

Ormiston Cliff Park Junior Academy

SEN Information Report 2020/2021

At Ormiston Cliff Park Junior Academy, the first point of contact if you have concerns about your child's progress is their class teacher, who will refer to other members of staff if necessary. If you would like to contact the SENCO please telephone the school office on 01493 661523 or email Mrs Upton senco@ocpia.co.uk.

Inclusion – our ethos

The Governing Body and staff of Ormiston Cliff Park Junior Academy are committed to providing an appropriate, inclusive and high quality education to all our children. We believe that all children, including those identified as having special educational needs and/or disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and that they should be fully included in all aspects of academy life.

We aim to give every child the very best chance to succeed by removing barriers to childrens' learning and preparing them for a happy and successful future. We understand the importance of a child being able to believe in themselves!

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. However, we also believe in both early identification of need and early intervention. We understand that many pupils, at some time in their Primary academy journey, may experience difficulties which affect their learning and we recognise that these may be long or short term.

Please click on the link below for information on the Code of Practice for Special Educational Needs and Disabilities (SEND).

[SEND Code of Practice](#)

About this report

This report aims to answer some of the most frequently asked questions about the academy's policies and provision for children with Special Educational Needs and Disabilities.

We will review and update this information regularly to reflect changes and feedback. The date for the next annual review of this report is September 2021.

If you need any further information please see our [SEND policy](#) or contact Mrs Upton using the details above.

What kinds of Special Educational Needs and / or disabilities does the academy cater for?

Ormiston Cliff Park Junior Academy is dedicated to providing outstanding provision for all pupils with a SEND.

Our SEND Profile

Our profile shows that 12% of pupils have been identified as having SEND, 15% of these have an Education and Health Care Plan (EHCP), the remaining 85% of pupils with SEN are at school support.

63% of pupils on the SEND register are boys, 37% are girls, and 29% of pupils on the academy SEND register are also in receipt of pupil premium funding.

Of the pupils identified as having SEN:

19% have needs relating to physical disabilities and sensory needs

20% have needs associated with Social, Emotional and Mental Health (SEMH)

33% have needs associated with cognition and learning

32% have needs associated with communication and interaction

Under the 2015 Code of Practice SEND are categories under the following four headings:

- Communication and Interaction e.g. Speech, Language and Communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
- Sensory and/or Physical needs e.g. visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy (Note – the academy building not fully accessible to pupils with mobility difficulties.)

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at academy with medical conditions, see [Supporting Children with Medical Needs Policy](#).

How does the Academy identify students with SEN?

We believe early identification and intervention is vital when supporting children with Special Educational Needs. The decision to place a child on the SEN Record is always made in discussion with the class teacher, TA, SENCO, Principal and the child and their family. On some occasions professionals may be consulted with the parents' consent.

The best interests and wellbeing of the child are paramount. When considering whether a child needs SEND support the academy considers the following points:

- The pupil's previous progress and attainment
- The teacher's assessment and experience of the pupil
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Specialist advice and assessments from outside agencies where appropriate
- The pupil's attendance at the academy over time.

The Teacher and SENCO will consider whether the child has a 'barrier' which is preventing them from progressing with their learning and look for methods to help the pupil overcome this 'barrier'. If the pupil needs provision which is additional to or different from provision given to most other children of their age and stage of development, this is considered to be Special Educational Provision and they will be placed on the SEN record with the agreement of their family.

How do we know our SEN provision is working?

The academy staff are trained to consistently assess pupil's progress against their starting points and to raise any concerns with the Senior Leadership Team as soon as they arise. Staff hold termly Pupil Progress meetings to discuss any concerns with Senior Leaders and through this SEN provision is evaluated.

In addition to assessment the SENCO monitors provision as it is carried out and staff record progress a child is making. Action plans are written and reviewed half termly, or more often if required, to show the areas a pupil is working on in addition to the provision for all pupils. If a pupil is receiving additional provision and is not making the expected progress, a meeting is held to discuss changing the provision or adapting it to better suit the pupil.

What happens when you review an Action Plan?

Each half term (or agreed period of time) the family will be invited to discuss the child's progress against the set targets with the class teacher. If it is felt that a child has achieved a particular step in their journey this will be marked as achieved and a new target set to help them towards the next step.

At review meetings families will be asked to contribute provision they can carry out at home to reinforce the additional work being done at school.

If a child is not reaching their next steps despite adaptations to the provision and the best efforts of the staff, it may be necessary to request specialist assessment from an outside agency. The SENCO would ask the permission of the parents and they would be invited into school to meet the professional assessing their child and contribute information to the referral.

How do we teach children with SEN?

