

## SEND Local Offer

### SEND support at Ormiston Sudbury Academy

#### Introduction

Welcome to our SEND information report which is part of the Suffolk Local Offer for learners with Special Educational Needs and Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND. The information published must be updated annually.

At Ormiston Sudbury Academy we are committed to working together with all members of our Academy community. This information report has been produced with students, parents/carers, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Mr D Howkins (Vice Principal/SENDCo)

Mrs K Jacques (Director of Inclusion)

Mrs S Morris (Principal)

Mrs P Lucas (SEND Governor)

#### Our vision:

Ormiston Sudbury Academy strives to ensure that all students leave as confident, resilient individuals, who are fully equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to making progress. We strongly believe that through quality teaching, all children can be challenged to be the best that they can be.

#### How does Ormiston Sudbury Academy know if my child has SEN (Special Educational Need) and require extra support?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision. The [Special Educational Needs Code of Practice \(2014\)](#) states the following:

*6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:*

- *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.*

6.21 *Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*

6.23 *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil recorded as having SEN.*

At Ormiston Sudbury Academy we use these areas of need to give, an overview of the range of requirements that must be planned for, the purpose of identification is to decide what action must be taken by the Academy to support the progress of our students. Other areas that can affect progress and attainment are Attendance and punctuality, having English as an Additional Language, being a looked after child and/or being in receipt of Pupil Premium.

On entry to OSA ALL students are assessed in basic literacy and numeracy, these assessments allow us to recognise if your child needs support. This support could be delivered in the form of personalisation within their timetabled lessons OR it may require intensive intervention in The Hub (an 8-week intervention, one lesson per day, for students who require support beyond the normal differentiation given by the class teacher).

If your child requires support, you will be invited in to meet with our Director of Inclusion to discuss this in more detail.

## **What does the Graduated Approach look like?**

Since the changes in the SEN Code of Practice were made in September 2014, we have opted for a 'Wave' approach. As School Action and School Action Plus ceased to exist, we wanted an approach that supported our high expectations of all our students to make at least the government expected progress. This Wave approach supports our whole academy vision that our students can achieve at all levels.

- **Wave 1**

**Students who are placed on Wave 1 support are students who require beyond the expected differentiation in a mainstream classroom. These students may have literacy and/or numeracy difficulties, which require additional intervention. They may have emotional or social difficulties such as autism or a specific learning difficulty; dyslexia, dyspraxia, or Irlen Syndrome. These students are monitored closely and when the appropriate progress has been made and strategies are in place for the staff teaching and the student, they will be removed from Wave 1. If,**

**after appropriate intervention/support, your child does not make the progress expected then a meeting with you, the parent/carer, will take place to discuss whether a referral for an Education, Health and Care Plan is suitable.**

- **Wave 2**

**Students placed on Wave 2 support are those who have an EHCP (Education, Health, and Care Plan). This means that their difficulties or differences have been through a statutory assessment. These students will have academic and/or social, communication objectives, set out in the EHCP that will need to be met before the EHCP is removed.**

## **How will the curriculum be matched to my child's needs?**

Every teacher is required to personalise the curriculum to ensure access to learning for all students in their class. The Teachers' Standards 2012 detail the expectations of all teachers, and we at Ormiston Sudbury Academy expect all our teachers to personalise the learning for all our students.

Beginning at the transition stage in Year 6, we work closely with primary schools to ensure that we understand the differing needs of the students transferring to us in Year 7. This allows us to tailor the curriculum and timetable for students who require additional support.

In Year 7 and 8, we timetable literacy and numeracy intervention daily, for those students that require a boost in their key skills (information regarding current attainment is provided by KS2 SATs/primary liaison and assessment on entry to OSA). These students will benefit from a bespoke programme, based in The Hub, in a small nurturing environment. Students are re-assessed after every 8-week session to understand and highlight areas of progress, and when successful they are returned to their mainstream timetabled lessons.

