

## Stage 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 Plan and Review policy documentation.

Likewise, following research by the Education Endowment Foundation, 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.

## HOW CAN I BE INVOLVED?

You will have the opportunity to participate in all stages of the process, including developing and reviewing any plans. This will involve attending and being involved at meetings, completing paperwork and preparing written views etc.

You can access support to do this if you would like to. Please contact the SEN Administrator at the academy if you think that this could be helpful.

### How can I find out more?

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

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

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

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

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## SEND SUPPORT A SUMMARY GUIDE FOR PARENTS

The Children and Families Act 2014 came into force on 1st September 2014. This details arrangements for supporting special educational needs (SEN) in schools and academies. In addition to this, the academy also publishes a SEND information report on the website to describe the SEND provision within the school.

A young person has Special Educational Needs (a learning difficulty or disability) if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age or
2. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



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## How will the academy help a young person with identified SEND needs?

The academy provides planning, teaching and assessment, which takes into account the wide range of abilities and interests of all young people. Most will benefit from these different approaches and, as a result, make good progress.

Where a young person needs support which is additional to, or different from, that is given to other students in the class, the academy also provides an additional framework of support through its Progress Centre.

## The academy framework identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

One or more of these may be relevant to a young person's needs and the plan that is put in place to support them.

Following assessment, a young person's needs, agreed outcomes and support will either be set out in a non-statutory "My Plan" or, for young people with the most complex needs, a statutory "Education, Health and Care Plan" (EHCP). The academy will always involve parents/carers and the young person as fully as possible when decisions are being made.

## What is the role of the SENCO/Assistant SENCO?

The academy has a Special Educational Needs Co-ordinator and an Assistant Special Educational Needs Coordinator. They are specially qualified teachers who are employed to work with young people with special educational needs, their families and teachers to:

1. Decide if a young person has SEND
2. Help assess a young person's strengths and areas of need
3. Arrange for other relevant professionals to assess a young person's needs
4. Coordinate and plan SEND support for a young person, keeping records of their progress
5. Advising and supporting teachers and other relevant staff in the academy about SEND.

## What is the Academy's "Graduated Response to SEND"?

The academy's SEND process has two parts:

1. The identification of special educational needs
2. Planning to meet the needs identified in part one.

The academy uses a published assessment framework to identify additional needs. The appropriate plan is then produced, which focusses on a set of agreed "outcomes". The "outcomes" are the benefit or difference that it is hoped will be achieved by the intervention that is then put in place.

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:

### Stage 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.

### Stage 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.