

SEN Information Report September 2023

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):

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,8
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

These may all contribute to a student having moderate/severe/profound and/or multiple learning difficulties. The purpose of identification is to work out what action the school needs to take, not to fit a student within a category listed above. We as a school, recognise the needs of the whole student which will include not just the special educational needs of the young child or person.

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

Prior to entry

The SENDCO will liaise with feeder primaries before transition from years 6 into 7 to ensure that any student who is currently placed on the SEND register is known about and a history of need established. The same applies to any SEND student transferring into other year groups. Where possible contact with parents will be established and additional transition time put into place to assist the process, again dependent on the need of the student. In order to facilitate this:

- A member of the SEND Department visits each of our feeder schools during the preceding year to gather first-hand information about each of our intended students.
- A member of the SEND Department attends reviews of students with EHCPs in our feeder schools. Staff may also attend reviews of students on school SEND support if appropriate.

Post entry

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. During the course of the academic year the following procedures are actioned:

- All staff are issued with the SEND register identifying students' level and category of need.
- Staff also receive updates of the SEND register via email and the SEND register is regularly updated by the SENDCo
- All staff have access to Edukey provision map to find the necessary strategies to accommodate the students' needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

- Students in Year 7 undertake CATS and Reading Age Tests to provide us with an ability profile measured against national standards, and this will allow the department to also identify students that require focused differentiated support.
- All staff can access inhouse systems with the CATS and Reading age scores and student's category of SEND.
- Teachers are responsible and accountable for the progress of the individual student within their classroom. Quality First Teaching is pivotal to this and differentiation must be in place and evident.
- Wave 1 intervention (different from and additional) starts within the classroom and is the first stage of 3 waves. At this stage SENDCo available for assisting with strategies within the classroom, advice on best practice for that individual student and specific attention to student's weaknesses. Clear targets set and student aware of what he/she is focusing on.
- Where progress isn't evident following intervention within the classroom, then a referral is passed to the SENDCo. This indicates the reason for the referral, action taken so far and targets set (if appropriate). Support is offered by the SEND department where appropriate. If a student is showing special educational needs in a number of areas and no progress is made after a monitoring period then the SENDCo will discuss the situation with Parents/Carers and a decision will be taken to place the student on the SEND register at SEND support, as necessary.
- Students with significantly below average literacy skills will participate in Lexonic intervention and receive wave 2 intervention whilst necessary.
- Students with specific learning needs with reading, spelling, numeracy and EAL, will receive additional support in targeted withdrawal groups within the SEND department where possible.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The initial decision to place students on the SEND register will be based on standardised scores from reading and spelling tests and academic levels. Diagnosed learning difficulties and also students who have an EHCP are also placed on the SEND register. Post entry admission onto the SEND register will only be made for those students that require support beyond that normally expected from Quality First Teaching. Any changes to the SEND register are published to staff. Staff are expected to update their class details accordingly.

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

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after typically 6 weeks (this may vary according to the nature of the intervention)
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Evaluating effectiveness of SEND policy through the SENDCO and SEND Line Manager reviewing the policy annually in consultation with the SEND governor.
- A SEND Evaluation and Development Plan is developed
- The SENDCO assess the effectiveness of the policy through lesson observations, learning walks, etc.

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

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Students on EHC plans

Each student with an Educational Health Care Plan is reviewed annually. The student, Parents/Carers, Mentor, SSA and representatives of other agencies (if appropriate) are invited to attend. The SENDCo conducts the Annual Review meeting.

SEND support

These students' needs are reviewed during the year through:

- The academic monitoring process which supports SEND reviews. Mentors/subject teachers conduct these during the school year.
- SENDCo support during academic monitoring.
- The SEND Department conducting the other reviews using data, interim and full reports, etc. A Provision Map may be reviewed on these occasions. (It must be noted that IEP's are not a statutory requirement.)
- Child-centred One Page Profiles for students of SEND
- Progress being monitored and appropriate targets set

Parents/Carers and students may be invited to attend review meetings. Collecting information from individual subject staff and mentors is carried out when a student has been referred to the SEND department or prior to a meeting with Parents/Carers. Staff are asked to indicate the student's progress and to raise any concerns.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For students moving from KS2 to KS3 that display signs of anxiety and stress, we utilise an enhanced transition approach, where they are able to participate in a phased supported entry to the Academy prior to starting in the following September.

