

SEN Information Report September 2026

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 \(www.gov.uk\)](https://www.gov.uk/guidance/special-educational-needs-disability-regulations-2014)

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.
- Transition visits and meetings will be offered to parents of Year 6 students in feeder schools

Post entry

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 reasonable adjustments in provision, intended to overcome the barrier to their learning.

At Ormiston Rivers Academy we are committed to ensuring that all students have access to learning opportunities. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. It also 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 Rivers 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 Essex 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 referral 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

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 the Ormiston Rivers Academy intranet to find the necessary strategies to accommodate the students' needs
- Students with significantly below average literacy skills will participate in Lexonic intervention and receive intervention whilst necessary.
- Students with specific learning needs with reading, spelling, numeracy, SEMH and EAL, may receive additional support in targeted withdrawal groups within the SEND department where possible and necessary to support progress.

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 voice
- Monitoring by the SENDCO

- 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, Tutor, Year team 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. Tutors/subject teachers conduct these during the school year.
- SENDCo support during academic monitoring.

- The SEND Department conducting 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 assessor, 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.

At Ormiston Rivers 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. Quality First Teaching is our first step in responding to pupils who have SEND. 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 maximise academic progress. We actively monitor Teaching and Learning in the Academy. We monitor progress of all students, and the expectation is that all students will make acceptable levels of progress based upon their expected development.

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:

Teachers will use various strategies to personalise access to the curriculum. We make the following adaptations to ensure all pupils' needs are met:

- Information from Pupil passports to support individual strategies to achieve outstanding progress
- Adapting 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.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing writing frames and vocabulary support 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.
- Additional structured support in our Rivers Club for unstructured break times

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.

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 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 intervention takes place once a week for identified students. We offer both ELSA and Six core pillar interventions for identified small groups of students.
- A social skills and practical development intervention, Social stories, take place once a week for identified students.
- A social and emotional support is in place at tutor time in the morning for students who require support.
- Wellbeing passes are issued to students with identified needs to allow support with regulation by a qualified ELSA LSA in a supportive, sensory environment.

Students with identified mental health needs access holistic support packages through

the Pastoral and SEND 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 weekly drop in sessions with the school nurse. Wellbeing is incorporated into the students' wider Personal Development curriculum, with all students being taught about how to promote a good sense of wellbeing.

The name of our SEN Co-Ordinator (SENCo) is:
Ms Rebecca Reynolds
Listed below are the names of staff members possessing expertise related to SEN:
Name: Ms Coyle
Job role: Assistant SENDCo
Expertise: Excellent administration skills, knowledge of procedures and practices within the SEND department
In addition, we use the services of the following specialists: • Educational Psychologist • School Health • CAMHS • Mental Health Support Team • Specialist Education Services • GROW provision • HAPS (Heybridge Alternative provision school)

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
- Lifts

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, Tutors and Heads of Year are 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.

Parents have access to the academy SEND 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.

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 in the first instance. They will then be referred to the school's complaints policy.

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 SENDCo works collaboratively with advisors and representatives from the following outside agencies to ensure those students' needs are adequately met.

- Essex SEND provision including the SEND operations team and our Essex Inclusion Partner
- 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.
- Specialist education services
- CAMHS
- Educational Psychology Service
- • Speech and Language Service

- Virtual School for LAC
- School Health 0-19 Service
- Safer School's Police Officer
- Essex Family Services
- Mental Health Support Team

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 endeavor 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 send@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:

Thrift wood School

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

01245 266880

Thriftwoodschool.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

<http://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.familiesinfocussessex.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

SENDIASS

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

Website: www.essexsendiass.co.uk

Email: send.iass@essex.gov.uk

Our transitional arrangements for students with SEN include:

Prior to entry

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 Rivers Academy is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

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.
- Year 6 into 7 induction days are offered
- Enhanced induction days year 6 into 7 are offered
- SENDCO and other staff members visit the feeder primary schools

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.

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>

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

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

Last updated: September 2026

Academy roles		
Role	Designated person	Contact Details
SENCO	Ms Reynolds	send@ormistonriversacademy.co.uk
Assistant SENDCO	Ms Coyle	acoyle@ormistonriversacademy.co.uk
Principal	Mr Daniels	jdaniels@ormistonriversacademy.co.uk
SEND Governor	Mr Winfield	dwinfield@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
External agencies		
Role	Information	Contact Details
Educational Psychologist	Kirsty Wagner	Kirsty.Wagner@essex.gov.uk
Local SEND Information & Support Services	Essex SEND IASS	send.iass@essex.gov.uk
Local Authority SEN Team	Mid Essex SEND Operations Team	SENDOperations.Mid@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