

Ormiston Venture Academy
Gorleston, Norfolk, NR31 7JJ

Tel: 01493 662966
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Email: info@ormistonventureacademy.co.uk
Web: www.ormistonventureacademy.co.uk

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 Venture 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 Poppy Richards
Name of Principal: Mr. Simon Gilbert – Barnham
Name of Governor: Mrs Francesca Tedstone

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by clicking on the SEND pages of the Norfolk Schools website: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Alternatively, if you think your child may have SEND please speak to their PL tutor or Assistant Principal on 01493 662966. Alternatively email Poppy Richards at prichards@ormistonventureacademy.co.uk

Our Approach to Teaching Students with SEND

At Ormiston Venture 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 that is 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 outstanding to meet 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. Our Academy wide system for monitoring progress includes half-termly student progress evaluations, and thorough scrutiny of class work.

At Ormiston Venture Academy, we value:
Outstanding provision and learning for all - allowing our students to Venture into the future.

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 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:

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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 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.

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.

Our SEND profile for 2024/25 shows that we have 31% of students identified as having a special educational need and there are significantly more than the average number of children with statements/EHC Plans. According to Ofsted's Inspection Data Summary Report (IDSR November 2023) data, the academy is well above average for both the number of students with Education, Health and are Plans (E code) and identified as needing SEND support (K code).

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.

In order to support some students we may seek advice from specialist teams. We currently have contracts with both CEPP Educational Psychology experts to provide specialist support.

In addition, we have access to services universally provided by Norfolk County Council, which are described on the Local Offer website.

Ormiston Venture Academy we have also commissioned for 2024/25 support from:

- Educational Psychologist – CEPP service - as required;
- Sensory Support – as required;
- Mental Health Support Team – as required;
- Virtual School for Visual/Hearing Impairment;
- Speech and Language Therapists;
- Health professionals through NHS partners;
- Occupational Therapists through NHS partners.

We also employ Teaching Assistants who deliver additional intervention such as handwriting support and LEXIA. Teaching Assistants also support and maximize learning in lessons. In addition, the Success Centre (literacy based) and the Maths Intervention Centre provide additional support for students with SEND.

How students with SEND are supported:

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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
- Computers or other alternative recording devices
- Praise
- Additional structured support for unstructured times
- Tools4life emotional literacy programme.

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 Venture 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 provide additional funding for students who require further support that would enable them to access the school curriculum through the **Identification of needs descriptors in educational settings (INDES)** process. More information is available at:

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/identification-of-need-and-inclusive-provision/identification-of-needs-descriptors-educational-settings>

Evaluation

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.

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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.

Other Opportunities for Learning

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."

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 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. Moving classes will be discussed with you and your child at their termly academic review meeting. 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.

Specialist Resource Base

Ormiston Venture Academy does not have a specialist resource base but should there be a need a student maybe referred to one.

The SRB is a part of a county wide provision and information can be found using the link below:

[Specialist Resource Bases \(SRBs\) - Norfolk County Council](#)

Have your say

Ormiston Venture 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:

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

Please contact us to express your views via telephone on 01493 662966.

Useful links

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

[SEND: guide for parents and carers - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Specialist Resource Bases \(SRBs\) - Norfolk County Council](#)

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