Transition between KS3 to KS4, and KS4 to KS5 is supported with information evenings on subject choices and surgeries specifically aimed at SEND students. These are staffed by both SEND specialists and qualified Careers guidance professionals. Reviews of students prior to transition points will feed into planning for choices for those students. Where necessary careers interviews are arranged for students in Year 8 and above to assist with these decisions.

Students who may require exam access support when transitioning to KS4 and KS5 will be assessed by a qualified member of staff, who, along with the SENDCo and Examinations officer will apply for appropriate access arrangements within the school via the relevant examining body

Our approach to teaching students with SEN includes:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. The expectation is that all students will make acceptable levels of progress based upon their expected development

We will also provide the following interventions:

- Within Subject areas each subject leader is issued with the SEND register to distribute to staff. The strategies to employ with those students is discussed at a department level
- SEND Strategies information are distributed to all departments and is available to all staff on the academy intranet.
- Each subject is to SEND a representative to a termly meeting to discuss SEND issues led by the SENDCo.
- The SEND representative will disseminate information to other staff through subject meetings.
- It is the subject leader's responsibility to ensure that the curriculum is accessible, stimulating and challenging to all pupils.
- Schemes of work should identify different teaching strategies, teaching styles and differentiated learning outcomes for students. Tasks should take into account students' reading ages. Homework tasks should be differentiated accordingly.
- The emphasis throughout the Academy is Quality First Teaching for students of all ages and abilities

We adapt the curriculum for students with SEN in the following ways:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- In the event of remote learning being required, provisions are made to support SEND students remotely as well as in-school support for key workers children and those designated as vulnerable
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Physically impaired students have access to a lift for upper floors, disabled access toilets and fully adjustable desks and work areas
- Yellow edges are provided on all steps and rails for students with visual difficulties.
- Students who require wheelchair access around the site before transferring to the classroom can be assisted with ramps provided around the school site.
- Visually impaired students are provided with specific lesson materials where appropriate, including all assessments and exams under the school's access arrangements procedure.
- Parents of students with SEND or who suspect their child has a learning need can contact the SENDCo direct, or via the school's enquiry system.

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:

The Academy adopts an all-inclusive approach with all reasonable steps taken to ensure complete access. All of our extra-curricular activities and school visits being made available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips as and when they occur. Equally all pupils are encouraged to take part in sports day/school plays/special workshops, etc. The ethos is on preparation for life beyond education, and for all students to be provided with the means and opportunity to have full and meaningful participation in all activities where reasonable.

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

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Rivers club to promote teamwork/building friendships etc.
- A social and emotional workshop takes place once a week during tutor time.
- A social skills and practical development workshop take place once a week during tutor time in the morning.

We have a zero-tolerance approach to bullying. Ormiston Rivers Academy takes a very firm and clear approach with issues relating to bullying. The support for learning department runs a series of interventions relating to social communications.

The name of our SEN Co-ordinator (SENCo) is: Ms Sallyann Havard

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

Name: Ms Claire Scott

Job role: Deputy SEN Co-ordinator

Expertise: Experience LSA, excellent administration skills, knowledge of procedures and practices within the SEND department

Our SENDCO has 32 years' experience working with students with a range of SEND.

They are allocated 17 hours a week to manage SEND provision.

We have a team of dedicated teaching assistants, including number of higher-level teaching assistants (HLTAs) and teachers specialising in a range of SEND needs.

We use specialist staff for numeracy, literacy, handwriting, anger management, anxiety management and dyslexia interventions

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

We have a number of staff who are trained to deliver a wide range of SEND interventions such as numeracy, literacy, dyslexia support, and social and emotional skill development. We have the following equipment to support our students with SEND:

- Reading Pens
- Laptops/Word Processors
- Disabled access equipment
- Evac Chairs

LSA's will support pupils on a 1:1 basis when their learning needs specifically requires it, ensuring that the pupil is able to gain independence and develop adequately to prepare for adulthood

LSA's will support pupils in small groups when the learning of students will be greatly enhanced by group work rather than students being supported individually. Learning is scaffolded by the LSAs provided across the group.

