



Information report 2023/24

Introduction

All proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for students with SEND. The information published must be updated annually.

At Ormiston Denes Academy we are committed to closely working with all members of our school community. This local offer has been produced with students, parents/carers, governors, and members of staff. If you would like to become involved in the review process, please contact us. Key personnel include:

Name of SENDCo: Mrs Kerry Ellison (Mrs Karen Hillier Maternity Cover)

Name of Principal: Ms. Kate Williams

SLT lead for SEN: Mrs Sarah Read

Name of Governor: Mrs Catherine Craig

If you have specific questions about the Suffolk Local Offer click on the link to the local offer website <https://infolink.suffolk.gov.uk/>

Alternatively, if you think your child may have SEND please speak to their form tutor or contact Karen Hillier on 01502 574474 or khillier@ormistonden.co.uk (maternity cover until September 2023).

Kerry Ellison SENCo kellison@ormistonden.co.uk (on maternity leave until September 2023).

Our Approach to Teaching Students with SEND

At Ormiston Denes Academy we believe in participation and attainment for all. We want all adults and children to participate in learning and we celebrate all members of our community. We have an inclusive culture and are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high Quality First Teaching for all students and actively monitor Teaching and Learning in the Academy. We have established a learning environment which is flexible and meets the needs of all members of our academy community. We monitor progress of all students, and the continuous assessment implemented by staff ensures that progress is maximized.

How we identify students with SEND

At different times in their life, a child or young person may have a special educational need. The Code of Practice (2014) defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age:

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

If a student is identified as having SEND, we will plan and implement provision that is 'additional to or different from' the normal personalised curriculum, intended to overcome the barrier to their learning. At Ormiston Denes Academy we are committed to ensuring that all students have access to learning opportunities. This does not mean that all vulnerable students have Special Educational Needs. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Students are identified as SEND in a number of ways. These include:

- Transition meetings with primary schools or previous education setting
- Staff can refer a student to the SEND team via a referral form if they have concerns regarding a student
- Conversations and meetings with parents
- Concerns raised by the students themselves
- External agencies
- Using progress data
- Observations by the SEND team
- Formal and informal information gathering

Our SEND profile for 2023/24 shows that we have 21.11% of students at SEND support (K). National average is currently 12.6%. More than one fifth (25.73%) of students at Ormiston Denes Academy have some level of special educational needs and there are above the national average number of children with statements/EHC Plans (4.62%).

Teachers, support staff, parents/carers and in many cases, the student themselves will be the first to notice a difficulty with learning. At Ormiston Denes Academy we ensure that screening for educational needs, directly involves the student, their parents/carers and their teacher. In order to support some students we may seek advice from specialist teams. We have access to services universally provided by Suffolk County Council, which are described on the Local Offer website.

We also employ Learning Support Assistants who deliver additional intervention such as LEXIA and Catch Up. Learning Support

Assistants also support and maximize learning in lessons. In addition, the Raising Achievement support mentors (RAMs) are able to offer additional support for students with SEND.

How students with SEND are supported

Every Teacher is required to personalise the curriculum to ensure all students are able to access their learning. The Teaching Standards 2012 detail the expectations on all teachers, their personalisation information is reviewed as part of our quality assurance process.

Teachers will use various strategies to personalise access to the curriculum, including:

- Information from ILSPs to support individual strategies to achieve outstanding progress
- Visual timetables
- Writing frames
- Adapted learning materials
- Chromebooks or other alternative recording devices
- Praise
- Additional structured support for unstructured times

Each student identified as having SEND is entitled to support that is 'additional to or different from' a normal personalised curriculum. Progress towards individual targets will be monitored and reported to parents half termly through Go 4 schools data that can be accessed electronically. The type of support is dependent on the individual learning needs, and is intended to enable access to learning.

Funding for SEND

Ormiston Denes Academy receives funding directly to the school from the Local Authority to support the needs of students with SEND. The academy can apply for funding from the Local Authority to 'top up' funding for students who require further support that would enable them to access the school curriculum.

Evaluation

A responsive and adaptive approach relies on clear and accurate assessment. Parents/carers, students and staff are involved in reviewing the impact of interventions for students with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and students are involved in each step. Before any additional provision is selected to help a child, the SENDCo, teacher, parent/carer and student (where appropriate), agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting, where we all discuss progress and next steps. If a student has an Education Health and Care Plan (EHC plan) or a Statement of Special Educational Needs the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Assessment data is collated by the whole school and monitored by teachers, Senior Leaders and Governors. A full SEND report is provided to the governing body annually.

Other Opportunities for Learning

All students should have the same opportunity to access extended learning activities. At Ormiston Denes Academy we offer a range of additional clubs and activities. A list of these is available on the Academy website. All staff at Ormiston Denes Academy have regular updates on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all students. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Ormiston Denes Academy is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all students with SEND. Students with SEND transferring at the end of Year 11 will be given some taster sessions at their new provider in preparation for transition and information is shared to ensure planning and preparation is in place. For all other students with SEND transition from primary to secondary education will be discussed in the summer term of their Year 6, to ensure time for planning and preparation.

Have your say

Ormiston Denes Academy is a part of the Ormiston Academies Trust (OAT). We shape and develop provision for all of our students ensuring achievement for all. The SEND report declares our annual offer to students with SEND, but to be effective it needs:

- Views of all parents/carers, students, governors and staff.

Please contact us to express your views via email at send@ormistonden.es.co.uk

Useful links

[Info Link](#)

[Gov.Uk SEND Services](#)

[Ormiston Denes Website](#) [Ormiston](#)

[Denes SEND](#)