

SEN Information Report 2024 25

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

We provide for the following kinds of special educational needs (SEN):

- Cognition and Learning
- Sensory and/or physical needs
- Communication and Interaction needs
- Social, emotional and mental health needs

We identify and assess students with SEN using the following methods:

At different times in their life, a child or young person may have a special educational need.

The Code of Practice 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."

Students can fall behind in Academy for a variety of reasons. They may have been absent or they may have attended several schools and therefore not had a consistent opportunity to learn. Sometimes they may be worried about different things which may distract them from learning; some students may have little or no English when starting school. In this case their acquisition of English language is tracked and specialist interventions put in place to accelerate their learning and progress.

Teachers, support staff, parents/carers and in many cases, the student themselves will be the first to notice a difficulty with learning. At Ormiston Venture Academy we ensure that assessment of educational needs, directly involves the student, their parents/carers and their teacher. All students in years 7-10 complete the New Group Reading Test/Spelling Test six monthly to inform any underlying literacy or numeracy needs. Academic data is also monitored after each benchmarking cycle, with the potential reasons for students not achieving to national averages explored. Staff are also to raise concerns regarding potential SEND needs directly with the SENDCo.

In order to investigate some students' we may seek advice from specialist teams. We currently have a contract with CEPP to provide specialist support.

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

Monitoring progress is an integral part of teaching and leadership within Ormiston Venture Academy. 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.

Progress 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.

An SEND audit is also completed annually, incorporating a Leadership and Management review, data analysis, work scrutiny, lesson observations and student panel feedback. The SENDCo is also invited to a Principal's Review each term to discuss progress made and future actions.

Our arrangements for assessing and reviewing the progress of students 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 on a sixth-monthly basis 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 students with SEN includes:

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 Venture 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 students 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 personalization information is reviewed as part of our quality assurance process.

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

- Information from pen profiles to support individual strategies to achieve outstanding progress
- Visual timetables
- Writing frames
- Adapted learning materials
- Support from Teaching Assistants
- Computers or other alternative recording devices
- Praise
- Additional structured support for unstructured times
- ELSA emotional literacy programme
- Tools4life emotional literacy programme.
- Literacy/numeracy interventions from the Success or Master Maths Centre

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. The academy works closely with external agencies such as the Virtual School for Sensory Support to plan bespoke packages of support for individual students whenever needed.

We enable students 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 Venture Academy we offer a range of additional clubs and activities. A list of these is available on the Academy website and from the Academy office. All staff at Ormiston Venture 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 – for example by a Teaching Assistant or Mentor 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 emotional, mental and social support is available for students with SEN:

Students with identified mental health needs access holistic support packages designed by the Academy's Safeguarding Team, in liaison with multi-agency partners and the local MASA as necessary. The academy refers students to external specialist support as needed. In addition, the academy employs a counsellor on apart-time basis to provide emotional support for students in need.

The academy has a weekly wellbeing initiative, and students are able to access a peer support programme.

Wellbeing is incorporated into the students' wider SMSC curriculum, with strategies on how to promote a good sense of wellbeing included.

The name of our SEN Co-ordinator (SENCo) is: Poppy Richards

Listed below are the names of staff members possessing expertise related to SEN:

Name:	Karon Brown
Job role:	Family Liaison Officer
Expertise:	Emotional literacy

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

- Educational Psychologist – CEPP service;
- Virtual School for Sensory Support;
- School Health;
- CAMHS;
- MAP;
- The Matthew Project,
- Mental Health Support Team

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

Braille numbers on classroom doors to assist Visually Impaired students

Hearing Loop in classrooms

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

Parents have access to the academy SENDCos email address and can correspond directly regarding any concerns. All E code parents are invited annually to an 'Annual Review' to review progress made towards EHCP targets and inform future targets.

Our arrangements regarding complaints from parents of students 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 students 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:

- The Newberry Clinic Child Development Centre
- CAMHS
- CEPP Educational Psychology Service
- EPSS Educational Psychology Service
- Access Through Technology
- Sensi
- Speech and Language Service
- Sensory Support Service for HI
- Sensory Support Service for VI
- Virtual School for LAC
- Supporting Smiles
- MAP
- Nelson's Journey Bereavement counselling
- Matthew Project Substance Misuse Service and Affected By Service
- School Health 0-19 Service
- HSB Team
- Safer School's Police Officer
- 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 offerings:

The following external multi-agency partners are available to provide additional support for parents:

Norfolk SENDiASS Partnership: Provide information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education: [Norfolk SENDiASS Home Page](#)

Family Information Service: Provide advice, guidance and childcare and activities for children aged 0-19 (25 with disabilities): www.norfolk.gov.uk/fis

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

Family Voice: A collective of parents and carers of children with special and additional needs: www.familyvoice.org.uk

Shine: Provide a range of services and activities for children and young people with additional needs or disabilities and their families in the Great Yarmouth area: www.shine-gy.org.uk

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

Just One Norfolk: A dedicated NHS service providing children and young peoples' health services to the community: www.justonenorfolk.nhs.uk

Our transitional arrangements for students 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 Venture 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. Those students requiring an enhanced transition programme are identified in liaison with Primary partners.

Norfolk County Council's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>