

Ormiston Herman Academy

SEN Information Report 2022/2023

At Ormiston Academy, the first person to speak to if you have concerns about your child's progress is their class teacher. They will put you in touch with other members of staff if necessary. If you would like to contact the SENDCO please telephone the school office on 01493 661355 or email Mrs Upton via office@ohacademy.co.uk. Mrs Upton is available at the academy on Wednesdays and Thursdays.

Our Vision and Values -

"Our Vision is for all children to acquire knowledge, skills and understanding that will contribute to them becoming motivated and aspirational young people."

As a staff and Governing Body we want to ensure that our curriculum enables every child to develop their skills, knowledge and understanding so that they become:

- Confident and skillful communicators
- Creative and reflective thinkers
- Respectful and caring citizens
- High achieving learners

We encourage all children to develop their independence in the academy and we aim for each pupil to achieve a consistently high personal standard of work.

We expect all children to show care, respect and consideration for others and their property at all times

Inclusion

The Governing Body and staff of Ormiston Herman Academy are committed to providing an appropriate, inclusive and high quality education to all our children. Our vision and values apply to all children in our care.

We believe that all children, including those identified as having special educational needs and/or disabilities (SEND), are entitled to a broad and balanced academic and social curriculum. The curriculum should be made accessible to all pupils and everybody should be included in all aspects of academy life.

We aim to give every child the very best chance to succeed by removing barriers to children's learning and preparing them for a happy and successful future.

We understand the importance of a child being able to believe in themselves!

Please follow the links to access our [Equality Statement](#) and [Accessibility Plan](#).

About this report

This report aims to answer some of the most frequently asked questions about how we meet the needs of children with Special Educational Needs and Disabilities.

We will review and update this information regularly to reflect changes and feedback. The date for the next annual review of this report is October 2023.

If you need any further information please see our [SEND policy](#) or contact Mrs Upton using the details above.

About our school

We know that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We are particularly aware of the needs of our younger pupils, who may need more time to mature before they are ready to learn.

Through experience we know that early identification of need and early intervention is important to maximise children's potential.

We know that many pupils, at some time in their school journey, may experience difficulties which affect their learning and we recognise that these may be long or short term.

We have high expectations of all our pupils and have a culture of success. You can read our behaviour policy [here](#).

Please click on the link for information on the [Code of Practice for Special Educational Needs and Disabilities \(SEND\)](#).

If you're thinking of joining us you can find information about our admission procedures [here](#).

Ormiston Herman Academy takes the safeguarding of all our pupils very seriously. We know that children with additional needs are more vulnerable and therefore staff are vigilant and report anything they may notice to our Designated Safeguarding Leads in line with our [Safeguarding Policy](#).

[What kinds of Special Educational Needs and / or disabilities does the academy cater for?](#)

Ormiston Herman Academy is dedicated to providing outstanding provision for all pupils with a SEND. We have supported pupils with a wide range of needs including social communication difficulties, speech and language delay, physical needs, sensory disabilities and mental health concerns.

Each pupil is supported based on his or her own individual needs so talking to the school before they join us is very important. If you're thinking of joining us you can find information about our admission procedures for primary pupils [here](#) or [here](#) for nursery pupils.

Our SEND Profile

The number of children on our SEND register changes throughout the year as pupils are added and removed.

Our profile shows that currently (September 2022) 15.5% (55) of our pupils have been identified as having SEND. 3.5% (13) of our pupils have a greater level of need and have an Education, Health and Care Plan in place. The other 11.5% are supported through the school procedures (SEN Support).

There are currently more boys than girls identified with SEND. 74% of pupils on the SEND register are boys, the remaining 26% are girls.

We identify pupils who have SEND by their primary area of need as seen below.

5.5% have needs relating to physical disabilities and sensory needs

29% have needs associated with Social, Emotional and Mental Health (SEMH)

26% have needs associated with Cognition and Learning

39% have needs associated with Communication and Interaction

Many pupils have needs in more than one area and need provision which caters for them but this is not seen in the information above

Under the 2015 Code of Practice SEND are categories under the following four headings:

- Communication and Interaction e.g. Speech, Language and Communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
- Sensory and/or Physical needs e.g. visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy (Note – the academy building not fully accessible to pupils with mobility difficulties.)

