

Ormiston Denes Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	01/09/2026
Nex review due:	01/09/2027



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: [SEND-Policy-Jan-26-1.pdf](#)

At Ormiston Denes Academy, we strive for excellence in everything that we do. We provide a warm, welcoming, orderly and inclusive school environment, where 'The Denes Way' is an expectation. We believe in doing the everyday things well, Aspiration, Integrity, Respect and Kindness. We make no excuse for our high expectations. Our dedicated staff are committed to developing students and themselves and work exceptionally hard to support our students to become confident and happy young people with an enthusiasm for learning.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

SENCO

Stephanie Cullen
SCullen@ormistondenes.co.uk



Inclusion Lead

Jenny Wood
JWood@ormistondenes.co.uk



SEN Administrator

Tyla Allis
TAllis@ormistondenes.co.uk



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	453	64.7
SEN Support (K)	186	26.5
EHCP (E)	61	8.7

	EHCP (number / %)(% of cohort)	SEN Support (K) (number / %)(% of cohort)	Total (number / %)(% of cohort)
Cognition and learning	11/4.4% (1.5%)	78/31.5% (11.1%)	89/36% (12.7%)
Communication and interaction	16/6.4% (2.2%)	36/14.5% (5.1%)	52/21% (7.4%)
Social, emotional and mental health	28/11.3% (4%)	62/25.1% (8.8%)	90/36.4% (12.8%)

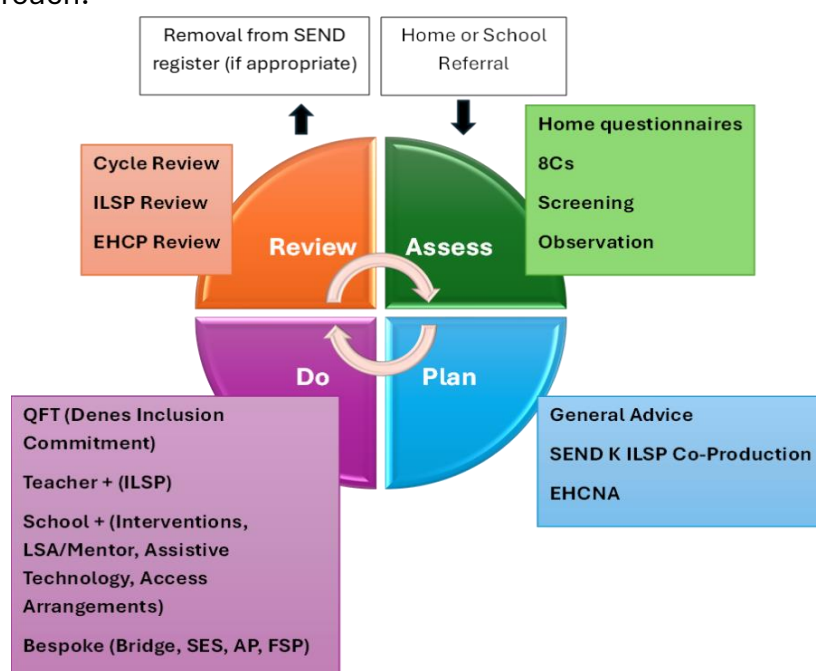
	Sensory and/or physical	6/2.4% (0.8%)	9/3.6% (1.2%)	15/6% (2.1%)	
--	-------------------------	------------------	------------------	-----------------	--



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.

Graduated Approach:



We gather information using the following sources:

- Baseline data (e.g. NGRT, PASS, attendance, behaviour data)
- Screeners and assessments (e.g. 8C's, Language Link, EXACT, Sensory suggester)
- Assessment via external specialist services
- Observations and teacher feedback
- Parental feedback

In addition, we use external specialists, where required.

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.

If you have a concern about your child's special educational needs or additional support, please contact our SEND team by emailing SEND@ormistonden.co.uk. We are happy to discuss your concerns and work with you to support your child.



