available for my child in the school?**

The Academy's SENCo is responsible for the day-to-day operation of the SEND policy. The Assistant Principal: Inclusion and Behaviour has overall responsibility for SEND matters.

All teachers are teachers of students with SEND and as such are key to the delivery of differentiated provision for students in their subject areas.

The SENCo - Lisa Dewhurst (MEd Inclusion and Special Needs) co-ordinates the work of Teaching Assistants (TAs) who support students in a variety of ways.

- Direct support in lessons
- Providing strategies to staff that will help in lessons
- Advising on suitable differentiation of resources and learning tasks
- Providing one-to-one or small group support for literacy, numeracy or other curriculum areas
- Providing catch-up opportunities
- Offering computer-assisted programmes to improve literacy and numeracy
- Providing extended learning opportunities
- Supporting the student to access on-line learning opportunities and monitoring their progress
- Interventions through The Hub to support individual needs
- Enabling subject areas, where appropriate, to arrange specialist in-class support or to develop team approaches
- Supporting the student to attend specialist external provision and monitoring their progress
- For students with statements or Education, Health and Care plans guidance towards Post 16 pathways begins through the Transition Plan. There is planned and regular involvement with the Integrated Team. Initial careers planning takes place through informal discussions with the students and their parents.
- Examination special arrangements are designed to ensure access for students with certain disabilities and certain learning difficulties without giving them an unfair advantage. Consideration for special arrangements is given with reference to guidance and regulations of exam boards and QCA. Decisions about special arrangements and disapplication are made by the Principal following recommendations from the SENCO. Once special arrangements have been granted it is the responsibility of the Examinations Officer to ensure they are implemented.

### **What support available for improving the emotional, mental and social development of students?**

- The Hub is open all day including break times and lunchtimes and it's the place where students come for a variety of reasons, whether it's to have help in settling in, to sort friendship issues, to find someone to talk to or to spend break and lunchtimes in a quieter area than the hall or canteen. We also run different groups and 1:1 sessions for students in all year groups. Some students have some or all of their lessons in the Hub for a short time to help them settle back in if they have been ill or are worried about anything
- We work closely with 4YP and can offer students counselling sessions, 1:1 chat time and drawing and talking sessions.
- Older students might have some catch up lesson in the Hub as part of their timetable and we work closely with the Raising Achievement Manager to ensure that everyone is able to keep up and feels supported.
- Some students may need a part time timetable due to medical or health reasons and we work closely with health professionals and wider support networks to ensure that personalised support is in place.

**How accessible is the school environment?**

Ormiston Endeavour Academy firmly believes in equal opportunities and will aim to meet the physical, emotional and intellectual needs of all our students through providing appropriate and personalised interventions to enable every student to achieve. The Academy is accessible to all with ramps, a lift, and doors suitable for wheelchair access. With the proximity of Thomas Wolsey School sharing our site, individual and personal needs can be met and catered for.

## **Can the school meet my child's needs?**

The vision of the Children and Families Act 2014 is based on the following principles:

- High expectations and aspirations for what young people can achieve.
- Aspirations of young people and their parents and carers that are placed at the centre of everything we do.
- Early identification of needs and integrated early help.
- Integrated assessment and planning, focussing on long term outcomes, bringing together education, health and care support
- High quality provision organised with clear pathways and choice for families
- Excellent outcomes achieved through the knowledge, skills and attitude of everyone working with children and young people.
- A personalised approach focussing on the individual needs of students

All students belong to a year group and a mixed ability tutor group. They attend assemblies, participate in year group and whole school activities and follow a common tutorial and PSHE programme. A wide range of extra-curricular activities is available to all students and the Academy employs a much personalised approach so that we can work together in ensuring that individual needs are met and supported.

We support students with a wide variety of SEND needs including SpLD, Speech and Language, Physical, Sensory and Communication and emotional well-being.

**Where else can I find support and information?**

Additional information on the support available can be found on the Suffolk local offer at

<https://www.access-unlimited.co.uk/>

### **How does the school support transition?**

During year 6, members of staff from different subject areas in the Academy will visit the feeder primary schools and work with students. Vulnerable groups of students are identified early on so that they can be given the opportunity to visit, both formally and informally and to feel confident about coming to the Academy before the year 6 induction day in July. For students supported by County Inclusive Resource or the Behaviour support service, this support will continue for a while in year 7 to make sure that the transition from primary to secondary goes smoothly.

For students moving on from the Academy, support is available for future planning, work experience, visiting and applying for the different colleges and opportunities to work with the CYP team where appropriate and other professionals.

## **How can I be involved?**

This is an open forum that any parents of students at Ormiston Endeavour Academy are welcome to attend. It is a chance for parents to discuss any issues or ask any questions they may have. It provides a great opportunity to develop ideas for ways we can work together as a community to further improve our Academy. The meeting is usually attended by Assistant Principal Mrs Alex Baker and another member of the senior leadership team. All minutes from the meetings will be published on the Academy's website.

Attendance at parent and tutor evenings ensures that keep in contact with your child's tutor and teachers. Parent Mail is our main way of communicating with you so make sure that you have signed up for it. Communicate with us directly if you have any worries or concerns.