Some pupils have medical needs as well as special educational needs. We work closely with health professionals to plan and deliver education provision in a coordinated way.

We will also follow the statutory guidance on supporting pupils at academy with medical conditions, see [Supporting Children with Medical Needs Policy](#).

How does the Academy identify students with SEN?

When a class teacher becomes concerned about a pupil they complete a 'record of concern' form and pass it to the SENDCO.

Record of Concern	
Name of child	
Year group and class	
DOB	
Person raising concern	
Date concern raised	
Nature of concern. What barriers does the child have? <input type="text"/>	
What support has been given?	
What was the impact?	

The SENDCO then discusses with the teacher what has already been tried to support the pupil and looks at what we can do next.

We will speak to the parents and child and consider whether the pupil needs to be added to the SEN register. This is a list of pupils who are having support that is different or additional to what is normally given to children their age.

We know that early identification and intervention is important when supporting children with Special Educational Needs. The decision to place a child on the SEND Record is always made in discussion with the class teacher, TA, SENDCO, Principal and the child and their family. On some occasions we may talk to other professionals with the parents' consent.

The best interests and wellbeing of the child are the most important thing.

When considering whether a child needs SEND support we consider the following points:

- Is the child doing as well as they were last year?
- Does the teacher notice any concerns from their assessments?
- Is the pupil keeping the same gap to their peers?
- What are the parents' thoughts?
- What does the pupil think?
- Are there any reports from health professionals to consider?
- Has the pupil had good attendance?

We will then discuss what could be causing the child to struggle in their learning. This is known as the barrier.



We work with parent and pupil to look for ways to help the pupil overcome this 'barrier'.

If the pupil needs help which is additional to or different from provision given to most other children of their age and stage of development, this is considered to be Special Educational Provision and they will be placed on the SEN record with the agreement of their family.

A plan will then be written showing how we will give extra support to the pupil over the next term and what we hope will happen by the end of the time. We keep the plan under review and will make changes as we go along if needed. We speak again at the end of the agreed time to see if the targets we set have been met and if the barrier has been reduced.

This process is known as Assess, Plan, Do, Review. It is a cycle that is repeated for as long as the pupil has an additional need. For some pupils this will be short term, for others it may be throughout their whole time at the academy.



Assess	Assess the needs of the pupil
Plan	Plan for adjustments, interventions and support to be put in place
Do	Implement the provision
Review	Review the impact of the adjustments and provision

At the same time as working to remove the barrier, we provide support to help the child overcome it while it is still there. For example, a pupil who struggled with reading would be given someone to help read when this was needed in lessons as well as additional teaching to improve their reading level. This support is also listed on the plan. Pupils are encouraged to say what they think would help as well as the parents and teachers.

The SEND Provision and Action Plan

This is what the blank plan looks like. You will be invited to contribute to filling it in.

SEND Provision and Action Plan

Name	
Year Group	
Class	
Age	
Term of Birth	
Date Plan Issued	
Review Date	
EHCP	Y/N

SEN Category	COM	COG	SEMH	SPN
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High light primary area of need – see SEND register

<p>Background Information Summarise any diagnoses and recognised conditions the pupil has as well as any information about their character, their needs and their strengths.</p> <p>What is going well</p> <p>Day to day support</p> <ul style="list-style-type: none"> Bullet point day to day provision that supports the pupil <p>Interventions</p> <ul style="list-style-type: none"> Any additional teaching the pupil receives – curriculum or otherwise related to their needs.
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This page has details of the pupil's background, any information that is useful to adults working with them, and lists the support they will have to overcome the barrier as well as the intervention to begin to remove it.

SEND Provision and Action Plan

Pupil Page Use this page to share what you want your teachers to know about you. You can draw or write.

<u>Things I am good at</u>	<u>My favourite things</u>	<u>Things I find hard</u>
<u>How I like to be helped</u>		

This page offers pupils the chance to have their say. It would usually be completed by a trusted adult at school but parents may like to consider the questions with their children at home as well.