We work with the following agencies to provide support for pupils with SEND:

- EWMHS (Emotional wellbeing and mental health service)
- Family Solutions
- Essex Specialist teacher teams
- HAPS (Heybridge Alternative provision school)

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

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. For students entering into year 7 this will often take place in the preceding year. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents when it is decided that a pupil will receive SEND support and they are placed on the register.

During the course of the academic year we develop a parental partnership where:

- Parents/Carers are invited to attend review meetings.
- Parents/Carers are invited to attend parent consultation evenings when they meet with their child's mentor and/or teachers.

- Parents/Carers are informed of their child's targets and make commitments on ways to assist their child's progress at home.
- Staff, Heads of Department, Mentors and Achievement Directors encouraged to make contact with home if there are issues regarding the student's progress. They will also liaise with the SENDCo.
- Parents/Carers are informed of their child's progress in school via progress grades on Interim and full reports.

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

Complaints about SEND provision in our school should be made to the SENDCo (Miss Sallyann Havard shavard@ormistonriversacademy.co.uk) in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services
- Complaints regarding policy or practice regarding SEND should be made in the first instance to the SENDCo.
- An initial response to the complaint will be sent within 4 working days of receiving the complaint and a timescale for investigation given.
- A meeting to discuss the area of concern will be called within 14 working days of receiving the complaint.

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

- The SENDCo works collaboratively with advisors and representatives from the following outside agencies to ensure those students' needs are adequately met.
- Educational Psychologist during Statutory Assessment procedures.
 - Health professionals (EWMHS, GPs, Consultants and Family Solutions)
 - Specialist teachers to plan provision for students during and after their transition to the Academy.
 - Social Services - to discuss particular students and to assist in their welfare, particularly Looked After Children.
 - Information, Advice and Guidance Adviser from Children and Young People with Disabilities Service. They attend Annual Reviews for students in Year 9, 11 and 6th form. They are involved in planning transition work, particularly with students having an EHC plan.
 - Independent Careers Adviser on contract with the Academy, they will assist in reviews of students and with the transition plans of Year 9 and 11 students. Careers interviews are arranged when necessary for students in Year 8 and above.

We work closely alongside such professionals carrying out meetings and communicating best practice approaches to ensure students have the appropriate support they require to fully access the curriculum. We endeavour to include health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. Our overall goal is to enable students to make the best possible progress they can.

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

There are a wide range of services available to support parents of student with SEND; these can be accessed:

- directly via the local offer – <http://www.essexlocaloffer.org.uk>
- by your GP (for mental health support)
- or via the SENDCo here at ORA shavard@ormistonriversacademy.co.uk

Each of these providers can in turn signpost parents/carers to specific services tailored to a student's needs.

In addition there are a wide range of organizations that will provide help and support to parents and carers:

Thriftwood School

Providing informal support to families whose children have social communication difficulties which may involve the Autism spectrum.

01245 266880

Thriftwoodschoo.com

Autism Anglia

Autism Anglia provides a range of services to enable people with autism to live as independently as possible and experience choice and inclusion in society www.autism-anglia.org.uk

Autism Education Trust

The Autism Education Trust is dedicated to coordinating, supporting and promoting effective education practice for all children and young people on the autism spectrum.

www.autismeducationtrust.org.uk

Changing Faces

Changing Faces supports and represents people who have conditions or injuries which affect their appearance.

www.changingfaces.org.uk

Contact a Family

Contact a Family exists to support the families of disabled children whatever their condition or disability.

0808 8083555 (free helpline)

www.cafamily.org.uk

Dyslexia Action

They aim to remove the barriers facing those with dyslexia and other specific learning difficulties by providing help and support.

