

## SEN Information Report

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.

At Cliff Park Ormiston Academy we make do our utmost to meet the needs of all learners, including those with a special educational need or disability, valuing all learners as individuals with their own strengths and difficulties. This document sets out how we do this within the guidelines of the Special Education Needs and Disability (SEND) Code of Practice and is updated annually. At Cliff Park we are committed to working together with all members of our school community.

Parents, Carers, students and staff are invited to give feedback regarding this document to Mrs Myhill our SEND coordinator (SENDCo) via PMyhill@cliffparkoa.co.uk to help develop and further refine this Information Report.

### We provide for the following kinds of special educational needs (SEN):

Cliff Park Ormiston Academy provides additional and/or different provision for a range of special educational needs. Some of the more commonly occurring difficulties at Cliff Park include:

**Communication & Interaction;** Autism Spectrum Disorder (ASD), Speech and Language, Social Interaction and Communication

**Cognition and Learning;** Mild or Moderate Learning Difficulties, Global or Generalised Learning Delay, Specific Learning Difficulties (Dyslexia, Dyscalculia)

**Social, Emotional, Mental Health;** emotional Regulation Difficulties, adverse Childhood Experiences, Attachment disorder, ADHD

**Sensory and/or Physical;** Visual impairment, Hearing impairment, Physical Disability, Dyspraxia, Sensory Processing Difficulties

### We identify and assess students with SEN using the following methods:

Many students will experience difficulties, for many reasons, at some point in their school life but with additional support from their teachers through "Quality First Teaching" will overcome these barriers to learning.

Teachers regularly assess and track learners' skills, progress and levels of attainment throughout the school Year identifying those whose progress:

- is significantly slower than that of their peers, starting from the same baseline
- fails to match or better their own previous rate of progress
- fails to close the attainment gap between themselves and their peers, or
- widens the attainment gap

Slower progress and lower attainment will not automatically mean a pupil has SEND but will usually indicate a need for some extra help. Learners can experience setbacks for many reasons including emotional distress, worry, absence, inconsistent access to school and having English as an additional language (EAL). Teachers and pastoral staff will discuss any concerns with the learner and their parents to decide what help is required, taking into account their wishes and feelings.

For some learners, despite the extra help offered and adjustments made to learning activities or environments, difficulties may worsen or persist longer term. These learners will undergo further assessment to consider if a learning need or difficulty which requires special educational provision is the cause. These learners may agree to be identified as having SEND.

Teachers will work with and support the SEND team to carry out a clear analysis of the learner's needs using:

- Teacher assessment and observations
- Previous progress, reports, attainment and behaviour
- the learner's development in comparison to their peers and national data
- the views and observations of the parents
- the learner's views and experiences
- Advice from external support services where relevant

We will speak with learners and parents to identify whether they have a special educational need, what the barriers to learning are and if they need SEND provision as part of the Academy SEND Support.

*Students with special educational needs or disabilities (SEND)*

*"A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision different from or additional to that normally available to pupils of the same age." (Special educational needs and disability (SEND Code of Practice, 2015).*

*Students with a disability*

*"Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. There is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition." (SEND Code of Practice, 2015)*

**We evaluate the effectiveness of our SEN provision in the following ways:**

The impact of provision is measured by teachers and SEND staff. This is reviewed regularly in line with the Academy assessment calendar and 1 page profile reviews. We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' progress towards their goals each term
- Reviewing the impact of intervention after 6-12 weeks
- Carrying out classroom observations
- Monitoring behaviour and attainment tracking data
- Classroom profiles
- Self-evaluation activities – Learning Walks, Book Trawls – focusing on SEND students
- Student voice
- Parent Voice

