Ormiston Sudbury Academy

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 collaborating with all members of our Academy community. This information report has been produced with students, parents/carers, and members of staff. Key staff are:

Mr D Howkins (Vice Principal/SENDCo)

Mrs K Jacques (Director of Inclusion)

Mrs S Morris (Principal)

Mr A Etall (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 first 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. In line with the **Special Educational Needs Code of Practice (2015)** SEND code of practice: 0 to 25 years - GOV.UK

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6.21 Persistent disruptive behaviour or withdrawn behaviours do not necessarily mean that a child or young person has SEN.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 intervention.

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?

We adopt a 'Wave' approach which 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 adaptation 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.

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

The Teachers' Standards 2025 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 collaborate 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, 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), we timetable literacy and numeracy intervention daily. These students will benefit from our Launch English and Maths programme, an adapted version of the KS3 curriculum programme, based in Inclusion 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 choose 'option' subjects that they will study to GCSE level or equivalent. During this time, 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 are invited to attend Study Plus+ (in place of an option subject). This alternative intervention will be taught within a small group in The Hub, it enables students to receive a highly tailored learning experience supporting the options they have chosen, whilst ensuring that they receive additional support with their core subjects.

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 Pastoral Manager (for pastoral matters). These members of staff will be able to advise and support you and your child.

If you have concerns regarding SEND 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 vital to successfully supporting your child.

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

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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 (Family Help Assessment) 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 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 engage in reviewing the impact of interventions of students with SEN. We use 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. If parents/carers have any concerns about the EHCP process or wording, these should be directed to the Local Authority

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:

- Specialist Education Services (SES) - supporting children with Communication and Interaction, Cognition and Learning, Social, Emotional, Mental Health, and Physical and Sensory needs.
- Educational Psychologist
- SENDAT – outreach services for support 'in school' for a variety of SEN difficulties
- SENDIASS – Supporting families navigate SEND support in and out of school.
- Speech and language therapists
- Youth Support Service
- Social Services (including Family Help Team).

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. Whilst the building works for our new academy takes place, we have a temporary reception which is accessible by drop kerbs, and a slope. We do have a disabled parking bay located outside of the reception which can be accessed if needed. The new sports centre also has plenty of disabled parking bays.

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
- Accessible toilets on the first (complete with shower) and middle floors.
- Accessible toilets within the new sport centre.
- 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 sixteen 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 via support from our Careers Advisor Miss Boreham.

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 to which they are transferring. 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.

Graduated approach to supporting your child at Ormiston Sudbury Academy

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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.
- Quality First teaching approaches in all lessons.
- Subject evenings, to discuss your child's academic performance and attitude to learning.
- Pastoral Managers allocated to each year group who support your child's well-being and provide a link between home and the Academy.
- Dyslexia screener.
- Head of Year who supports and manages your child's academic performance.
- Language Link – all students are screened for potential Language and communication difficulties.
- 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.
- Cultural Capital in the form of educational activities/trips in all faculties.
- Informative academy website regularly updated.
- Information and guidance support (CIAG) for transition – including post sixteen educations.
- Monitoring and tracking the progress of all students.

Whole academy support PLUS Wave 1 SEN Support

- An adaptive 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 interventions
- Arrangements for assessment for exam dispensation e.g., reader, scribe, extra time etc during the Autumn term of Year 10.
- Parents will have termly conversations with SENCo/Director of Inclusion.
- Small group teaching for students requiring support in literacy and numeracy (Launch English and Maths group), Social Emotional Support, or 1:1 provision through The Hub and tutor time intervention.
- Lunch time clubs, including Lego Club, 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 and Section F provisions
- Personalised learning resources.
- Support available from specialised teams including SES, Youth Support, SEN Advisors.
- Parents will have termly conversations with Director of Inclusion/SENCo.
- Parents will have Annual Review of the EHCP with the SENCo.

- Small group and 1:1 teaching in The Hub for students requiring support.
- 1:1 support with transition and applying for college/apprenticeships/sixth form.

Academy roles		
Role	**Designated person**	**Contact Details**
SENCO	Mr D Howkins	dhowkins@ormistonsudbury.co.uk
Principal	Mrs S Morris	smorris@ormistonsudbury.co.uk
SEND Governor	Mr A Etall	mlittle@ormistonsudbury.co.uk
Director of Inclusion	Mrs K Jacques	kjacques@ormistonsudbury.co.uk
Pastoral support lead	Mrs E Price	eprice@ormistonsudbury.co.uk
Designated safeguarding lead	Mrs E Price	eprice@ormistonsudbury.co.uk
Designated teacher for looked after children	Mr D Howkins	dhowkins@ormistonsudbury.co.uk
Mental Health Lead	Mrs E Price	eprice@ormistonsudbury.co.uk
External agencies		
Role	**Information**	**Contact Details**
Local Authority SEN Team		Home - Suffolk SEND Local Offer
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/

Please see our up to date SEND data here

Reviewed November 2026