

## SEND Summary of Provision (2022/23)

SEND Information Report for Cliff Park Ormiston Academy (Part of the Norfolk Local Offer for Learners with SEND)

### 1: Introduction

Welcome to our SEND information report which is part of the Norfolk 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 Cliff Park Ormiston Academy we are committed to working together with all members of our Academy community. This information has been produced with pupils, 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:

Ms Angela Waters (Assistant Principal for Inclusion) and SENDCo  
Mr Harry French (Principal)  
Mr Kevin O'Connell (SEND governor)

The Assistant Principal for Inclusion reports to the Governors annually (with termly updates) to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. In addition to this, our SEND Governor will meet with our Assistant Principal with responsibility for SEND. They also report to the Governors to keep them informed.

If you have specific questions about the Norfolk Local Offer for SEND please look at the Norfolk Local Offer home page by clicking [here](#). Alternatively, if you think your child may have SEND please contact their Community Team or Ms Waters our SENDCo.

### 2: Our approach to teaching students with SEND

Our Special Educational Needs (SEND) Team supports students who have special educational needs or disabilities. This team comprises of our SENDCo, Ms Waters and a team of Learning & Teaching Assistants (LTAs), some of whom work with specific students and others who are deployed departmentally on a skills basis.

All students at the academy are entitled to support for their learning needs enabling them to develop skills, knowledge and understanding to their full potential and maximum personal benefit. Some students need more support than others, in order to achieve their potential and we are committed to providing that.

We believe that:



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- All students are entitled to a broad and balanced and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods;
- Adults and children should all participate in learning and we celebrate all members of our community;
- We must be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills;
- Students are entitled to access the national curriculum;
- Students' learning happens alongside their physical, emotional and spiritual development;
- All teachers at the academy are responsible for meeting the needs of the students they teach;
- Parents have an important role in deciding suitable support;
- Students have a valuable role in helping to design effective support programmes.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our academy community. We value high quality teaching for all learners and actively monitor teaching and learning in the academy. Our whole academy system for monitoring progress includes regular pupil progress meetings, and staff undertake coaching and supervision. Our Academy Annual Self Evaluation framework (SEF) is about developing learning for all and there are planned continued professional development (CPD) opportunities for all staff, including sessions on supporting students identified as SEND.

### 3: How we identify SEN

A child or young person may be identified as having a special educational need or disability at different times during their academic career. The SEND Code of Practice 0-25 years (DfE, 2014) defines SEND as:

**A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- **Have a significantly greater difficulty in learning than the majority of others of the same age or**
- **Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

If a student is identified as having SEND, we will endeavour to provide support that is "additional to or different from" the normal personalised curriculum, intended to overcome the barrier to their learning.



New Year 7 students with Special Educational Needs are identified as early as possible through close contact with primary schools and parents. A system of passing on records is in place and the Assistant Principal, Mrs C. Malley-Chambers with responsibility for transition and Ms Waters the SENDCo, along with the academy LTAs visit the primary school prior to year 6 students joining the academy.

Procedures for identification of SEND include:

- Previous and/or current teaching records
- Baseline testing including reading tests
- Results from Feeder Schools or Teacher Assessment Levels
- Teacher assessments and general observations
- Information from and involvement by parents and the learners themselves
- Staff discussions with our SENDCo and other colleagues
- Detailed monitoring and reviewing via one page profiles and Classcharts

The triggers for assessment will be underpinned by evidence that a student despite receiving differentiated learning opportunities is:

- Making little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Showing signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presenting persistent emotional or behavioural difficulties which are not improved by the Academy's usual behavioural management strategies
- Has English as an Additional Language (EAL)
- Has Sensory or physical difficulties and continues to make little progress despite the provision of specialist equipment and/or strategies
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

The academy will then use a published assessment framework to identify the exact nature of the additional needs, seeking specialist expertise where necessary.

The reasons why some students may fall behind with their education are many and varied and may include one or more of the following:

- absence from school
- frequent changes of school without consistent opportunities to learn
- anxiety and worries which distract them from their learning
- little or no understanding of English when starting

In the case of English as an Additional Language (EAL), students' understanding and use of the English Language is assessed on entry to the academy and their progress tracked, with extra support and intervention put in place to accelerate their learning where possible. EAL students are encouraged to integrate fully within the academy and attend normal lessons wherever possible (after a short induction period), immersing them with the target language and also encouraging them to make friends.