SEND Provision and Action Plan

Assess (what I need help with) <small>If this is identified in a report from an external agency please give the name and date of the report</small>	Plan (my target to work on) <small>If you have external reports please set targets from the recommendations and give the name and date of the report</small>	Which EHCP outcome does this relate to?	Do (what will help me)	
			Home	School
COMM & INT				
COG & I				

SEND Provision and Action Plan

SEMH				
Sensory & Physical				
Other				

Teacher name	
How was the parent involved in the writing of this plan?	
How were the pupil's views included in the writing of this plan?	

Parent signature:

By signing this document, I understand that my child is receiving additional provision for a Special Educational Need under the SEND Code of Practice 2015 and that I am happy with the provision set out in this plan.

_____ Date _____

This is where we set the targets. Where there are reports from professionals outside school, we use these as a basis for the plan. We consider the four areas of need. Not all pupils will have targets set for all areas. Each plan is individual to the needs of the pupil. Plans for pupils at SEN Support are written and managed by the class teacher who will speak to the SENDCO when needed. Plans for pupils with EHCPs are written by the SENDCO who oversees the provision being delivered in the classrooms.

Plans have a column for school and a column for home. This is so that we can work in partnership and share resources to support children holistically.

SEND Provision and Action Plan

[Review page](#)

[Copy and paste first 3 columns from the plan page](#)

Assess (what I need help with) <small>If this is identified in a report from an external agency please give the name and date of the report</small>	Plan (my target to work on) <small>If you have external reports please set targets from the recommendations and give the name and date of the report</small>	Which EHCP outcome does this relate to?	Review <small>Updated test scores or scaling scores depending on provision given</small>	Next steps <small>Agreed with parent and pupil what do we do next?</small>
COMM & INT				
COG & I				

When the plan is reviewed, we look at assessment scores, and how the pupil is getting on in class or in intervention groups and discuss what the family and teachers have noticed. We then look at next steps and agree what to do next to continue the journey towards removing the barrier.

Sometimes a pupil will have more than one barrier. We will work with the family to prioritise the things that will make the most difference to the child.

If we have been using Assess, Plan, Do, Review and feel that a pupil is not progressing, we will discuss with the parents whether to refer the pupil for outside assessment either through their GP or through Respectrum Services Ltd. who the school has a contract with.

How do we know our SEN provision is working?

We are very proud of the outcomes our children with SEND achieve. Most pupils with SEND are able to access learning alongside their peers in Ormiston Herman Academy due to the support that is put in place.

As part of day to day teaching, staff carry out observations and consistently assess pupil's progress against their starting points and to raise any concerns with the Senior Leadership Team as soon as they arise. Staff hold termly Pupil Progress meetings to discuss any concerns with Senior Leaders and talk about how SEN provision is working.

The SENDCO visits classroom to monitor provision and speak to children. Staff keep records of the progress all children are making but additional records are kept for pupils who are having additional or different teaching.

Where interventions are in place we look for progress as the child attends. If no progress is seen a discussion is held earlier than planned to see if we need to do something different.

Plans are reviewed at least termly to update families on progress being made and ensure the pupils continue to make the best possible progress.

How do we teach children with SEND?