01245 259656

chelmsford@dyslexiaaction.org.uk

www.dyslexiaaction.org.uk

Essex Parent Partnership Service

Offer information and support over the telephone or in person

01245 436 036

parentpartnership@essex.gov.uk

www.essex.gov.uk/parentpartnership

Families in Focus

An independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex

01245 353575

www.familiesinfocusessex.org.uk

ICAN

ICAN is the children's communication charity. We are experts in helping children develop the speech, language and communication skills they need to thrive in a 21st century world.

www.ican.org.uk

Kids Inspire

Building relationships through therapy, opportunity, love and care. Kids Inspire helps young people in Essex to feel that they are valued members of society.

01245 348707

www.kidsinspire.org.uk

National Autistic Society

For impartial, confidential advice and support on autism for anyone affected by or researching autism.

0808 8004104

www.autism.org.uk

Special Kids in the UK

A charity for families who have a child of any age with special needs.

www.specialkidsintheuk.org

Talk about Autism

A safe and friendly online community where you can share experiences, get support and discuss autism

www.talkaboutautism.org.uk

Our transitional arrangements for students with SEN include:

Prior to entry

The SENDCO will liaise with feeder primaries before transition from years 6 into 7 to ensure that any student who is currently placed on the SEND register is known about and a history of need established, the same applies to any SEND student transferring into other year groups. Where possible contact with parents will be established and additional transition time put into place to assist the process, again dependent on the need of the student. In order to facilitate this:

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- A member of the SEND Department attends reviews of students with EHCPs in our feeder schools. Staff may also attend reviews of students on school SEND support if appropriate.
- Year 6 into 7 induction days
- Enhanced induction days year 6 into 7
- SENDCO and other staff members visit the feeder primary schools

Post entry

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. During the course of the academic year the following procedures are actioned:

- All staff are issued with the SEND register identifying students' level and category of need.
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- Where progress isn't evident following intervention within the classroom, then a referral is passed to the SENDCo. This indicates the reason for the referral, action taken so far and targets set (if appropriate). Support is offered by the SEND department where appropriate. If a student is showing special educational needs in a number of areas and no progress is made after a monitoring period then the SENDCo will discuss the situation with Parents/Carers and a decision will be taken to place the student on the SEND register at SEND support, as necessary.
- Students with significantly below average literacy skills will participate in Lexonic intervention and receive wave 2 intervention whilst necessary.
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Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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Essex County Council Special Education Needs and Disabilities available on a local authority basis, can be found using the following link:

<http://www.essexlocaloffer.org.uk>

Ormiston Rivers Academy Special Educational Needs and Disability (SEND) Contacts and Responsibilities

Last updated: March 2023

Academy roles		
Role	Designated person	Contact Details
SENCO	Ms Havard	shavard@ormistonriversacademy.co.uk
Assistant SENDCO	Ms Scott	cscott@ormistonriversacademy.co.uk
Principal	Ms Williams	jwilliams@ormistonriversacademy.co.uk
SEND Governor	Mr Winfield	dwinfield@ormistonriversacademy.co.uk
Other senior leader with responsibility for SEND	Ms Victory (Senior Assistant Principal)	hvictory@ormistonriversacademy.co.uk
Pastoral support lead	Mr Marklew	dmarklew@ormistonriversacademy.co.uk
Designated safeguarding lead	Ms Goodfellow	kgoodfellow@ormistonriversacademy.co.uk
Designated teacher for looked after children	Ms Goodfellow	kgoodfellow@ormistonriversacademy.co.uk
SSA – Mental Health and wellbeing	Ms Corbett	icorbett@ormistonriversacademy.co.uk
External agencies		
Role	Information	Contact Details
Educational Psychologist	Claire Fuller	Claire.fuller@essex.gov.uk
Local SEND Information & Support Services	J Smith	Jody.smith@essex.gov.uk
Local Authority SEN Team	L Barnett	lorraine.barnett@essex.gov.uk
Behaviour Support Team		www.essexlocaloffer.org.uk

Sensory Impairment Service		www.essexlocaloffer.org.uk
IPSEA	Independent Provider of Special education Advice	www.ipsea.org.uk
Council for Disabled Children	Advice & resources for professionals and parents	www.councilfordisabledchildren.org.uk