At Cliff Park Ormiston Academy we are committed to ensuring that all learners have access to excellent learning opportunities which are appropriate for their needs, and for those at risk of not achieving their full potential, we will intervene.

Not all vulnerable students have Special Educational Needs and only those where the assessment framework identifies that there is a learning difficulty that requires special educational provision will be identified as having SEND.

#### **4: Assessing SEN at Cliff Park Ormiston Academy**

Class teachers, Learning & Teaching Assistants, parents/carers and the learner themselves are often the first to notice a difficulty with learning. At Cliff Park Ormiston Academy we ensure that assessment of Special Educational Needs directly involves the learner, their parents/carers and of course, their teachers. Our SENDCo and Heads Of Departments will also support with identifying barriers to learning and strategies to reduce and/or overcome these. The cycle is thrice yearly using the Assess, Plan, Do and Review model. All parties are kept fully informed during each cycle.

We have a range of assessment tools available as part of the academy's assessment framework, which can identify specific difficulties with reading, decoding, processing and working memory skills, some of which could be indicative of dyslexia. Single word and comprehension based reading tests are also used and also another online programme which can help to improve spelling. In addition to this we also have the DfE SEND Toolkit. For some students we may want to seek advice from specialist teams such as Educational or Clinical Psychologists, our named Academy Nurse, an independent Counsellor and 1:1 specialist mentors from other local organisations.

At Cliff Park Ormiston Academy we also have access to services universally provided by Norfolk County Council, such as Physiotherapy, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Services) and Gypsy, Roma & Traveller (GTR) Minorities Achievement and Attainment Services, which are described [here](#) on the Local Offer area of their website.

#### **5a: What we do to support learners with SEND**

The academy uses a "Graduated Approach" when identifying interventions/provisions. This aims to meet need through effective implementation of foundation levels of support before moving a young person onto higher levels of provision. This is important for a number of reasons:

1. The SEN Code of Practice makes it clear that the first, and often most effective response, to a lack of progress should always be high quality teaching targeted at the young person's identified area of weakness
2. The ultimate "outcome" needs to be that students are encouraged to develop as independent learners, who manage their own learning

The academy's graduated approach is as follows:

**Wave 1 - Universal Provision:**

- Students operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other students
- The students remain part of the mainstream teaching timetable for all activities
- Individual goals for improvement/appropriate in-class support is identified from the agreed list and the quality of teaching and learning is monitored to ensure it is appropriate to the young person's needs

**Wave 2 - Targeted Academy Provision:**

- Student progress with learning and development is at a very slow rate and additional support is needed to achieve this
- Students may be attaining at a level significantly below age-related expectations and there may be evidence of an increasing gap between them and their peers
- Evidence based interventions (group and/or individual) from an agreed list will be put in place on the basis of the identified need
- Evidence of impact of the intervention is recorded, to inform decisions about whether the intervention remains appropriate/required

**Wave 3 - Specialist Provision:**

- Students have significant and persistent learning difficulties despite access to appropriate learning opportunities and support
- Students may have life-long disabilities, which require more specialist intervention and/or advice
- Agreed outcomes and support will be set out by the academy, in consultation with the Local Authority, in a statutory "**Education, Health and Care Plan**" (EHCP)

It is important to note that whilst schools have a statutory duty to take steps to ensure that young people are actively supported, the academy can only offer interventions in the context of the total resources available to it. Provisions available to students identified as having Special Educational Needs at the academy are outlined in the academy's SEND Provision documentation.

Likewise, following research by the Education Endowment Foundation<sup>1</sup>, students are not regularly assigned to a TA for support unless there is a disability or identified medical need which hinders him or her from making use of facilities or which presents a significant health and safety/safeguarding risk.