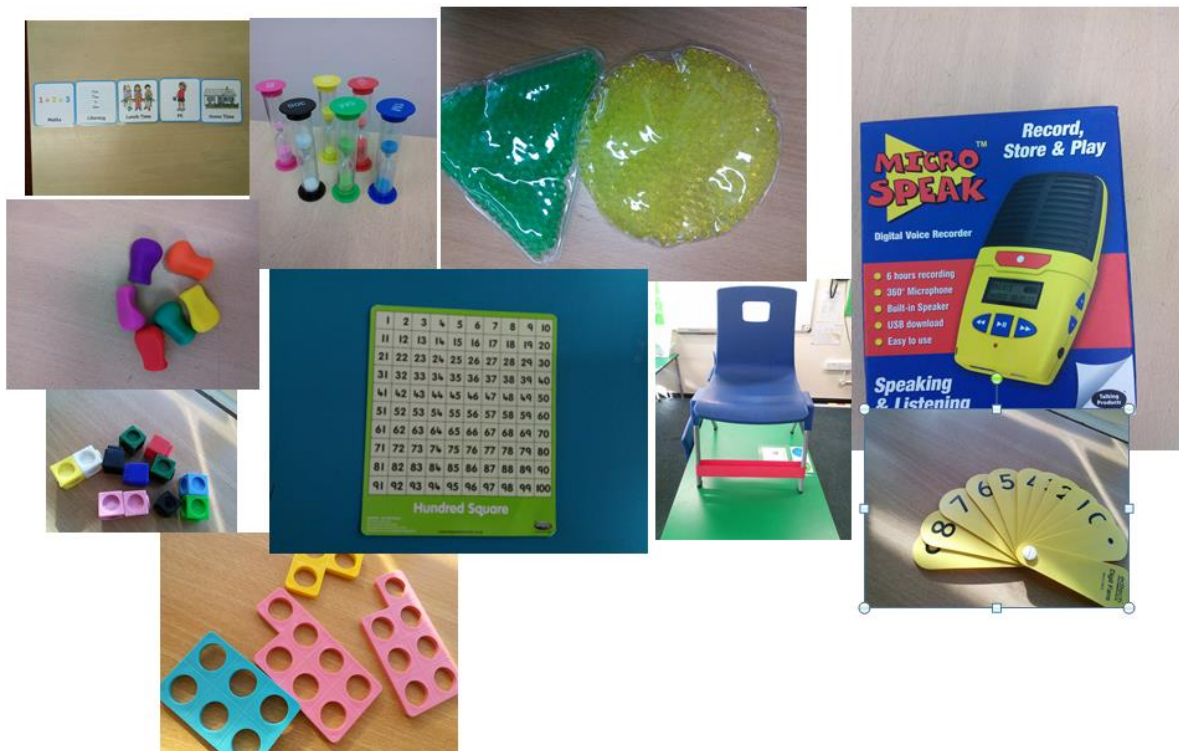
Many of our pupils with SEND have their needs met as part of high quality first teaching. This means they do not go out of the room or do different work, but the staff adapt, provide different resources, additional time, pre or post teaching or additional support to enable the pupil to access the same learning as their peers. This is called differentiation.

Differentiation in lessons is common and many children in a class will have their own resources or equipment. This helps children with SEND to feel that they are not different to the rest of the class.

In some cases, personalised learning or additional teaching might be required and a pupil may be removed from a lesson for a short time to work in small group or on their own with an adult. This is always considered carefully as they will miss lesson input and may feel that they are different to their peers. It is also managed so that pupils who must go out of the room for interventions do not always miss the same curriculum area.

Where a pupil has a high level of need and is unable to access class work without support, great care is taken not to develop a culture of dependency on adults. Pupils of all abilities are expected to carry out some tasks (at an appropriate level) on their own and staff will respond with encouragement and praise accordingly. This not only helps the child's learning but builds their self-esteem and helps to develop a feeling of "I can!"

Below is a selection of photographs of resources used in every classroom to support children as needed. There are many other resources we use – please ask if you have any questions about resources not pictured.



What other provisions do we offer?

The academy has access to a range of assessment tools and resources. Once a need is identified we will select from this range the most relevant assessment to use to find what will best help the child.

Some examples we may use are:

- Attention Autism
- Intensive Interaction
- Well Comm speech and language
- Socially Speaking
- Emotional Literacy Groups
- Social skills groups
- Fine motor activity groups
- Memory training
- Precision teaching
- Dyslexia screening
- Boxall Profile
- Sensory circuits

All these are carried out by trained teaching assistants under the direction of the class teacher and/or SENDCO.

Does my child need an Educational Health and Care Plan (EHCP)?

Most children with SEND will not need an EHCP to succeed at school. Once a child has been identified as having SEND the first stage is called SEN Support. If a child under SEN support is not making the expected progress despite plans being adapted and changed, then it may be considered appropriate to make an application for an EHCP assessment.

