

SEN Information Report – 2020/2021

Updated: September 2020

Reviewed: February 2021

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.

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

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Needs (SP)

We identify and assess students with SEND using the following methods:

The Academy uses the following systems for the early identification and assessment of SEND students:

- Liaison visits to feeder schools during the spring and summer terms by the SENDCO and Transition Lead to identify students transitioning to the academy with known SEND
- Provide extra induction days for students with SEND in the summer term.
- Work in partnership with parents/carers and students to address any concerns, worries or difficulties that they are experiencing upon entry to the academy and throughout their time at OPA.
- Staff work with their Head of Year (HOY), the pastoral team and the SENDCO to raise any initial SEND concerns that they have with regards to students.
- The SENDCO and pastoral team gather evidence to support staff concerns surrounding a student. This includes observations and learning walks, work scrutinies, conversations with the student(s) and their parents/carers, behaviour logs and academic assessment data.
- Where possible, relevant internal assessments of need are carried out at the academy using appropriate assessment tools and materials by trained staff. In the event that support from external agencies is required, the SENDCO and pastoral team in conjunction with the parent(s)/carers, will consult with relevant external agencies to ensure the necessary assessments take place.

In all cases, assessment results and other relevant information are circulated to all staff at the earliest opportunity to inform lesson planning and differentiation.

To identify students with SEND, the Academy will:

- Assess each student's current skills and levels of attainment in all subjects.

- Make regular assessments of all students using the assess, plan, do, review (graduated) approach to ensure that any intervention:
 - Supports students progressing, similar to that of their peers
 - Matches or better the students' previous rate of progress
 - Closes the attainment gap between the student and their peers
 - Prevents the attainment gap growing wider

The academy will provide personalised support to students falling behind or making inadequate progress given their age and starting point. The first wave of intervention is quality first teaching in the classroom.

We evaluate the effectiveness of our SEND provision in the following ways:

Baseline assessments are completed at the start of any intervention and support programme, and repeated at timely intervals and at the end of the programme, in order to monitor the effectiveness of the intervention for the student and to assess any specific areas of need.

There is a formal feedback system to measure the impact of interventions for students with SEND. This is an on-going process that is updated throughout the course of an intervention that logs the students starting point and their finishing point. The paperwork tracks the course of interventions from start to finish, enabling effective evaluation to take place.

The students' progress in subjects is reviewed formally, at least once a term. We are able to analyse their formal assessment data to ensure progress is being made and appropriate interventions are in place when progress is less than satisfactory.

We check each student's progress in terms of meeting their personal targets set out in their EHCPs, through regular (at least termly) meetings with the students and their parents/carers. Annual review meetings are completed annually to update EHCP information, with the support of the family and any external agencies involved.

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

The progress of students with SEND is tracked in the following ways:

- 1) Academic progress is measured throughout the year by class teachers in the form of regular marking, submission of homework, end of topic/unit tests and formal assessment windows which form part of the academies data capture procedures. The data is analysed and then used to inform future planning and any additional measures that are required for students to make expected progress (or better), in line with their peers with a similar age-related/baseline assessment.

- 2) Intervention progress is logged on the intervention tracking sheet which outlines the student's starting point, it tracks their progress through the length of the intervention and then records their finishing point. This allows the SENDCO to track the impact of all interventions provided at the academy and make any necessary adjustments to ensure all students are making progress, and receiving the necessary support to help them.

It is the responsibility of the SENDCO and the SEND/pastoral team to track interventions as they are happening. It is the overall responsibility of the SENDCO to evaluate the impact of interventions and their suitability for the students.

It is the responsibility of all teaching staff, HOY, assistant HOY, relevant members of SLT, subject leaders and the SENDCO to ensure that the academic progress of students with SEND is on track.

Our approach to teaching students with SEND includes:

At Ormiston Park Academy, we employ the graduated approach to support. The first element of support for our students with SEND is through high quality inclusive teaching. Teaching staff use their knowledge of the student's individual needs to tailor their teaching and learning sequences, work is differentiated and the students partake in all areas of the curriculum. The second offer of support is through small group targeted intervention which is carried out through withdrawal; this includes a range of intervention programmes often focusing on literacy and numeracy. Staff are trained in regards to the delivery and content of such programmes. The third wave of support applied when the first two have been put in place and there has been no significant improvement, and would be on a 1-2-1 intensive basis.

