

## SEN Information Report 2025-2026

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children find the following information helpful and we encourage all interested parties to contact the academy for more information.

**We provide for pupils with the following needs;**

**The four areas of special educational needs (SEN):**

Area of need	Description:
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <ul style="list-style-type: none"> <li>• Pupils who are on the autism spectrum often have needs that fall in this category.</li> </ul>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul>

### We identify and assess children with SEN using the following methods:

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:

- Have a significantly greater difficulty in learning than the majority of others of the same age OR
- 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.

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.

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 concern 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

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

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 into 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 terms 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.

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

Students with SEN are identified via the following holistic mechanisms:

- Assessment via external specialist services such as GPs, Consultants, Educational Psychologists etc.
- Whole school standardised assessment to identify students with lower standardised scores that may be indicative of a cognition and learning need. Students' wider personal circumstances, attendance and educational history is taken into consideration when investigating whether lower standardised scores are the result of a special educational need.
- Observations and teacher feedback
- Parental feedback
- Monitoring academic progress data at key assessment points throughout the year.

### Our approach to teaching children with SEN includes:

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.

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 and maximize academic progress. At Ormiston Denes Academy we are committed to ensuring that all students have access to learning opportunities. For those who are at risk of not achieving their potential in learning, we will put into place additional intervention that is SMART. 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.

### We adapt the curriculum for children with SEN in the following ways:

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
- ELSA emotional literacy programme
- Literacy/numeracy interventions

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.

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

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."

Students will be provided with additional support where it is necessary to promote their inclusion in activities. Curriculums are also adapted to ensure that they are inclusive for all students' needs.

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

As an academy Zones of Regulation is part of our Universal offer, with a particular focus on students taking responsibility for their own mental health and wellbeing. Students with identified mental health needs access holistic support packages through the Thrive team, in liaison with multi-agency partners and the MHST as necessary. The academy refers students to external specialist support as needed. In addition, the academy employs a counsellor on a part-time basis to provide emotional support for students in need.

The academy has a weekly tea and talk initiative, where students are able to access the school counsellor on a drop in basis as well as having weekly drop in sessions with the school nurse. A group of students work with MAP to participate in the Youth in Mind Project. There is also a Mental Health Student Ambassador.

Wellbeing is incorporated into the students' wider Personal Development curriculum, with all students being taught about self-regulation through Zones of Regulation and other strategies on how to promote a good sense of wellbeing.

**The name of our SEN Co-ordinator (SENCO) is: Karen Hillier**

**SEN. Contacts be found at the end of this document:**

**In addition, we use the services of the following specialists:**

- Educational Psychologist
- School Health
- CAMHS
- MAP
- Mental Health Support Team
- Specialist Education Services

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

- Laptops to support with student learning
- Lift

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

Parents have access to the academy SENDCo email address and can correspond directly regarding any concerns. All students with an Education Health Care Plan parents/carers are invited annually to an 'Annual Review' to review progress made towards EHCP targets and inform future targets. All students on the SEND register have an Individual Learning Support Plan. These are discussed and updated at parents' evenings.

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

Parental complaints are investigated in line with the academy's Complaints Policy, available on the academy website.

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

The academy adopts a holistic approach to supporting students with SEND or those undergoing diagnostic assessments. We have fostered strong working relationships with a diverse range of external agencies, including:

- Specialist Education Services
- The Newberry Clinic Child Development Centre
- CAMHS
- CEPP Educational Psychology Service
- Speech and Language Service
- Sensory Support Service for HI
- Sensory Support Service for VI
- Virtual School for LAC
- MAP
- Matthew Project Substance Misuse Service and Affected By Service
- School Health 0-19 Service
- Safer School's Police Officer
- Suffolk Family Services
- Youth Justice Team
- Mental Health Support Team

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

SENDIASS – for children and young people (up to 25 years) and their parents and carers, in relation to Special Educational Needs and Disabilities.

Autism Anglia: A charity dedicated to promoting the welfare, education and care of children and adults with autism whilst also supporting families affected by autism: [www.autism-anglia.org.uk](http://www.autism-anglia.org.uk)

IPSEA: Independent Parental Special Education Advice, provide resources to help families to obtain the right education for children and young people with SEND: [www.ipsea.org.uk](http://www.ipsea.org.uk)

Suffolk Local Offer - explaining what is available on a local authority basis, can be found using the following link: [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://Home-Suffolk-SEND-Local-Offer(suffolklocaloffer.org.uk))

### Our transitional arrangements for children with SEN include:

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.

Suffolk's local offer, explaining what is available on a local authority basis, can be found using the following link: [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)

More information on SEND can be found in the OAT SEND Policy:

See below for Contacts and responsibility information. ↓

## Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy [here](#). Last updated:  
01/10/2024

Academy roles		
Role	Designated person	Contact Details
SENCO	Karen Hillier	01502 574474
Principal	Kate Williams	01502 574474
SEND Governor	Charlotte Reeve	c/o Gov Clerk Spitts@ormistonacademies.co.uk
Other senior leader with responsibility for SEND	Rebecca Andrews	01502 574474
Pastoral support lead	Megan Aves	01502 574474
Designated safeguarding lead	Rosie Horsfield	01502 574474
Designated teacher for looked after children	Andie Getvoldsen	01502 574474
Mental Health Lead	Rebecca Andrews Kathy Osborn	01502 574474
External agencies		



Role	Information	Contact Details
Local SEND Information & Support Services	Information and advice for families of children and young people with Special Educational Needs and Disabilities (SEND) in Suffolk.	<a href="http://suffolklocaloffer.org.uk">Home - Suffolk SEND Local Offer (suffolklocaloffer.org.uk)</a>
Local Authority SEND Family Services Team	The Family Services Team work to support children with Special Educational Needs and Disabilities (SEND), their families and the education setting they attend.	Email <a href="mailto:SENDLW@suffolk.gov.uk">SENDLW@suffolk.gov.uk</a>
The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)	A confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential.	Email <a href="mailto:sendiass@suffolk.gov.uk">sendiass@suffolk.gov.uk</a> <a href="http://sendiass.org.uk">SENDIASS website</a>
Suffolk Parent Carer Forum	The official, statutory co-production partner of Suffolk County Council and the Integrated Care Board (NHS), bringing the voices of parents and carers to shape services for better outcomes for the children and young people of Suffolk with SEND.	Email <a href="mailto:info@suffolkpcf.co.uk">info@suffolkpcf.co.uk</a> <a href="http://suffolkpcf.co.uk">Suffolk Parent Carer Forum website</a>
IPSEA	Independent Provider of Special education Advice	<a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>
Council for Disabled Children	Advice & resources for professionals and parents	<a href="https://councilfordisabledchildren.org.uk/">https://councilfordisabledchildren.org.uk/</a>

Family Action	Practical help to families and communities across the UK.	<a href="https://www.family-action.org.uk/what-we-do/children-families/send/">https://www.family-action.org.uk/what-we-do/children-families/send/</a>
Special Needs Jungle	News, information, resources and informed opinions about Special Educational Needs, disability, children's physical and mental health, rare disease.	<a href="https://www.specialneedsjungle.com/">https://www.specialneedsjungle.com/</a>
NSPCC	Support and advice for parents	<a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/</a>