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

- Teacher assessment and observations
- Previous progress, reports, attainment and behaviour
- the learner's development in comparison to their peers and national data
- the views and observations of the parents
- the learner's views and experiences
- Advice from external support services where relevant
- Classroom Profiles
- 1 page Profiles
- Reviewing students' progress towards their goals each term
- Reviewing the impact of intervention after 6-12 weeks
- Carrying out classroom observations
- Monitoring behaviour and attainment tracking data
- Classroom profiles
- Self-evaluation activities – Learning Walks, Book Trawls – focusing on SEND students
- Student voice
- Parent Voice

Our approach to teaching students with SEN includes:

#### Quality first Teaching

When a student is identified as having SEND, we will make provision that is 'additional to or different from' the normal differentiated curriculum and which is intended to overcome the barriers to their learning.

Once a learner's SEND has been assessed, these will be detailed in a 1 page profile which is developed with the student in consultation with the parent. 1 page profiles detail the learners' strengths, difficulties, barriers to learning, strategies and adjustments, which may help them in the classroom, and the SEND provision offered which is additional to and different from that offered generally to all students. This is accessible to all staff via ClassCharts to inform teachers' planning and the way which staff approach and respond to the learner.

We provide a range of provision from which we select appropriately to meet learners' individual needs. These include: small group teaching for Maths, English, small group and/or one to one reading, spelling, numeracy intervention, social interaction skills intervention and mentoring, Catch Up Literacy, Catch up numeracy, Nurture Provision.

We adapt the curriculum for students with SEN in the following ways:

We make adaptations to ensure all students' needs are met including the use of assistive technology, such as notebooks, exam reader pens in assessments, coloured overlays, personalised timetables and curriculum adaptations. Targeted work with TAs, Focus on Reading Recovery Programme, Adaptive PowerPoints and supportive resources highly differentiated

For some students it may become necessary to engage support from external agencies and professionals. The services of other professionals such as Educational and Clinical Psychologists may be sought to advise on barriers to learning and make recommendations for provision, for learners who continue to struggle to make progress despite the additional provision being offered at SEND Support.

In addition to the Norfolk Educational Psychology & Specialist Support (EPSS), Cliff Park has access to a range of external agencies including: Respectrum, TITAN, Access Through Technology (ATT) Service, Virtual School for Sensory Support and Speech & Language Therapy service.

Some students with substantial and long term learning difficulties or disability will meet the criteria for being entitled to access arrangements when undertaking examinations. These students will normally be identified from the significant level of support they require with their learning during Key Stage 3 as their normal way of working. Such students will be formally assessed by a qualified Exam Access Arrangements assessor using exam board approved psychometric tests to determine any special arrangements they may qualify for. This normally takes place when students are at the end of Year 9, to enable the appropriate arrangements to be put in place for internal assessments, mocks, and examinations conducted throughout Years 10 and 11.

**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:**

All students have the same opportunity to access extra-curricular activities. At Cliff Park Ormiston Academy in 2020-2021 we are offering a wide range of additional clubs and activities (see website for details). We are committed to making reasonable adjustments to ensure participation for all in activities, trips and visits, so please contact Mrs Paula Myhill via [PMYhill@cliffparkoa.co.uk](mailto:PMYhill@cliffparkoa.co.uk) if you would like to discuss any specific requirements.

All students are encouraged to participate in trips, special events and to apply for roles of responsibility with the school such as Sports Coaches, Student leaders and Kindness Ambassadors. No student is excluded from these opportunities because of their SEND needs. We operate a zero tolerance approach to bullying.

