

ORMISTON HERMAN ACADEMY

SEN Information Report
2025/2026

TYPES OF SEND

Communication and Interaction	Cognition and learning
Autism Speech and language difficulties Social interaction difficulties	Specific learning difficulties e.g. dyslexia Moderate learning difficulties Chromosomal differences

Social, Emotional and Mental Health (SEMH)	Sensory and / or physical needs
ADHD Attachment disorder Mental health conditions	Vision / hearing difficulties Motor skill difficulties Physical needs

This table shows the number of children at Herman who have been identified as having Special Educational Needs (SEND). This data was correct as of October 2024

Need	Number	% of school	% of SEND pupils
Communication and interaction	41	10.4%	59%
Cognition and learning	12	3%	17.3%
Social, Emotional and Mental health	13	3%	18.8%
Physical / sensory	3	0.7	4.3%
EHCPs	19	4.8%	27.5%
SEND all groups	69	17.6%	

In addition we have a nursery which supports children in their pre-school year and can identify additional needs early and put support in place.

IDENTIFICATION OF NEEDS

Needs are identified by collecting information in the following ways:

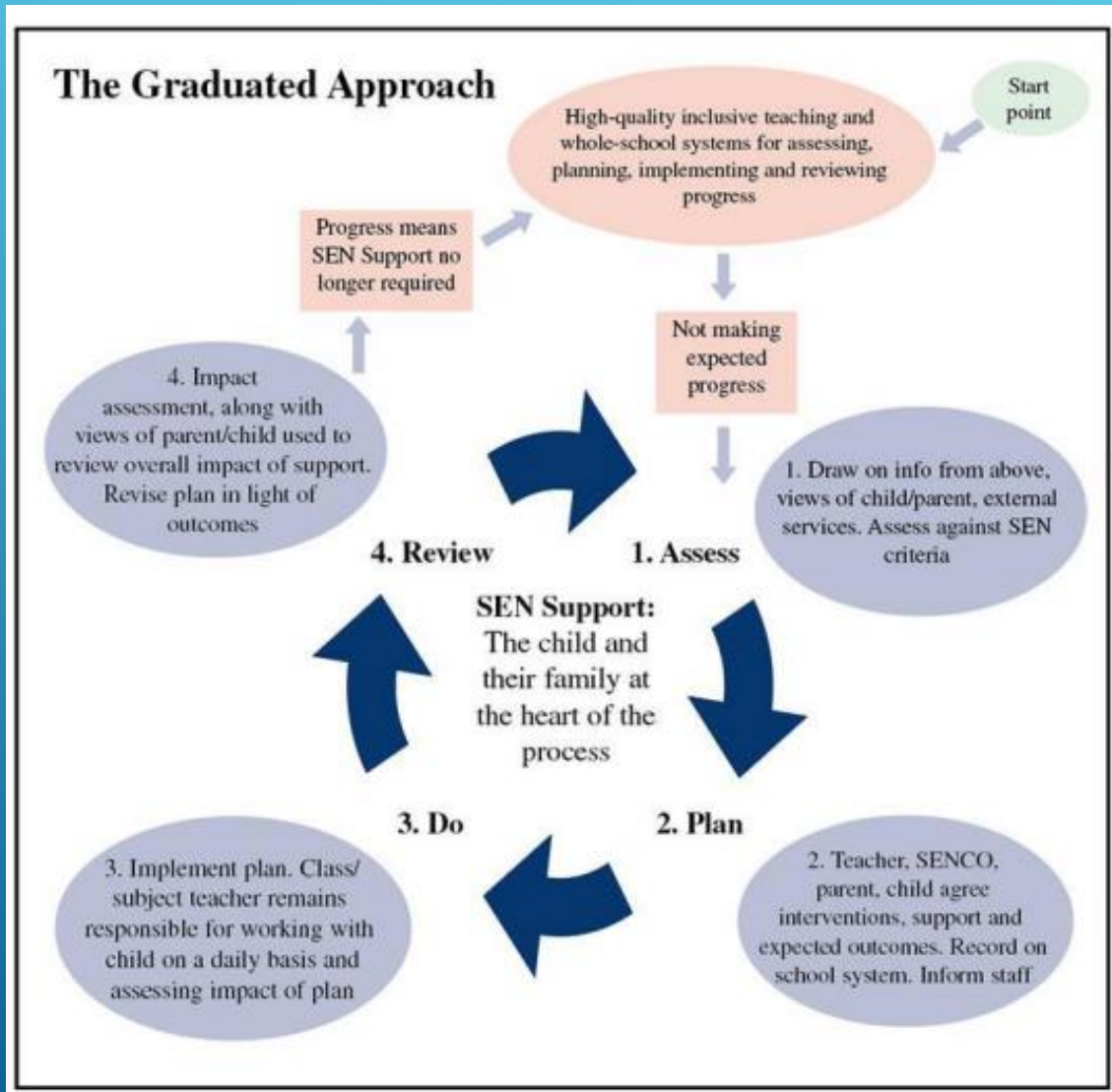
- Talking to parents
- Talking to pupils
- Assessment, observation and discussion in class
- Liaising with external agencies
- Transition meetings with previous education providers
- Monitoring and assessment data
- Pupil progress meetings

