

SEN Information Report September 2023

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students 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):

Specific learning difficulties (SpLD); - Moderate learning difficulty (MLD); - Severe learning difficulty (SLD); - Speech, language and communication needs (SLCN); - Social, emotional and mental health (SEMH); - Autistic spectrum disorder (ASD); - Visual impairment (VI); - Physical disability (PD).

We identify and assess students with SEN using the following methods:

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, SPSFs 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

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

The 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 SEN Information Report Page 2 of 7 school and monitored by teachers, Senior Leaders and the governing body. The academy is monitored by the local authority and Ofsted. Statements of SEND or Education Health Care Plans are reviewed at least annually with students, parents and other relevant outside agencies. Staff are required to provide information for this process to compliment the data on Go4Schools. Intervention strategies are reviewed on a half termly basis and the impact measured by assessments or tracking of progress. Interventions delivered by SEN staff are monitored half termly through formal and informal discussion and testing (where appropriate)

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

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 a 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 support services, Pupil referral units, and the Behaviour Support Service through the monthly IYFAP meetings.

Our approach to teaching students with SEN includes:

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. Teaching Assistants receive training and work closely with advisors from the local authority in order to support with the delivery of speech and language interventions, catch up literacy and more specific literacy programmes. The physiotherapists visit regularly in order to support the delivery of physio sessions and use of mobility aids, with manual handling training and training for use of the Evacu chairs being regularly updated. 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 SEN Information Report Page 3 of 7

- 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
- 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

We adapt the curriculum for students with SEN in the following ways:

All students access our broad and balanced curriculum.

Additional support for identified students takes place to support:

- Literacy development
- Physical development
- Emotional Support

In Key Stage 4 identified students follow an adapted pathway which provides access to a range of broad certificated courses in addition to extra support with basic skills development.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

We enable students with SEND to engage in the activities of the academy, together with children who do not have SEN, in the following ways: All SEND students have full access to all school based activities and those activities taken off the school site for example enrichment activities, activities days, curriculum days. Additional support is provided for school trips, with Risk assessments being undertaken. Students can engage in differentiated PE activities such as physio where appropriate, supported by close liaison with physiotherapists.

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

Safe spaces are available throughout the day including break times and lunchtimes and offer a 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 lessons in the Raising Achievement room 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. • Members of the Academy staff are trained through Mental health first aid and the Emotional literacy support programmes. We are also in the process of establishing a peer s

The name of our SEN Co-ordinator (SENCo) is: Lisa Dewhurst

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

Name: Lisa Dewhurst

Name:

Job role: SENCo

Job role:

Expertise: Med – SEN and Inclusion	Expertise:
Name: Samantha Stockwell Natasha Newman Sharon Cook	Name: Sue Rice Helen Cadge Emma Forsdyke Carla Medeiros Chris Bailey Kirsten Burton Olivia Caisley Naomi Wright
Job role: HLTA	Job role: TA

Expertise: Working within faculties to support learning.	Expertise: All TAs are trained to deliver Catch up literacy, Lexia and other literacy interventions Some of the TAs are trained in Manual handling and liaise closely with physiotherapists in order to support with exercise and physio programmes
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In addition, we use the services of the following specialists:

- • Special Needs Officer (LA)
- • SES (Special Education Services)
- • Social Care
- • Educational Psychologist
- • GP
- • CAHMS (Child and Adult Mental Health Service)
- • Paediatrician
- • Occupational Therapist
- • Speech and Language Therapist
- • Physiotherapist
- • School Nurse
- • Education Welfare Officer
- • Dyslexia outreach
- • 4YP WASSUP
- • Youth mental health first Aid
- • Exams considerations assessor

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

Lexia Reading Scheme

Equipment to support with physiotherapy

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

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. In addition, a weekly and half termly newsletter keep parents up to date with what they need to know. Communicate with us directly if you have any worries or concerns. 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 SEN Information Report Page 6 of 7 and each member of the Team may be asked to provide support in the differing contexts of their roles. 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

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

Students work with SEN staff to produce About Me documents and are able to share their views about their provision and how they learn and relate to peers effectively. These are shared with a staff.

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

The Academy has a clear complaints policy.

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

- • Special Needs Officer (LA)
- • CISS (County Inclusive Support Service)
- • Social Care
- • Educational Psychologist
- • CAHMS (Child and Adult Mental Health Service)
- • Occupational Therapist
- • Speech and Language Therapist
- • School Nurse
- • Education Welfare Officer
- • Dyslexia outreach

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

- SENDIASS (an independent service for parents)
- Local Authority- Special Needs Officer

Our transitional arrangements for students with SEN include:

During year 5 and 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 Support Service, this support will continue for a while in year 7 to make sure that the transition from primary to secondary goes smoothly. Students are also able to attend Endeavour Club which runs on Wednesday afternoons for a large proportion of the year and enables students to come and have taster sessions in all areas of the Academy in preparation for transition. 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. We have a transition worker who liaises with Primary schools from Feb – August and then supports students in the Academy from Sept – Feb

Suffolk's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://www.access-unlimited.co.uk>