In Key stage four (Year 10 and 11) students can choose 'option' subjects that they will study to GCSE level or equivalent. Within these options, students are highlighted by Head of Faculty and Director of Inclusion if we feel that they require a more personalised curriculum. This may mean that they study alternative courses which consider the 'world or work', the 'community' and other interesting modules. These alternative courses will be taught in a small group, which enables students to receive a highly tailored learning experience. We may also feel that a college course is the right path for them and have worked, in previous years, successfully with West Suffolk College on the many courses that they offer.

We are constantly reviewing our timetable; making sure that it offers the right choices, courses, and experiences for all our students.

## How will you help me to support my child?

We provide an opportunity for all parents to meet with their child's teacher(s) at regular progress evenings. At Ormiston Sudbury Academy, we have an 'open door policy' and welcome parents to visit at any time. Your child's tutor is your first port of call, if you have any concerns or questions over how to support your child – however we also encourage you to contact your child's Head of Year (for academic concerns/questions) or House Manager (for pastoral matters). These members of staff will be able to advise and support you and your child.

If you have concerns regarding SEN, you will need to contact Mrs K Jacques (Director of Inclusion) or alternatively Mr D Howkins (Vice Principal/SENCo). Working together, we will be able to support your child's academic support whilst not losing sight of your child's individuality as a learner. Sometimes we may need to speak to outside agencies who will be able to provide additional support. During these times, communication between the Academy and you is the key to successfully supporting your child.

## What support will there be for my child's overall well-being?

You and your child have daily access to your Pastoral Manager who will be able to provide support and guidance, they will also be able to arrange meetings with outside agencies (Team around the Child) if they feel that you need support outside of the Academy.

Your child may also be referred to our Academy Counsellor (Mrs P Martin) who provides a confidential service to students who wish to discuss concerns/issues that they have – these may not always be academic difficulties.

The role of the 'tutor' is pivotal to the consistent approach that we provide at Ormiston Sudbury Academy, they have daily contact with your child and are scheduled (where possible) to be your child's tutor for the duration of their time with us. Over time, this relationship will support your child in their day-to-day learning and support their progress and well-being at key times in their learning journey.

## How do we ensure that the support is effective?

Monitoring progress is an integral part of teaching and learning within Ormiston Sudbury Academy. Parents/carers, students and staff are involved in reviewing the impact of interventions of students with SEN. We have introduced the Assess, Plan, Do and Review model (APDR) and ensure that students and parents are aware of the intervention in place, why it has been selected and what the outcome should look like. We assess at the start and end of any intervention to enable us to understand what the impact of the provision has been. The 'review' process of any interventions can be built into the intervention itself, telephone conversation, email communication or with a formal meeting held once per term. Students with an EHCP will also have their plan reviewed annually.

The Director of Inclusion collates the data to measure impact of interventions, this it to ensure that we are only using interventions that impact on reducing barriers to learning and progress. Learning walks and observations form part of the monitoring process. Progress data of all students is collated by the Academy and is monitored by teachers, senior leaders, and governors.

## **What specialist services are available or accessed by Ormiston Sudbury Academy?**

We are fortunate that we work with many outside agencies; these services are used to enhance the support that we offer as an academy to you and your child. Some of the services that we use are:

- County Inclusive Support Services (supporting children with Autistic Spectrum Disorder and emotional and social behavioural difficulties)
- Educational Psychologist
- Dyslexia Outreach Service
- SENDAT – outreach services for support 'in school' for a variety of SEN difficulties
- Speech and language therapists
- Youth Support Service
- Social Services

We can sign post to parents the appropriate outside agency to support you and/or your child. Please speak with your child's Pastoral Manager and/or Director of Inclusion for further support.

## **How accessible is the Academy environment?**

We aim to provide all students and parents easy access to Ormiston Sudbury Academy. We have recently revamped the outside area to make it easier for you to enter Reception. Drop kerbs, slopes for wheelchairs and disabled parking bays have all been improved to make the journey into the Academy as stress free as possible.

Once inside the Academy, we have the following available to support any physical needs that you or your child may have:

- Lifts to all floors (including one in the sports centre).
- Accessible toilets on the first (complete with shower) and middle floors.
- Hearing loop available in reception.
- Doors have been widened to accommodate wheelchairs.
- Canteen – counter is lower for students in wheelchairs or other walking aids.
- We have tables and stools that can have their height increased or lowered.