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:

- 8 C's assessment
- Pupil voice activities
- Individual conversations
- Reviews of their support

It is important that parents are able to share concerns and to discuss next steps. We do this by:

- 8C's assessments
- ILSP co-production
- Annual reviews
- Coffee mornings
- Parents evenings

Other SEND contacts:

Role	Designated Person	Contact Details
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	Neil Ketteringham	01502 574474
Designated safeguarding lead	Jenny Wood	01502 574474
Designated teacher for looked after children	Jenny Wood	01502 574474
Mental Health Lead	Rebecca Andrews Kathy Osborn	01502 574474



How we support children in transitions and in preparing for adulthood

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

- Discuss students with SEND transitioning from primary to secondary education in the summer term of their Year 6, to ensure time for planning and preparation
- Visits to local schools
- Admissions meetings for mid-year joiners
- Gather information from previous settings

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

- Student INSET
- Wellbeing phone calls
- Additional pastoral support
- Additional time in school before new year

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:

- Additional careers advice
- Additional further education site visits
- Visiting speakers
- Bespoke interventions



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: [Ormiston Denes Academy](#)

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:

- Quality first teaching
- Small group intervention
- Literacy/Numeracy support
- Social skills groups

- Emotional regulation support
- Exam access arrangements
- TA support
- Pastoral support
- External agency involvement



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.



We use the following mechanisms for measuring progress:

- Termly meetings
- Annual Reviews (if your child has an EHCP)
- Analysing data
- Pupil progress meetings



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children’s emotional and social needs.

We take a proactive approach to preventing bullying through our PSHE curriculum and wider academy provision. Our Anti-Bullying Lead, Jo Sherriff, oversees our approach and supports pupils where concerns arise. All reports of bullying are taken seriously and addressed promptly.

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

PSHE Curriculum map can be found here: [PHSE-Curriculum.pdf](#)



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. school plays, sports days, workshops 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.



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 of our training so that staff see SEND as a whole academy responsibility.

Our staff have a range of expertise and training to support the needs of our children. This includes training and expertise in areas such as autism, ADHD, speech and language, dyslexia and other specific learning difficulties, emotional wellbeing and regulation, sensory needs, and exam access arrangements. Staff also receive ongoing training to ensure that they are able to respond effectively to the needs of our children.



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:

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



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
- Using a SEND-specific evaluation toolkit
- Monitoring visits from our trust that focus on SEND provision
- Work with the Local Authority
- 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: [Accessibility-Policy-Sept-24.pdf](#)

We are committed to ensuring that children with disabilities are treated fairly and have the same opportunities to participate in school life as their peers. We make reasonable adjustments where necessary to remove barriers learning and participation.

This includes adapting teaching and learning, providing appropriate support and resources, making adjustments to school activities and trips, and considering individual needs when planning provision. Staff receive appropriate training to promote an inclusive environment and understand how best to support children with disabilities.

We also have clear policies and procedures to promote equality and prevent discrimination, including our Equality, SEND and Behaviour policies.

A lift is available to provide access to different areas of the academy for children who are unable to use the stairs.



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

Our admissions process is inclusive and accessible to all prospective children, including those with SEND or disabilities. We work with families and relevant professionals to understand a child's individual needs and identify any reasonable adjustments or support required to enable them to access the academy.

Information about a child's SEND or disability does not prevent them from applying for a place or disadvantage them within the admissions process. We make reasonable adjustments to our admissions arrangements where required and provide families with appropriate opportunities to discuss their child's needs.

Where a child has an Education, Health and Care Plan (EHCP) which names the academy, we work with the local authority and the child's family to ensure that the child is admitted in accordance with the relevant statutory requirements. The academy will not refuse admission simply because a child has SEND or a disability.

Where the academy is oversubscribed, places are allocated in accordance with our published admissions arrangements and oversubscription criteria. These criteria are applied fairly and consistently and do not unfairly disadvantage children with SEND or disabilities. A child's SEND or disability will not, in itself, be used as a reason to refuse a place.



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: [Complaints-Policy-Jan-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: [Home - Suffolk SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Home - Suffolk SENDIASS](#)

Local charities that offer information and support to families of children with SEN are:
CAMHS: [Children and Young People's Emotional Wellbeing Hub \(east and west Suffolk\) - Suffolk County Council](#)

Just One Norfolk: [Health Advice & Support for Children & Families](#)

Autism & ADHD Support: [Norfolk and Waveney Autism/ADHD Support Service - Family Action](#)

Family Action Norfolk and Waveney

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.