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

Inclusion in our academy means responding to students' needs and overcoming potential barriers for individuals and groups of students.

All teaching staff have been made familiar with the relevant sections of the SEND code of practice and there is a due expectation that all teachers are teachers of SEND. Lessons should be planned to ensure there are no barriers to students with SEND. To enable this the SEND department has produced 'Support Plans' which detail areas of need and suggested strategies and practical adjustments for all students with identified needs.

All teachers are expected to have a copy of and have read and acted upon the information provided by the SEND team. Seating plans will reflect that teachers are aware of the students with SEND that they teach and lesson plans should note specific differentiated activities to support these students where needed.

Staff are also provided with CPD opportunities and have access to the SENDCO throughout the year to develop their knowledge and understanding of how to best support students with SEND in their classrooms and ensure that any changes to the curriculum are having a positive impact on the students.

We enable students with SEND to engage in the activities of the academy, together with students who do not have SEND, in the following ways:

Students with SEND are given the same opportunities to attend clubs, activities and trips along with their peers. Any adaptations or reasonable adjustments to facilitate this are assessed and planned in advance by the member(s) of staff organising the activity, in partnership with the SENDCO and EVC (trips coordinator).

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

Depending on the need of the student, internally our team can offer:

- Mentoring
- Social Skills Club
- Social Stories
- Emotional Literacy
- Pastoral 1:1 support
- Resilience training
- Trigger recognition

Externally we can provide:

- Counsellors and Mentors
- EWMHS referral
- CAF and PASS referrals

The name of our SEND Co-ordinator (SENDCO) is: Mr Clive Cambridge (NASEN award)

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

Name: Mrs Emma Fenton-Hawes	Name: Mrs Sarah-Louise Thacker
Job role: SENDCO and Deputy Teacher in Charge ASCEND	Job role: Assistant Principal with SLT responsibility for SEND.
Expertise: SENDCO (NASEN award)	Expertise: SENDCO (NASEN award)

Name: Humayun Rashid	Name:
Job role: Senior Vice Principal	Job role:
Expertise: SLT member with responsibility for ASCEND	Expertise:

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

- Emotional Wellbeing and Mental Health Service (EWMHS)
- Parental Advisory and Support Services (PASS)
- Parent Advisory Team Thurrock (PATT)
- Special Educational Needs & Disability Information Advice & Support Service (SENDIASS)
- Local Authority SEN Team
- Educational Psychologists (EP)
- Counselling/mentoring services

EP- Thurrock LA provide Educational psychologist services to our academy. The EP will sit on the panel at EHCP request meetings as well as some annual reviews of students with EHCPs. The Senior EP at Thurrock sits on the panel at annual reviews for students in ASCEND and some more complex cases.

LA SEND Team-We are in regular contact with our caseworker with whom we liaise about EHCP updates and drafts, consultations on new students with Special Educational Needs, and action regarding case panel management. The LA SEND team are also a point of contact to organise EP visits, Speech and Language support and additional support outside of our existing remit.

PATT Parent advisory team Thurrock- We work with PATT to: Provide support and information for parents/carers of children and young people 0-25 years. PATT provide independent support which guides families and young people through the process of Education, Health and Care Plan assessments (EHCP).

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

- Coloured overlays to support dyslexic students
- A C-pen (a pen which scans and reads text)
- Pen grips to aid fine motor control
- Small group rooms for supported interventions
- Key operated lifts in each section of the building
- Emergency evacuation chairs available on each stairwell
- Accessible toilets with emergency help alarms are in place in each section of the building
- Priority accessible car parking spaces are available and visible

Every effort is made to ensure the provision of necessary equipment and furniture for those students who require it.

Our arrangements for ensuring the involvement of parents of student with SEND are as follows:

The SENDCO aims to meet with all parents of new students or potential students who have Special Educational Needs and/or Disabilities (SEND) prior to them joining the academy. Education Health Care Plans and other documentation are requested from the primary school or previous secondary school in advance to ensure provision which meets the students' needs can be put into place.

The SENDCO is in regular contact with the parent(s)/carer(s) of students with SEND via email or over the phone to ensure that the needs of the students are being met and any concerns that may arise throughout the year can be dealt with in a timely manner to minimise disruption to the students. Meetings can also be arranged at the request of the parent(s)/carer(s).