All students are encouraged to take part in the diverse range of after extra-curricular activities; before during and after the timetabled day, and where necessary we will make

reasonable adjustments to accommodate the physical and/or learning needs of the students.

## How will Ormiston Sudbury Academy support and prepare my child for the next stage of their life?

Support for all our students to successfully prepare for post 16 education and training, begins as early as Year 9 when your child will look at choosing their GCSE options. Thereafter, we make sure that 'Information and Guidance' support is supplied at all Annual Reviews (EHCP students) and in broader terms for of all our students.

Intense support is given to students in Year 11 as they embark on their journey to further education. This support is offered in the form of; visits to colleges, guest speakers, and discussion at progress evenings, support, and guidance from your child's Head of Year, and advice and support in applying to college, apprenticeships or sixth form.

For students with SEND there is close liaison with the college that they are transferring to. Information regarding your child's particular needs, strengths, and how best to support them will be discussed once you and your child have chosen the college/apprenticeship/sixth form place, we will also share information about any exam dispensation that your child may have received during their GCSE examinations. Students also have enhanced contact with our Careers Advisor.

We understand that the next phase of your child's education or training, although exciting, can be a daunting one – therefore, please contact [kjacques@ormistonsudbury.co.uk](mailto:kjacques@ormistonsudbury.co.uk) should you wish to discuss any concerns that you may have.

Support at Ormiston Sudbury Academy is coordinated by Director of Inclusion, Mrs K Jacques, and SENCO/Vice Principal Mr D Howkins. If you require any further information, please contact [kjacques@ormistonsudbury.co.uk](mailto:kjacques@ormistonsudbury.co.uk) or 01787 375131.

## Graduated approach to supporting your child at Ormiston Sudbury Academy

### Whole academy support

- A carefully planned and reviewed curriculum.
- Independent Study (Homework), which is accessible to you and your child.
- Access to daily Breakfast club for all year groups.
- Access to daily homework club for all year groups.
- Good or better teaching in all lessons.
- Progress/Subject evenings, to discuss your child's academic performance and attitude to learning.
- House Managers allocated to each House who support your child's well-being and provide a link between home and the Academy.



- Lucid Rapid dyslexia screener.
- 'Accelerated Reader' reading programme for all Year 7 and Year 8 students.
- Head of House who supports and manages your child's academic performance.
- Resources selected to support learning at all levels.
- HPA (Higher Prior Attainer) support in all faculties.
- Transition support from primary to secondary stage of schooling.
- Outreach programme to support your child before they arrive at OSA.
- 'Learning outside the classroom' in the form of educational activities/trips in all faculties.
- Informative academy website regularly updated. Links on Twitter and Facebook.
- Year 11 – Information and guidance support (CIAG) for transition to post 16 educations.
- Monitoring and tracking the progress of all students.

### **Whole academy support PLUS Wave 1 SEN Support**

- A differentiated approach to learning.
- Personalised learning resources to maximise the learning progress of your child.
- Teaching Assistant support within main class provision.
- Small group work within the main class provision.
- Support from outside agencies.
- Tutor time activities, reading intervention etc...
- Arrangements for assessment for exam dispensation e.g., reader, scribe, extra time etc...
- Parents will have termly conversations with SENCo/Director of Inclusion.
- Small group teaching for students requiring support in literacy and numeracy, Social Emotional Support, or 1:1 provision through The Hub, Oasis and Thrive
- Break time and lunch time clubs to support student's social skills.

### **Whole academy support PLUS Wave 2 – EHCP support**

- Timetabled TA support – to support the progress of your child's academic progress and to support the reaching of EHCP objectives.
- Personalised learning resources.
- Support available from specialised teams including; CISS, Youth Support, SEN Advisors.
- Parents will have termly conversations with Director of Inclusion/SENCo.
- Small group and 1:1 teaching in The Hub for students requiring support in literacy and numeracy.
- Bespoke timetables, including vocational, work experience and/or college outreach.
- 1:1 support with transition and applying for college/apprenticeships/sixth form.