THE GRADUATED APPROACH



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

This is the approach we follow to identify and support needs. You may also hear it called Assess, Plan, Do, Review which are the stages



The graduated approach is triggered when it is identified that a pupil is not making the expected level of progress.

Once the pupil has made sufficient progress and no longer needs the support, it is removed, and they are supported by our universal offer for all pupils.

RAISING A CONCERN

First, speak to your child's class teacher. You can request a meeting via the office

The class teacher will bring concerns to the SENDCO and we will work together to address them

The SENDCO will work with SLT to address more complex needs or those requiring external support



SENDSCO – Mrs Janet Upton
01493 661355

jupton@ohacademy.co.uk

I can offer support to identify potential SEN
Make referrals to external agencies
Support with liaising with medical professionals
Support with EHCP applications and reviews
Support with decisions about long term educational provision

If you wish to make an appointment, please contact the school office



Please note:
My working days are Wednesday and Thursday. If you need to speak to someone on a different day, please contact the office who will pass your concern on to a member of the leadership team.

Supporting pupils

Multi-agency involvement, child may need an EHCP, specialist advice may be sought, further training for staff, frequent contact with parents

Additional or Different support needed – record of concern form completed by teacher, APDR in place, school action plan, additional assessments where needed, advice may be sought from outside agencies, additional training for staff as needed

Universal support for all students – quality first teaching, pupil progress meetings, reasonable adaptations, learning walks, book looks, parents' evenings, whole school policies and procedures

ADDITIONAL INTERNAL SUPPORT

Kristy Redhead – Principal and SLT Link to SENDCO

Janet Upton – SENDCO
– day to day
responsibility for SEND
provision in the
academy

Claire Norton – Family
Liaison Officer –
Children's Services and
support groups, family
support

Rebecca Boulton –
Attendance Officer

Naomi James – SEND Lead practitioner for OAT – support and advice for individual pupils and staff as needed.

All teachers and teaching assistants have training in a range of special educational needs. Staff undertake specialist training as required on a pupil-by-pupil basis.

ADDITIONAL EXTERNAL SUPPORT

Occupational Therapy – this referral need to be made by a GP but school can support with a letter.	Respectrum Services – provides specific assessments of learning and can diagnose dyslexia.	Respectrum Services – provides observation and support for pupils with possible neurodevelopmental difficulties.
Just One Norfolk – link to School health. Can support developmental progress or health needs including speech and language concerns.	School and Community team – individual referrals and school-based interventions for pupils with emerging need.	Sensory support team – Advice and support for school around pupils with sensory impairments.
Speech and language therapy team – individual pupil referrals after intervention in school. Seen at home or school.	Community Paediatrician – Newberry Clinic. This referral is made by a GP but school can support with a letter.	Mental health support team – Individual referrals for pupils with emerging mental health needs. Staff work with the parent to support the child.

USEFUL CONTACTS

<u>Family Action</u> – support for families at any stage of the SEND journey	<u>British Dyslexia Association</u> - <u>British Dyslexia Association</u> (bdadyslexia.org.uk)	<u>Sunbeams play</u> – Great Yarmouth – support for children with autism
NANSA – Norfolk and Norwich SEND Association – support and activities Nansa SENSational Families Nansa	SENDIASS – free impartial advice for parents SENDIASS Home - Kids	Autism Anglia – Charity supporting people with autism