The parent(s)/carer(s) also have the option of contacting the student's head of year (HOY), assistant head of year (aHOY) or class teachers with regards to the needs of the student. These members of staff regularly liaise with the SENDCO to ensure measures can be put in place to support the student(s) in class and around the academy.

Outcomes of intervention programmes are shared and discussed with both the parent and pupil at least on a termly basis. All pupils with an EHCP have full review meetings at least annually (annual review).

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

If a complaint is regarding the issue or non-issue of an Education Health Care Plan (EHCP) it should be made to the Thurrock SEND Tribunal Panel. There are a number of supporting organisations for example; IPSEA Independent Parental Special Education Advice 0800 018 4016

Complaints received from parents made to staff will be dealt with in line with the Ormiston Park Academy Complaints Policy which the following points are taken from.

2.1.1 Stage one – informal

Where a concern or complaint has been brought to the attention of / identified by a staff member in person then they will address the issue on the spot, where appropriate. If the complaint has been raised over the phone or in writing the complaint will be forwarded to the appropriate person to handle the complaint

(complaints coordinator). It may be necessary for the academy to request for a complaint form to be completed to aid the understanding of the complaint.

If it is a minor complaint, then this will be dealt with by the complaints coordinator and/or another relevant member of staff. A full response will be provided within five academy days. This may be a written response or can involve a meeting with a staff member.

If the complaint is considered to be complex or falls under one of the categories detailing where complaints can be escalated then the complaints coordinator will acknowledge the complaint within five academy days, confirming that the complaint will be dealt with at stage two of the process and requesting that the complaint be made in writing unless already done so.

All documents relied upon for this stage of the complaint (including the complaint form and outcome) will be retained on the complaint file. If the complaint is closed at this stage the complaint log should be updated.

2.1.2 Stage two – formal

All complaints at this stage must be received in writing unless reasonable adjustments are required. If reasonable adjustments require the complaint to be made verbally then a written record of what the complaint is regarding should be recorded during the phone call / meeting and sent to the complainant.

The complaint will be investigated by the principal or chair of governors. Where the complaint is about either the principal or chair of governors the complaint will be investigated by the individual not involved. If the complaint is about the principal and chair of governors, then the complaint will be escalated to stage three. This will be decided within five academy days and an acknowledgement of the complaint will be sent to the complainant confirming who will be investigating the complaint and the timescales required to investigate and resolve the complaint.

The investigator may delegate the task of collating the information to another staff member but not the decision on the action to be taken. The response should be received in writing within four academy weeks of the date of the acknowledgement letter for stage two where possible. Any delay in the investigation will be communicated to the complainant at the earliest opportunity.

If the complainant remains dissatisfied with the academy's final response, then they are able to progress the complaint to stage three.

All documents relied upon for this stage of the complaint will be retained on the complaint file. If the complaint is closed at this stage the complaint log should be updated.

2.1.3 Stage three – OAT review

For stage three to be entered into the complainant must submit their complaint in writing to Ormiston Academies Trust. This must be done within twelve academy weeks of the response from stage two.

Once OAT has received your complaint you will receive an acknowledgement in writing from OAT's Complaints Coordinator within five working days. This letter will identify the person(s) responsible for investigating your complaint. At this stage OAT may require further information from the complainant or the academy, if this is requested then the information should be provided by the deadline given. If information is not provided on time, then OAT may decide to continue the investigation without the additional evidence.

OAT's investigating officer will review all of the information provided and write a recommendation report for OAT in order to resolve the complaint. The complainant will receive the written response from OAT within four academy weeks from when all information regarding the complaint is received. Any delay in the investigation will be communicated to the complainant at the earliest opportunity.

If the complainant remains dissatisfied with the outcome of the OAT review, then they are able to progress the complaint to stage four.

OAT will keep a complaint file containing all information and communications relied upon for the complaint investigation. If the complaint is closed at this stage the academy will be informed so that they can update their complaint log.

2.1.4 Stage four – complaints panel

Stage four is the final stage of the complaints process where the complainant can request a complaint panel. The complainant should contact OAT's Complaints Coordinator within three weeks of the date of complaint outcome letter if they would like for a complaint panel to be convened. This should include the reasons why they are not satisfied with the outcome of the complaint.

