Ormiston Rivers Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	September 2026
Nex review due:	September 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: ORA SEND Policy September 2026

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

At the heart of all we do sit our 3 core values:

Ambition: Challenging ourselves to be the best we can be.

Community: Developing, through mutual respect, a culture of belonging.

Excellence: Through resilience, hard work and support, excelling in all we do.

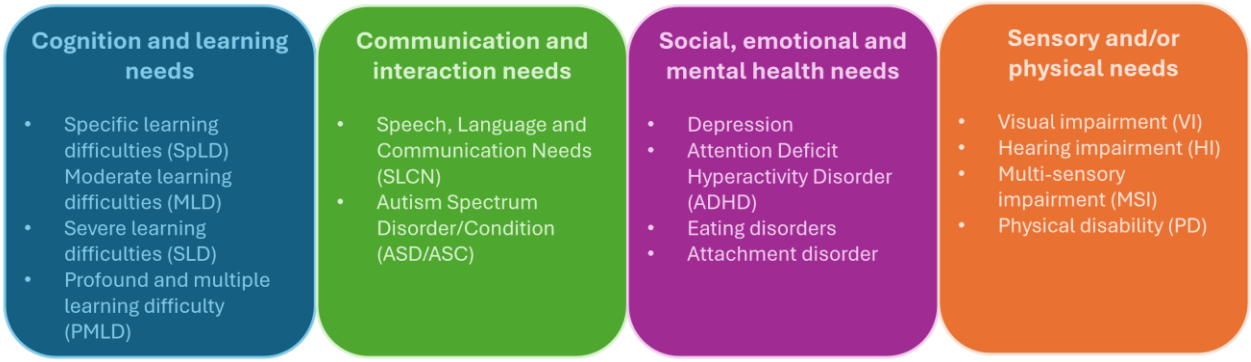
If you would like to have this report read aloud as an audio, you can use a free reader at: https://www.naturalreaders.com/. If you have any difficulties accessing this report, please contact the academy and we will support you.

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 Ms Reynolds send@ormistonriversacademy.co.uk	**Assistant SENDCO** Ms Coyle send@ormistonriversacademy.co.uk
SEND Governor Mr Winfield dwinfield@ormistonriversacademy.co.uk	**Pastoral Support Lead** M Marklew dmarklew@ormistonriversacademy.co.uk
Designated Safeguarding Lead and Designated Teacher for Looked After Children Ms Goodfellow Kgoodfellow@ormistonriversacademy.co.uk	**Deputy Designated Safeguarding Lead** Ms Scott Cscott@ormistonriversacademy.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:

The GROW provision supports a small cohort of children who have identified complex Social Emotional Mental Health needs. This is funded by Essex County Council.

Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	834	77.4%
SEN Support (K)	220	20.4%
EHCP (E)	24	2.2%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	6/ 25%	40/18%	46/19%
Communication and interaction	7/29%	54/24%	61/25%
Social, emotional and mental health	8/33%	121/55%	129/53%
Sensory and/or physical	3/12.5%	5/3%	8/3%

*Data is accurate as of 7th October 2026

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.

- 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

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.

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 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.

How we support children in transitions and in preparing for adulthood

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

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

To help children be prepared for a new school year we:
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational prevision 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 difficultly 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.

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:

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.



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: ORA Curriculum Overview

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:

- 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.

For children with more complex needs, we offer enhanced provision to deliver the depth of support required.
The GROW provision supports students with complex Social Emotional and Mental Health needs
Our Resilience Group supports Year 7 students with identified cognition and learning needs

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.



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.



How we support emotional and social needs

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

- 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.

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

ORA PSHE Curriculum

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 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.

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.

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.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

Our SENCo holds the National Qualification for SEN Co-ordination and has completed extensive training in Mental Health, Protective Behaviours and the impact of Adverse Childhood Experiences and trauma on the brain.

Our Exams Access Arrangements Co-ordinator is trained in the JCQ requirements

Our Transition Lead is trained in Neurodiversity and wellbeing in schools

Our Well-being lead is trained in Emotional Literacy (ELSA)

The wider SEND team is trained in the following:

- Literacy programmes such as Lexonic
- Supporting with students with Hearing Impairments
- 6 Core Strengths for Healthy Child Development

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:

- School Health
- Educational Psychologist
- CAMHS
- Mental Health Support Team
- Specialist Education Services
- GROW provision
- HAPS (Heybridge Alternative provision school)

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:

- 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 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: ORA Accessibility Plan

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
- Earplugs
- Coloured overlays

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

- The Admissions policy is designed to ensure there is an open and fair admissions procedure for all applicants and to help guide parents and their children through the application process. The academy's admissions arrangements will not disadvantage unfairly, either directly or indirectly, a child with a disability or special educational needs, and that other academy policies do not discourage parents from applying for a place for their child.
- Parents with children who are SEN are encouraged to attend our Open Evening and have a discussion with staff from our SEN Team, including our SENDCo and Assistant SENDCo, Transition Lead and Learning Support Advisors in order to further explain how we assist our students with SEN when they attend our academy.

- The academy works closely with Local Authority partners, such as the SEND and Inclusion Team and EHCP coordinators to discuss the needs of students with EHCPs as part of the official consultation process. Where a pupil has an Education Health and Care plan which names the academy that pupil will be admitted, and the number of available places reduced accordingly.

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.

ORA Complaints Policy

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

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

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

Local charities that offer information and support to families of children with SEN are:

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.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

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.