**Wave 1**

The teacher is required to adapt the curriculum to ensure access to learning for every student within their class. The Teacher Standards detail the expectations on all teachers, and we at Cliff Park Ormiston Academy are proud of our staff for the high aspirations they hold for all students and their striving to continually improve their practice to facilitate the best possible outcomes for Cliff Park students. Our teachers and learning support staff will use various strategies and systems such as:

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<sup>1</sup> Making Best Use of Teaching Assistants (Guidance Report), Education Endowment Foundation, Spring 2015

- Differentiated teaching and learning resources
- Literacy and/or numeracy intervention programmes
- Personalised curriculum
- Visual timetables
- iPads, laptops and other alternative recording devices such as reading pens
- In class support
- Short term withdrawal from classes for 1:1 or small group intervention (especially during induction period for EAL students)
- Homework clubs
- Mentoring
- Positive rewards system
- Continued discussion with colleagues re progress
- Student communication profiles
- Review of progress twice yearly with SENDCo, teaching colleagues and learning support staff. This is discussed with parents/carers and student at the relevant parents' evening. If the student continues to make little or no progress this will be discussed with teachers, SENDCo and parents during each review cycle.

The triggers for further intervention will be that despite receiving individualised support the child:

- Continues to make little or no progress in specific areas over a sustained period
- Continues working at National Curriculum levels substantially below that expected of children of similar age
- Continue to have difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme
- Has Sensory or physical problems and requires specialist equipment of regular advice or visits by a specialist service
- Has ongoing communication, and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The SENDCo and class teacher in consultation with parents will seek advice or support from external specialists. Additional strategies may be put in place as per **Wave 2** of the SEND Provision Map.

If the student continues to make little or no progress this will be discussed with teachers, SENDCo and parents at each review. In severe and complex cases, a decision may be taken that a referral should be made to the Department for Education (DfE) for a statutory assessment for an EHCP (Education, Health and Care Plan – **Wave 3**)

Each learner identified as having SEND is entitled to support that is “additional to or different from” a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning which has been identified. This support is described on a provision map entitled “My Plan”, which monitors and tracks the interventions and actions that we



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undertake in the academy to support learners with SEND. This map is modified regularly and changes as our learners and their needs change.

In addition to the academic support provided, the Academy building is also equipped with the following to assist learners with physical difficulties:

- Disabled toilets
- Lift
- ICT facilities
- Learning Support Rooms and library equipped with specialist resources
- Specialist furniture in specific areas of the academy e.g. rise and fall desks and low level sinks etc.

### Funding for SEND Students

Cliff Park Ormiston Academy receives funding directly from the DfE (Department for Education) to support the needs of learners with SEND. “Top up” Funding is also available via a bid process from the LA.

### 5b: How do we find out if this support is effective?

Monitoring student progress, via Classcharts, is an integral part of teaching and learning at Cliff Park Ormiston Academy and progress data of all learners is scrutinized by Ormiston, the Local Authority and OFSTED.

As part of our normal monitoring cycle, reports are sent home to parents during the school year. Parents/carers, students and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the “assess, plan, do, review” model and ensure that parents/carers and the students themselves are involved at every stage.

**Assess** – This involves taking into consideration all the information from discussions with parents/carers, the student and their teachers and support staff.

**Plan** – At this stage barriers to learning are identified, along with intended outcomes and details of the additional support that is to be provided.

Before any additional provision is chosen, the SENDCo, class teacher, parent/carer and learner agree what their expectations are, in terms of improvement. Following this intervention a baseline will be recorded which can be used to measure the impact of the additional provision.

**Do** – The additional support is put into place

**Review** – The impact of the extra support is considered and measured and any changes which may need to be made are discussed.

Students, Parents/carers, their teaching and learning support staff and other relevant outside agencies will be directly involved in reviewing progress. The review can be built into the intervention itself or a formal meeting can be held, where progress and next steps are discussed.



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If a learner has an EHCP (Education, Health and Care Plan) the same review conversations take place, but the EHCP will also be formally reviewed annually. The SENDCo collates the impact data of interventions, to ensure that interventions are effective and appropriate. Intervention strategies and impact are also shared within the Cluster so that all SENDCos are able to select high quality provision. The Assistant Principal with responsibility for SEND regularly reports to the Governing Body regarding the attainment and progress of students with SEND and a more detailed report is also provided on an annual basis.

Analysis of SEND student performance data will include:

- Progress and attainment
- % achieving end of key stage targets, or making at least expected progress towards these targets
- Number of exclusions
- SEND attendance
- Number of students moving onto or off the SEND register
- Number of students with an EHCP
- Lesson observations involving SEND students
- Feedback from teachers, support staff, parents and student
- Evidence of impact of SEND training for SEND staff

## 6: Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Cliff Park Ormiston Academy in 2022-2023 we are offering a range of additional out of hours clubs and activities. These can be found on the “Enrichment Activities” section of our Academy website.