**The following emotional, mental and social support is available for students with SEN:**

Cliff Park Ormiston Academy has an in-school Counsellor Seanie Wallkeys who offers 1 to 1 therapy sessions, Mindfulness programme and small groupwork support. Emma Whymark (Challenging Behaviour) works with students 1 to 1, small groupwork offering NLP, Coaching, CBT and the Human Toolkit

**The name of our SEN Co-ordinator (SENCo) is: Mrs Paula Myhill**

**Listed below are the names of staff members possessing expertise related to SEN:**

Name: Mrs Karen Webb	Name: Mrs Zoe Cameron
Job role: Assistant SENCo	Job role: Vice Principal
Expertise: Catch Up, MA, Diagnostic Support	Expertise: Previous SEND Co-ordinator
Name: Mrs Karen Smith	Name:
Job role: Progress Centre Learning Support	Job role:
Expertise: Health Care	Expertise:

**In addition, we use the services of the following specialists:**

- Norfolk Educational Psychology & Specialist Support (EPSS)
- Respectrum
- TITAN
- Access Through Technology (ATT) Service
- Virtual School for Sensory Support and Speech & Language Therapy service.

**We currently possess the following equipment and facilities to assist our students with SEN:**

small group teaching for Maths, English, small group and/or one to one reading, spelling, numeracy intervention, social interaction skills intervention and mentoring, Catch Up Literacy, Catch up numeracy, Nurture Provision.

assistive technology, such as notebooks, exam reader pens in assessments, coloured overlays, personalised timetables and curriculum adaptations. Targeted work with TAs, Focus on Reading Recovery Programme, Adaptive PowerPoints and supportive resources highly differentiated

**Our arrangements for ensuring the involvement of parents of children with SEN are as follows:**

- During transition – Microsoft teams, please refer to in-depth transition details below
- Parents evenings
- Meetings
- Phone calls
- 6 week reviews
- Coffee mornings
- Email

**Our arrangements regarding complaints from parents of students with SEN are as follows:**

Any concerns or complaints about SEND provision should be made to the SENDCo in the first instance PMyhill@cliffparkoa.co.uk

These will then be referred through the Academy’s usual complaints policy procedures.

Alternatively, complaints can be made direct to the Senior Leadership Team via email to Jo Spurgeon, PA to the Principal, using the email jspurgeon@cliffparkoa.co.uk or in writing: PA to the Principal, Cliff Park Ormiston Academy, Kennedy Avenue, Gorleston-On-Sea, Great Yarmouth, NR31 6TA

**We work with the following bodies to ensure the best possible provision for our students with SEN:**

- Norfolk Educational Psychology & Specialist Support (EPSS)
- Respectrum
- TITAN
- Access Through Technology (ATT) Service
- Virtual School for Sensory Support and Speech & Language Therapy service.
- Health Service

Parents of children with SEN may find the following support services helpful, in addition to the academy’s offerings:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<http://www.norfolk.gov.uk/SEN>

<http://www.norfolkparentpartnership.org.uk/>

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.gov.uk/government/publications/SEND-guide-for-parents-and-carers>

**Our transitional arrangements for students with SEN include:**

The SENDCo and the Senior Assistant Principal in charge of transition liaise closely with SENCOs and Pastoral workers from feeder schools to obtain an overview of and, where possible, a detailed report of the difficulties and needs of individual SEND students who are due to transfer into Year 7 the following September. Information gathered from the primary and junior settings will also be used to:

- Produce 1 Page profiles
- Inform teachers' planning in September
- Decide if additional visits or arrangements are needed to facilitate a smoother transition

For those students who have an EHCP:

- The local authority will write to Cliff Park Ormiston Academy to ask if the school to consider whether we can meet the learner's needs.
- The SENDCo will normally attend the Year 6 Annual Review

As part of the transition process all students will spend a transition week at Cliff Park Ormiston Academy at the end of the summer term, familiarising themselves with the school site, lessons and key teachers. Some students that have SEN may need additional visits ahead of this as part of the process.

When students with SEND transfer to another school or to Sixth Form/College the SEND team will ensure that SEND records, including examination access arrangements paperwork are passed on to the receiving institution and provide further detailed information as requested. Students transferring to post 16 settings are offered guidance and support from our independent advice and guidance officer who can be contacted via [LCarrol@cliffparkoa.co.uk](mailto:LCarrol@cliffparkoa.co.uk)

Norfolk's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>