Many of our pupils with SEN have their needs met as part of high quality first teaching. This may include staff differentiating learning by providing different resources, additional time, pre or post teaching to enable the pupil to access the same learning as their peers. Differentiation in lessons is common and many children in a class will have their own resources or equipment. This helps children with SEN to feel that they are not different to the rest of the class.

In some cases, personalised learning or additional interventions may be required and a pupil may be removed from a lesson for a short time to work in small group or on their own with an adult. This is always considered carefully as they will miss lesson input and may feel that they are different to their peers. It is also managed so that pupils who must go out of the room for interventions do not always miss the same curriculum area.

Where a pupil has a high level of need and is unable to access class work without support great care is taken not to develop a culture of dependency on adults. Pupils of all abilities are expected to carry out some tasks on their own and staff will respond with encouragement and praise accordingly. This not only helps the child's learning but builds their self-esteem and helps to develop a feeling of "I can!"

As outlined in the SEND Code of Practice Ormiston Herman Academy follows a four part cycle of assess, plan, do, review. This is known as the graduated approach.



Assess	Assess the needs of the pupil
Plan	Plan for adjustments, interventions and support to be put in place
Do	Implement the provision
Review	Review the impact of the adjustments and provision

Does my child need an Educational Health and Care Plan (EHCP)?

Most children with SEN will not need an EHCP to succeed at school. Once a child has been identified as having SEN the first stage is called SEN Support. If a child under SEN support is not making the expected progress despite the best endeavours of all involved, then it may be considered appropriate to make an application for an EHCP assessment.

Parents can make a request for an EHCP assessment directly to the Local Authority, however, where possible it should be made in partnership with the academy so that all relevant information can be passed on at the same time. The local authority will make a decision whether to carry out an assessment based on the information provided in the application.

How do pupils with SEND access the wider provision of the school

All pupils have access to the academy's breakfast and after school clubs. Children are able to participate in a range of sporting and cultural enrichment clubs both during and after school hours. When necessary additional staff support these clubs to ensure the safety and wellbeing of all pupils taking part.

What Social Emotional and Mental Health support is available?

PSHE lessons are timetabled across the academy and mental health is given a high profile. All children are routinely taught about signs of poor mental health and strategies to keep ourselves healthy in all ways. Families with mental health or social and emotional concerns have access to pastoral support and on occasion pupils can access 'key workers' to check in with them throughout the day and help them manage any difficulties.

Which outside agencies do we work with?

We work with all NHS health services and provide prompt reports and information to GPs, paediatricians, Speech and Language Therapists and other providers our families engage with.

Currently the academy purchases expertise from [Respectrum Advisory Services](#) on an as and when basis. This gives us access to specialists in behavior, attachment, ASD, Cognition and Learning and Educational Psychology.

How do we involve parents?

Class teachers will approach parents initially if they have a concern about a child's progress. It may be that something outside of school is having an effect on the child and the parents are able to intervene promptly.

If a child progresses to the SEN record parents are invited to contribute to the assessment, planning and reviewing process via meetings with school staff. Pupil Action Plans should have actions for home as well as school agreed at the meeting. Regular communication via teacher email addresses or with Mrs Upton senco@ocpia.co.uk is vital for working together.

How do we deal with complaints?

If you have a concern about your child's provision, please contact Mrs Upton in the first instance. Should you wish to take your complaint further Mrs Watkins is available via the school office or you can follow the procedure in the Complaints Policy found- [here](#).

Other helpful links for parents.

Norfolk County Council's' Local offer, explaining what is available on a local authority basis can be found [here](#).

www.barnardos.org.uk – information for parents around Special Educational Needs advice.

www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk – site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk – site to support parents and children with cerebral palsy.

www.autism.org.uk – site to support parents and children with autism.

www.ADHDfoundation.org.uk – site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk – site to support parents and children with dyslexia.

www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.

www.rnib.org.uk – site to support parents and children with sight difficulties.

www.ndcs.org.uk – site to support parents and children with hearing difficulties.

www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties

How do we support transition for our pupils with SEN?

Transition is handled very carefully for our more vulnerable pupils. Students transferring to a local secondary school are offered opportunities to meet staff from

their new school in their current classroom and then are invited to visit the new school on several occasions prior to starting.

In cases where pupils have an EHCP in place the SENCO of the receiving school is invited to the EHCP review meeting prior to transfer. This enables them to hear what provision the student is used to receiving and what works well or not.

Teachers of transferring pupils have professional discussions with the receiving school to make them aware of any needs the students have and any adjustments to provision they may need to help them settle.

If a transfer is to a school out of the area or falls during the school year, the SENCO will contact the receiving school and ensure that all SEN paperwork is transferred to the new SENCO to enable continuation of provision for the student.