Any time that you can give is greatly appreciated and it could be you want to volunteer at fundraising events, attend concerts, productions or other events. Even the smallest amount of time will make a huge difference.

Examples of events are the Summer / Christmas Fairs, help at school productions, discos, competitions, faculty events, fund-raising ideas and liaising with the student ambassadors.

## Who should I contact?

The work provided by the Support for learning team is led by the SENCO, Mrs Lisa Dewhurst who is responsible for the work provided by the team as well as ensuring the SEN policy is up to date and being implemented across the Academy. Some tasks or duties may be delegated and each member of the Team may be asked to provide support in the differing contexts of their roles.

All students are in a tutor group and belong to one of three houses.

Mrs A Baker	Assistant Principal	<a href="mailto:a.baker@oeacademy.co.uk">a.baker@oeacademy.co.uk</a>
Mrs L Dewhurst	SENCo	<a href="mailto:l.dewhurst@oeacademy.co.uk">l.dewhurst@oeacademy.co.uk</a>
Adlington	Mrs L Margetson	<a href="mailto:l.margetson@oeacademy.co.uk">l.margetson@oeacademy.co.uk</a>
Adlington	Mr K Prior	<a href="mailto:k.prior@oeacademy.co.uk">k.prior@oeacademy.co.uk</a>
Holmes	Mrs C Nunn	<a href="mailto:c.nunn@oeacademy.co.uk">c.nunn@oeacademy.co.uk</a>
Holmes	Mr A O'Donnell	<a href="mailto:a.o'donnell@oeacademy.co.uk">a.o'donnell@oeacademy.co.uk</a>
Redgrave	Mr A Waugh	<a href="mailto:a.waugh@oeacademy.co.uk">a.waugh@oeacademy.co.uk</a>
Redgrave	Mr G Langford	<a href="mailto:g.langford@oeacademy.co.uk">g.langford@oeacademy.co.uk</a>
Attendance	Mrs A Jones	<a href="mailto:attendance@oeacademy.co.uk">attendance@oeacademy.co.uk</a>
Attendance and family support		
	Mrs A Beaumont	<a href="mailto:a.beaumont@oeacademy.co.uk">a.beaumont@oeacademy.co.uk</a>

**How does the school communicate with me?**

A wide variety of information is available on the Academy website and the EndeNet. You will be given information about your child's progress through the Academy's reporting system and at parent's evenings. A half termly newsletter gives regular news on what is going on in the Academy and how you can become involved. You will be contacted by text message for any attendance issues and also to inform you when letters are being sent home. Staff can be contacted by telephone via the main reception or by email (individual addresses to be found on the Academy website.)

**How will I know how my child is doing?**

Teacher assessments are completed on a half termly basis and information about your child's progress will be made available to you. This will be in the form of assessment levels and at parent's evenings. Progress and attainment is also discussed at Annual reviews and other review meetings.

## **How does the school identify and assess children with SEND?**

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for students of the same age

Students will be identified using:

- Information from parents
- Statements of SEN, Education, Health and Care plans, other records of SEN, IBPs, PSPs etc.
- Baseline data from routine testing
- Information from previous schools
- Liaison with primary schools from Year 5 onwards
- Attending case conferences and review meetings
- Testing of students joining the school (other than at transition).
- Identification by subject teachers, the Student Team and referral to Learning Support

Students with SEN will be monitored and progress checked by:

- The teachers' evaluation and assessment
- Routine testing
- Through discussion with the student
- Through consultation with parent(s)/carer(s) to listen to their views on the progress of their child.
- Through consultation with external agencies working with the student and/or family

For those students who have an LA Statement of SEN or Education, Health and Care plan there are additional review procedures. The review during Year 9 forms the Transition Plan, which seeks to outline the appropriate changes to provision for the pupil's future, with the involvement of integrated team.

Learning Support carries out annual reviews for students with Statements of SEN or Education, Health and Care plans.

Where appropriate, and in consultation with parents, the Academy will refer to outside agencies such as the Educational Psychology service, County Inclusive Resource, Pupil referral units, and the Behaviour Support Service

## **What is the Hub?**

When you arrive at Ormiston Endeavour you may settle in immediately or you might find that you need a little help and support. In the Hub, that's what we do.

The Hub is open all day including break times and lunchtimes and it's the place where students come for a variety of reasons, whether it's to have help in settling in, to sort friendship issues, to find someone to talk to or to spend break and lunchtimes in a quieter area than the hall or canteen. We also run lots of different groups and 1:1 sessions for students in all year groups ranging from year 7 Nurture group to year 10 Girls group and a year 8 Life skills group with some students having some or all of their lessons in the Hub for a short time to help them.

Older students might have some catch up lesson in the Hub as part of their timetable and we try to involve lots of people from outside of school who can also come in to help and offer advice and different activities to try.

## **How do I find out if the support is effective?**

Monitoring progress is an integral part of teaching and leadership within Ormiston Endeavour Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for pupils with SEND. We follow the 'assess, plan, do, review' model for students who receive 1:1 support and intervention.

The SENCo collates the impact data of interventions, to ensure that we are only using personalised interventions that impact on reducing barriers to learning and progress.

Progress data of all pupils is collated by the whole school and monitored by teachers, Senior Leaders and the IEB. The academy is monitored by the local authority and Ofsted