EVALUATING OUR PROVISION

Classroom observations

Data analysis

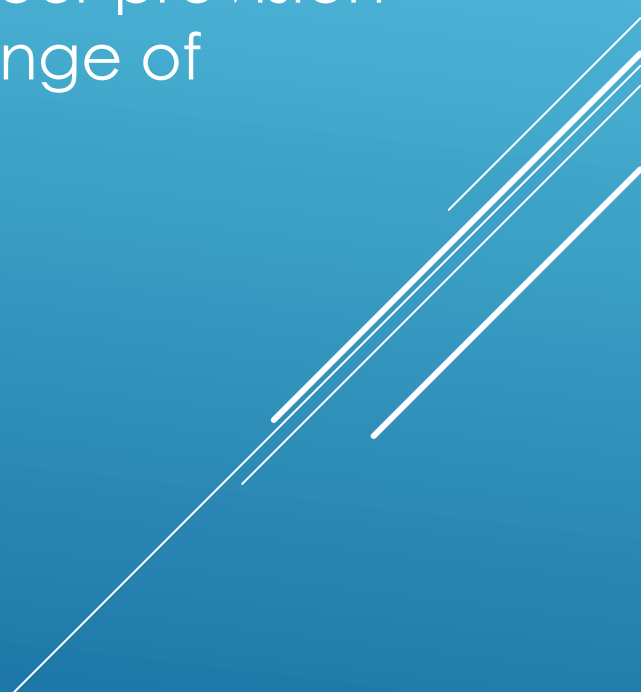
Pupil feedback

Parent feedback

OAT quality assurance procedures

Assessment of progress made

We monitor and evaluate our provision using a range of methods.



GOVERNORS

Governors support our school by:



Having an understanding of how we identify need



Understanding how the school allocates and spends SEND funding



Helping in reviews of SEND policy and ensure SEND law is upheld

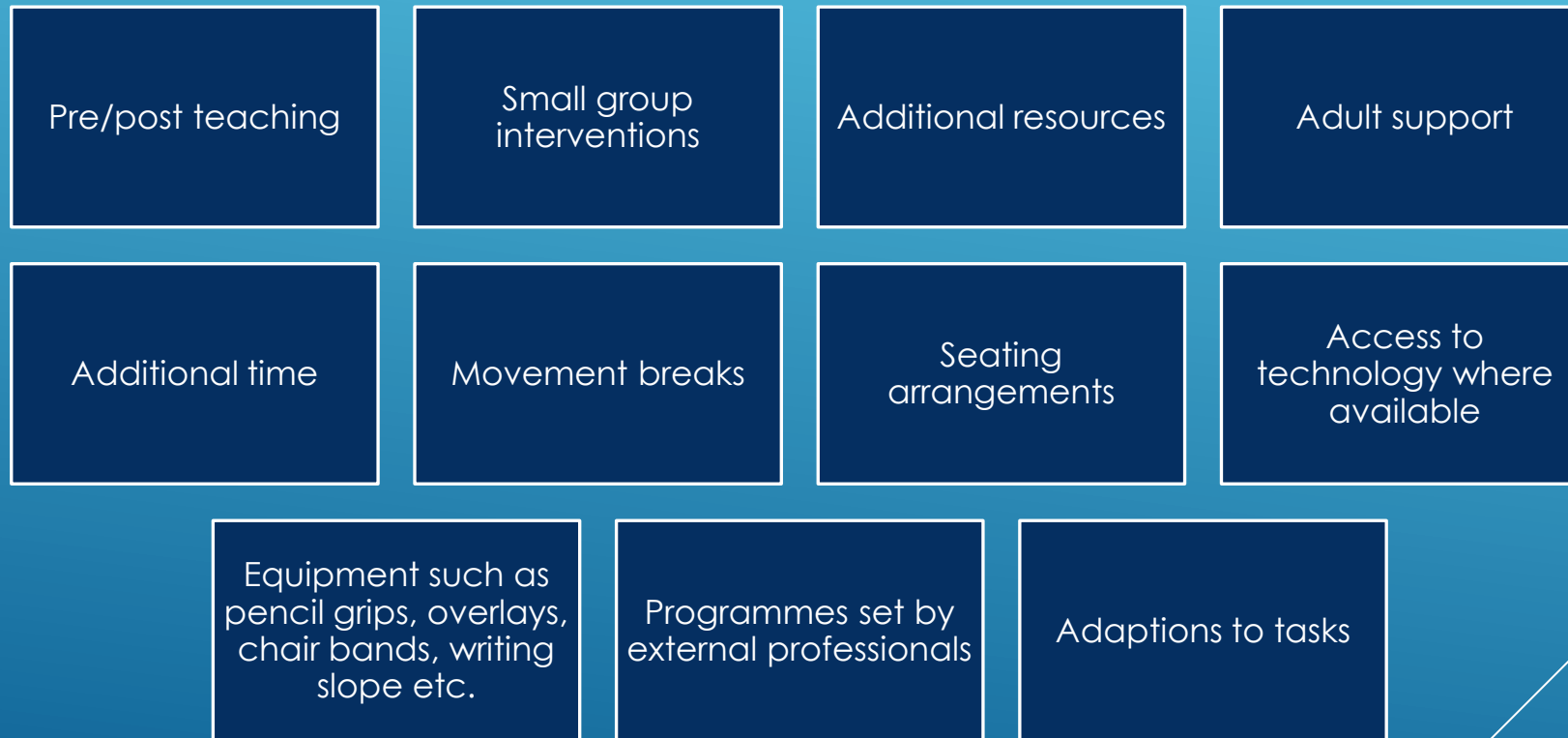


Our SEN governor visits the school regularly to understand the processes used in supporting pupils with SEND.

<https://ohacademy.co.uk/our-academy/governance>

ACCESS TO THE CURRICULUM

We provide the following to support children to access their learning



ACCESS TO ENRICHMENT ACTIVITIES

We want all pupils to have access to the enriching activities offered in our academy.

We will provide:

Appropriate staff to support children where needed

Flexible arrangements to meet individual needs

Discussion with parents / external professionals around adaptations to the activity

Additional risk assessments / training

- ▶ Whole school ethos that values everyone as an individual.
- ▶ Safeguarding team supporting behaviour, attendance, SEN and Mental health.
- ▶ Care plans for pupils requiring medical or personal care
- ▶ Support with transition between years groups and on to high school.
- ▶ Whole-school work with the mental health support team.

HOW WE SUPPORT HEALTH AND WELLBEING

PASTORAL SUPPORT

- ▶ Behaviour support
- ▶ Mental health team
- ▶ PSHE lessons
- ▶ School council
- ▶ Additional support
- ▶ Emotional literacy
- ▶ Social skills groups
- ▶ Home school liaison
- ▶ Family liaison officer

TRANSITION

School Entry	Year group transition	High school
SENCO visits local nurseries to meet children with additional needs	Staff liaise with previous teachers and pass on information to support pupils	SENDSCO supports parents to select high school – visits for parents in spring term of year 6
Reception children visit before starting school	SENDSCO meets with new year group staff and arranges training as needed	Transition meetings between staff
SENDSCO contacts previous school of pupils joining mid-year		Additional visits for pupils
Pupils and parents meet leadership team and SENDSCO before joining mid-year		

INVOLVING PARENTS AND CHILDREN

Parents

- ▶ Parents evening
- ▶ Informal meetings
- ▶ Written reports
- ▶ Appointments

Children

- School Council
- Pupil voice meetings
- Assessment for learning in class
- Pastoral meetings

COMPLAINTS PROCEDURE

- ▶ If you have concerns around the school's SEND provision, please speak to us directly so that we can work together to do our best for your child.
- ▶ If you feel you want to progress to a more formal complaint, please make your complaint in writing. This will then be investigated by the Principal or, if the complaint relates to the Principal, by the Primary Director from Ormiston Education Trust.
- ▶ For more information about making a complaint please see our academy complaints policy - [LINK](#)

- ▶ The academy was inspected in March 2023.
- ▶ Below are comments made by inspectors after speaking to staff, parents and pupils.

Leaders' ambition is that pupils with special educational needs and/or disabilities (SEND) have full access to the curriculum. The SEND team identifies pupils with additional needs very early on.

Planning for pupils' additional needs is effective and benefits from close communication with parents and external agencies.

Where additional support is required, this is provided. As a result of this support, pupils with SEND access the curriculum effectively.

- ▶ Our parents of pupils with SEND have commented on the following strengths of our provision:
- ▶ Caring staff
- ▶ Friendly nature of the school
- ▶ Nothing is too much trouble
- ▶ His teacher really gets him

PARENT COMMENTS

- ▶ Having something in my hand really helps me
- ▶ I know I can ask Mrs If I need help
- ▶ If I need to I can go to my own table and calm down, that helps me
- ▶ I like it when I sit in a small group

PUPIL COMMENTS

NORFOLK LOCAL OFFER



- ▶ Norfolk County Councils offer for children and young people with SEND can be found here
- ▶ <https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>

- ▶ A link to our SEND policy on our website can be found [here](#)
- ▶ Ormiston Herman Academy follows the Special Educational Needs Code of Practice 0-25 years
[SEND Code of Practice January 2015.pdf](#)
[\(publishing.service.gov.uk\)](#)

OUR SEND POLICY