Parents can make a request for an EHCP assessment directly to the Local Authority, however, where possible it should be made in partnership with the academy so that all relevant information can be passed on at the same time. The local authority will make a decision whether to carry out an assessment based on the information provided in the application. [Link to more information about applying for an EHCP and forms.](#)

If you feel that your child may need an EHCP, please speak to Mrs Upton who can support you in applying for this.

How do pupils with SEND access the wider provision of the school

All pupils have access to the academy's breakfast and after school clubs. Children are able to participate in a range of sporting and cultural enrichment clubs both during and after school hours. When necessary, additional staff support these clubs to ensure the safety and wellbeing of all pupils taking part.

Pupil councils are voted for by the pupils but the choice to stand is open to all pupils.

What Social Emotional and Mental Health (SEMH) support is available?

PSHE lessons are timetabled across the academy and mental health is given a high profile. All children are routinely taught about signs of poor mental health and strategies to keep ourselves healthy in all ways. Families with mental health or social and emotional concerns have access to pastoral support and on occasion pupils can access 'key workers' to check in with them throughout the day and help them manage any difficulties.

We use the Boxall Profile to analyse need in pupils with SEMH need and look at things we can do to help.

We have a range of games to support social skills which are used in small, adult led groups to help children learn to interact appropriately.

The academy has a Pastoral worker who is available to the pupils who need to discuss their worries with someone. Pupils are also encouraged to use worry boxes in the classroom and talk to the adults who work with them.

Which outside agencies do we work with?

We work with all NHS health services and provide prompt reports and information to GPs, Paediatricians, Occupational Therapy, Speech and Language Therapists and other providers our families engage with.

Currently the academy purchases expertise from [Respectrum Advisory Services](#) which gives us access to specialists in behavior, attachment, ASD, Cognition and Learning and Educational Psychology.

We also support families to access support from other agencies such as Nelson's journey, The Benjamin Foundation or Sensational Families as well as social support through Early help.

How do we involve parents?

We are keen to work closely with parents to plan provision for their child. Class teachers will approach parents initially if they have a concern about a child's progress. It may be that something outside of school is having an effect on the child and the parents are able to intervene promptly.

If a child progresses to the SEND record parents are invited to contribute to the assessment, planning and reviewing process via meetings with school staff. Pupil Action Plans should have actions for home as well as school agreed at the meeting. Regular communication with school is vital for working together.

How do we deal with complaints?

If you have a concern about your child's provision, please contact Mrs Upton in the first instance. Should you wish to take your complaint further Mrs Redhead is available via the school office or you can follow the procedure in the Complaints Policy found- [here](#).

Other helpful links for parents.

Norfolk County Council's' Local offer, explaining what is available on a local authority basis can be found [here](#).

www.barnardos.org.uk – information for parents around Special Educational Needs advice.

www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk – site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk – site to support parents and children with cerebral palsy.
www.autism.org.uk – site to support parents and children with autism.
www.ADHDfoundation.org.uk – site to support parents and children with ADHD.
www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk – site to support parents and children with dyslexia.
www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.

www.rnib.org.uk – site to support parents and children with sight difficulties.
www.ndcs.org.uk – site to support parents and children with hearing difficulties.
www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties

[Norfolk SEND Partnership](#) – an organisation that works closely with schools in Norfolk and supports parents to help them understand the process of SEND support.

How do we support transition for our pupils with SEND?

Transition is handled very carefully for our more vulnerable pupils. Students transferring to a local secondary school are offered opportunities to meet staff from their new school in their current classroom and then are invited to visit the new school on several occasions prior to starting.

In cases where pupils have an EHCP in place the SENDCO of the receiving school is invited to the EHCP review meeting prior to transfer. This enables them to hear what provision the student is used to receiving and what works well or not.

Teachers of transferring pupils have professional discussions with the receiving school to make them aware of any needs the students have and any adjustments to provision they may need to help them settle.

If a transfer is to a school out of the area or falls during the school year, the SENDCO will contact the receiving school and ensure that all SEND paperwork is transferred to the new SENDCO to enable continuation of provision for the student.