The panel will consist of three people. The composition of the panel will include:

- A governor from the academy being complained about
- A governor from another Ormiston academy
- A Senior member of staff from Ormiston Academies Trust

The panel is independent and impartial. All members of the panel will have no prior involvement in the complaint or in the circumstances surrounding it. At least one panel member will be independent of the running and management of the school. The complaints panel will be chaired by the member of staff from OAT and a clerk will be attending to oversee the running of the panel and to take minutes.

The panel will be arranged by OAT's Complaints Coordinator at a location and time convenient to all parties. This will not exceed three weeks from the date the panel was requested by the complainant where possible.

The panel will be held in private and its aim is to resolve the complaint and achieve reconciliation between the academy and the complainant. However, it is recognised that this might not always be possible and it may only be possible to establish the facts and make recommendations.

The complaints panel will only be arranged if the complainant and / or their representative attend, if the complainant does not confirm attendance or turn up the panel will not go ahead and the complainant will lose their right to the complaint being heard.

The panel can:

- Dismiss the complaint in whole or in part
- Uphold the complaint in whole or in part
- Decide on the appropriate action to be taken to resolve the complaint
- Recommend changes to systems or procedures to ensure that problems of a similar nature do not recur

The outcome of the panel will either be communicated to all parties on the day or a letter will be sent (by electronic mail or otherwise) confirming the outcome within five academy days. The academy will update their complaint log.

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

Troubled Families: The program uses a multi-agency approach in developing new ways of working with the families to: improve outcomes for the families, and reduce costs for the agencies

Thurrock MASH (Multi-agency Safeguarding Hub) includes a wide range of statutory and non-statutory agencies, such as:

- children's social care
- health agencies
- police
- probation
- youth offending service
- housing
- early help services
- mental health services
- domestic violence service providers
- adult social care
- substance misuse services

The purpose of the MASH is to enhance information sharing across all organisations involved in safeguarding the welfare of children in Thurrock - encompassing statutory, non-statutory and third sector sources.

Core agencies will ensure that their representatives either sit in the MASH office on specific days or have 'virtual' contact.

Fire break: Firebreak uses the training firefighters undertake to develop participants' skills in working together, building their confidence, teaching them the value of team work and accepting responsibility as they undertake a series of challenging tasks including using the Service's powerful hose reels, wearing specialist breathing apparatus, climbing ladders and rescuing people trapped in buildings and smoke logged rooms.

Coram: Coram is working on adopter recruitment and assessment with Thurrock council so more children in the area can be placed with permanent, loving families.

The partnership will focus on:

- Supporting the recruitment of adopters and reducing the amount of time that children who no longer live with their families have to spend in care.
- Speeding up checks and assessments to ensure the right homes are found for each child.
- Preparing prospective adoptive parents so they have the skills required to become adoptive parents.

Youth offending: Thurrock Youth Offending Service is a multi-agency team made up by officers from Social Services and Education Departments of Thurrock Council and Essex Police, the National Probation Service and South Essex Community Care and Mental Health NHS Trust and is responsible for the delivery of all youth justice services in Thurrock.

Thurrock Traveller Achievement Service: Committed to the education of Gypsy, Roma and Travellers of Irish Heritage, Fairground, Circus, New and Bargee children and young people

Open door: Working with young people and vulnerable adults to help them realise their aspirations and address any barriers that may stop them from achieving their full potential.

Parents of student with SEND may find the following support services helpful, in addition to the academy's offerings:

Parent Advisory Team Thurrock (PATT)

The Beehive, West Street,
Grays, RM17 6XP
: 01375 389 894
: info@patt.org.uk

IPSEA Independent Parental Special Education Advice

0800 018 4016

Sunshine Centre

Civic Square,
Tilbury,
RM18 8AD
01375 413 525

sunshinecentre@thurrock.gov.uk

Our transitional arrangements for students with SEND include:

Where we are made aware that prospective students have an EHCP the Thurrock SEND team will notify us of an application and we then begin consultation with the primary school and the parents.

This usually consists of a bespoke tour of the building and facilities and consultation meeting with the parents and student.

If your child does not have an EHCP but you or the primary school have concerns regarding their educational needs you can get in touch with the SENDCO directly or via the primary school.

We then begin consultation in much the same way.

We offer an extended transition programme for any learners with additional needs and this will encompass a range of visits both to and from our academy. Students will take part in taster activities designed to familiarise themselves with the curriculum, staff and facilities.

They will then join the rest of the new students to take part in a transition programme in the Summer term.

All students are closely monitored and school to school contact open for any concerns or queries.

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

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>