We are committed to making reasonable adjustments to ensure participation for all students, so please contact Ms Waters, SENDCo or the relevant Community Team to discuss specific requirements.

All staff at Cliff Park Ormiston Academy work in accordance with the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make “reasonable adjustments”.

The Equality Act 2010 defines disability as:

“A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.” (Part 2, Chapter 1 section 6)

NB: ‘substantial’ is defined as more than minor or trivial and ‘long-term’ means 12 months or more.





The definition of disability in the Equality Act (2010) includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

## 7: Preparing for the next step and student wellbeing

Transition is a part of life for all learners. This can be transition to a new class in school, having a new subject or form teacher or moving on to another school or college. Cliff Park Ormiston Academy is committed to working in partnership with students, families and other providers to ensure that our young people have positive transition experiences.

At Cliff Park Ormiston Academy we run an transition programmes throughout the year for any students in Year 6, who will be joining us in the following September and would like to attend. In addition, there are further opportunities to meet with the SEND team. This aim of this early transition is to allow students to become familiar with the academy buildings, get to know their form tutor and other teaching staff, meet other new students, learn about academy procedures, and begin to settle into secondary school life, allaying any potential anxieties which often build up over the summer holidays ahead of the usual September transition.

This Early Transition is not compulsory by any means however we believe it is highly beneficial to students and facilitates a much smoother transition to secondary life for both the students and their families.

For students with statements and EHCPs a transition review will take the place of the annual review in years 8 and 11. The review aims to give recommendations as to the type of provision the child will require in future years. The student's statement/EHCP can then be amended appropriately. These transition reviews are usually attended by parents, the student, any relevant outside agencies and also Elaine Horne, our Norfolk County Council Guidance Advisor.

All members of staff can refer students for a Careers Appointments, or these can be requested directly by students or parents/carers by contacting Mrs Carroll, Careers Advisor, on [lcarroll@cliffparkoa.co.uk](mailto:lcarroll@cliffparkoa.co.uk).

Our Careers Guidance section of the academy website contains some links to some sites giving useful information, advice and careers guidance for parents/carers and students.

**Year 9 Options** – Students will choose their option subjects during the Spring Term in Year 9. Option booklets are distributed about a week before the Year 9 Options Evening. This provides the opportunity for students to discuss their potential choices with their parents, talk to subject staff and their form tutor and spend time making this important decision before making their final choices. For students with SEND, our SENDCo, Ms Waters will be available during this time to discuss any questions or issues which parents/carers and students may have and will carefully review all choices made by SEND students with regard to suitability for each student.

Cliff Park Ormiston Academy is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti Bullying Policy in the Policies section of our website.

## 8: Have your say...

As an academy we believe that the Special Educational Needs and Disabilities of students are best met when there is effective collaboration and communications between the academy, other agencies, families and students. We aim to foster good working relations with all of these groups, especially parents.

At Cliff Park Ormiston Academy we endeavour to communicate positively with parents by:

- Using parental knowledge – you are the ones who know your children best!
- Recognising the personal and emotional investment of parents
- Ensuring parents understand the procedures and feel supported with these
- Respecting differing perspectives and seeking constructive ways of reconciling different view points
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings

The academy will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

This SEND summary declares our annual offer to all learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. For this reason we would ask you to please engage with our annual process to “assess, plan, do and review” so that working in partnership, your child is supported to achieve the best possible academic outcomes and a happy and successful future.

## 9: Useful links

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)  
<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> [Academy Accessibility Plan](#)

## 10: Concerns and Complaints Regarding Provision for Children with Special Educational Needs and Disabilities (SEND)

Any concerns or complaints about SEN provision by parents or carers should be initially raised informally, whether by e-mail, letter or a telephone call with Ms Waters, Assistant Principal/SENDCo. They will investigate and report back within a week.

If the parents/carers continue to be dissatisfied, the matter should be referred either by the SENDCo, or directly by parents/carers, to the Principal who will then take further action as appropriate. If, subsequently, the matter is not resolved to the satisfaction of parents/carers, a complaint should be raised as per the academy complaints procedures by completing the appropriate form – available from the academy website; selecting the appropriate heading in the drop-down list.

