

## Ormiston Endeavour Academy

### Special Educational Needs (SEN) Information Report

Last reviewed on:	28.11.25
Nex review due:	28.11.26

<b>SENCO</b> Lisa Dewhurst <a href="mailto:l.dewhurst@oeacademy.co.uk">l.dewhurst@oeacademy.co.uk</a>	<b>Vice Principal</b> Gemma Theobald <a href="mailto:g.theobald@oeacademy.co.uk">g.theobald@oeacademy.co.uk</a>	<b>Assistant Principal Support for Learning</b> Katy Morrow <a href="mailto:k.morrow@oeacademy.co.uk">k.morrow@oeacademy.co.uk</a>
<b>SEND Administrator</b> Gracie Driver <a href="mailto:g.driver@oeacademy.co.uk">g.driver@oeacademy.co.uk</a>	Further staff contact details are available on the Academy website	



#### The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

##### Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

##### Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

##### Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

##### Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	592	74.37
SEN Support (K)	188	23.61
EHCP (E)	19	2.38

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	16 (2.0%)	188 (23.5%)	204(25.5%)
Communication and interaction	1(0.01%)	50 (6.3%)	51(6.4%)
Social, emotional and mental health	1 (0.01%)	33 (4.1%)	34(4.3%)
Sensory and/or physical	1 (0.01%)	7 (0.9%)	8 (1.0%)



## How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

- We have internal referral forms, termly check-ins and welcome parents making contact as and when needed
- Baseline data may be used (e.g. NGRT, PASS, attendance, behaviour data)
- Screeners/assessments used: Dyslexia and Irlen's
- External agencies such as SES are also consulted as needed

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



## How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

- Termly check-ins
- Student voice in preparation for Annual reviews
- Mentoring sessions
- ELSA sessions
- BSA mentoring

We always welcome parents contacting us to share concerns and to discuss next steps.

Staff contact details can be found on the academy website



## How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

- Joint Senco meetings with feeder schools
- Discussion with key staff
- Handover of SEND files
- Liaison with parents

To help children be prepared for a new school year we hold:

- Induction days
- Enhances transition visits
- School visits
- Summer school

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

- Including careers information from year 7
- Career pathways from year 9 as part of the annual review process
- College visits
- Visiting speakers
- Careers days with visitors from local industry
- Mock interview sessions



## How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here: <https://ormistonendeavouracademy.co.uk/curriculum>

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

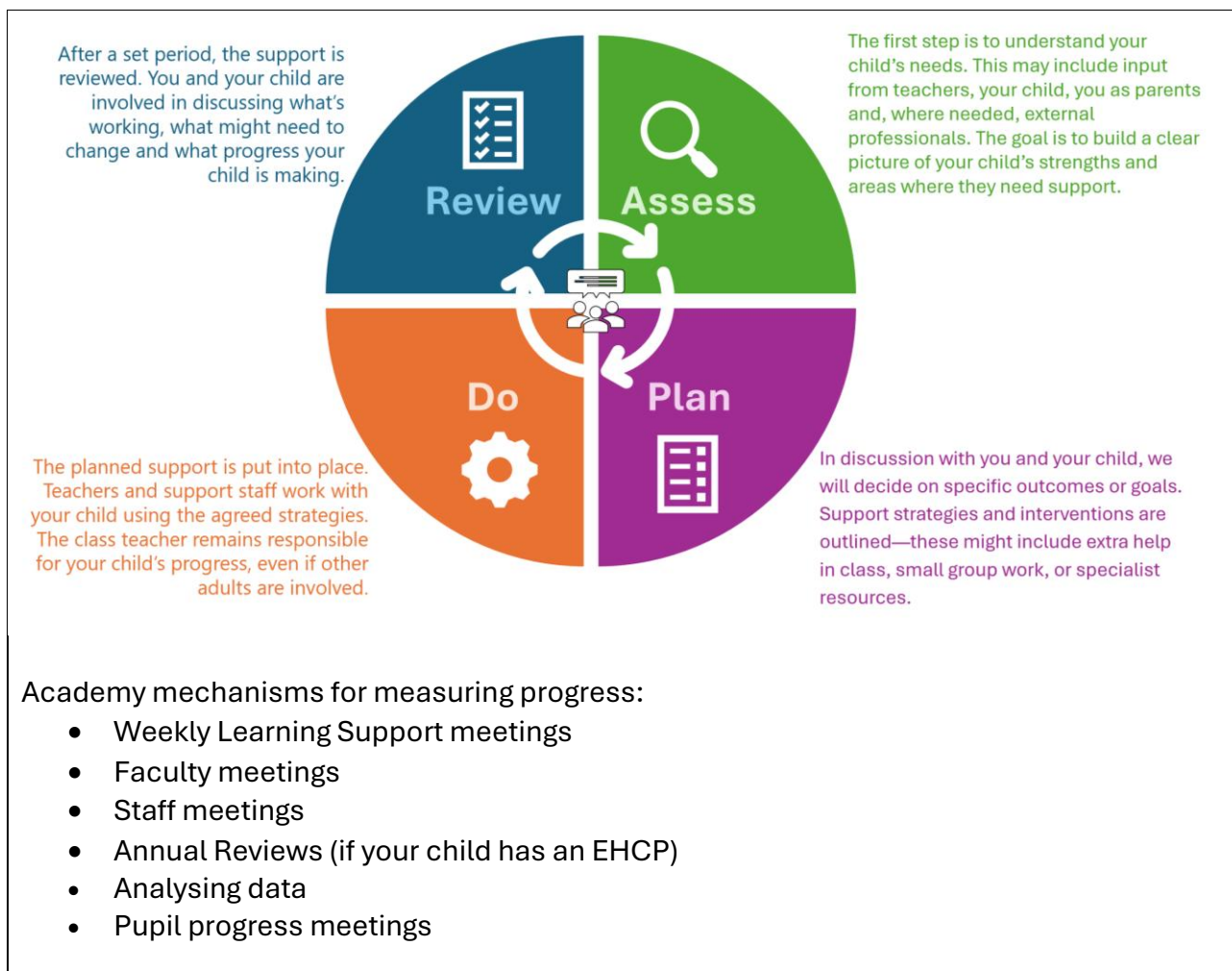
Support might include:

- Pre-teaching
- Pre-teaching of key vocabulary
- Small group interventions, such as English and Maths booster sessions, Asdan Accelerated English and Maths courses, Outdoor Learning sessions
- Multi-sensory resources, Thrive and Lego sessions
- In class LSA support and HLTA support
- Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding
- Access to digital devices such as laptops and learning support software
- Specialist equipment, such as writing slopes, pencil grips
- Programmes set by external specialists such as Lexia Power up



## Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.



### How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs. This can include:

- Pastoral support
- Mentoring by members of the SEND department or BSA's
- ELSA sessions
- 4YP counselling
- Youth Mental health team

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

Further details regarding the PSHE curriculum can be found on the Academy website



### How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a

wide range of exciting opportunities such as e.g. Theatre trips, school plays, sports days, Enrichment activities, workshops, college visits and taster days and all children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

The academy building is accessible with wider door and corridors; staff and students have use of a lift and assistive technology is available dependent upon individual need.



### What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. The SEND team and pastoral team have a range of expertise based on individual needs



### Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

The Academy works with a range of external agencies such as

- Health and Social care bodies
- Voluntary sector organisations
- Local authority support service
- Private specialists bought in by the academy



### How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- Analysing data in a number of areas to monitor progress e.g. for a specific intervention
- Classroom visits and learning walks
- Monitoring of support as suggested in learning plans
- Review at faculty level
- Monitoring visits from our trust that focus on SEND provision
- Working with the Local Authority to ensure the appropriate provision and outcomes
- Child and parent questionnaires

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.



### Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here:

<https://ormistonendeavouracademy.co.uk/admin/wp-content/uploads/sites/8/2023/10/OEA-Accessability-Plan.pdf>

- Children with disabilities are fully involved in the life of the academy with the building being accessible for wheelchair users



### How we make sure the admissions process is fair for children with SEND

Arrangements for the admission of prospective children with a disability and prospective children with SEN is completed in liaison with the local authority, feeder schools and other professionals working with children

Admissions of prospective children whose EHCP names the academy is completed in consultation with the local authority

Please refer to the Academy Admission Policy for details as to how the Academy manages oversubscription procedures.



### What to do if you are not happy with the provision offered

If you have concerns about the academy's, SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

<https://ormistonendeavouracademy.co.uk/admin/wp-content/uploads/sites/8/2025/01/OEA-Complaints-Policy-January-2025.pdf>



## What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here: <https://www.suffolklocaloffer.org.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://suffolksendiass.co.uk/>

Local charities that offer information and support to families of children with SEN are:

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)
- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



## Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.



- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.