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# SEND Information Report

## **SEND Information Report for Cliff Park Ormiston Academy 2024 - 2025**

This SEND Information Report forms part of the Norfolk Local Offer for learners with special educational needs and disabilities (SEND). The Norfolk local offer provides an outline for the provision available in our area across education, health and social care for children with SEND.

All governing bodies of maintained schools and proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body’s policy for learners with SEND. Our school website can be found at

[Cliff Park Ormiston Academy (cliffparkoa.co.uk)](https://www.cliffparkoa.co.uk/)

The information published must be updated annually and be in line with the Code of Practice. The required information is set out in the SEND regulations 2014 which can be found at [www.gov.uk/codeofpractice](http://www.gov.uk/codeofpractice)

 If you would like more information about the SEND Local Offer for Norfolk please look at the Norfolk County Council website: [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)

**Our Academy**

Cliff Park Ormiston Academy (CPOA) is a secondary school for learners aged 11-16 on Kennedy Avenue Gorleston-on-Sea.

**Our Values**

We are **RESTLESS**, and **RELENTLESS** in the pursuit of **EXCELLENCE** for every single Cliff Park Ormiston Academy Student **EVERYDAY**.

For the majority of our students **WE ARE THE DIFFERENCE**. Our students deserve and need the very best quality teaching with the **HIGHEST POSSIBLE EXPECTATIONS** if they are to succeed.

**Key Contacts**

* Principal: Mr Harry French principal@cliffparkoa.co.uk
* SENDCo: Ms Angela Waters a.waters@cliffparkoa.co.uk
* SEND Link Governor: Ms Emma Flaxman-Taylor gov-eflaxman-taylor@cliffparkoa.co.uk

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### **Identifying Needs**

**Special Educational Need or Disability**

***“A child or young person has SEN 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,***

***A child has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*** *(gender based words have been changed)*

 **Code of Practice 2014**

Learners can fall behind in school for lots of reasons. They may have had extended periods of absence or they may have changed schools a number of times for various reasons. Some learners may have English as a second or additional language to their mother tongue; they may have external factors which may cause issues with social and mental health and impacts on their learning. This does not mean that these learners necessarily have SEND. Only those with a learning difficulty that requires special educational provision, or a disability which impacts on their learning will be identified as having SEND. CPOA is an inclusive school and believes all learners should have the highest ambitions for themselves and belief in themselves.

**Disability**

The Equality Act 2010 definition of a disability is:

**“A person has a disability for the purposes of this act if ‘they’ have a physical or mental impairment which has a substantial and long term adverse effect on their ‘ability’ to carry out normal day-to-day activities”.** *(gender based words have been changed)*

 **Section 1 (1)1 DDA 1995**

The definition of disability includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Learners with such conditions do not necessarily have SEND as their conditions may not affect their learning progress but there is a significant overlap between learners with disabilities and SEND therefore these learners would be covered by both SEND and disability legislation.

 More information about the Equality Act can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>

**How does the school know if Learners need additional support?**

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|  | CPOA staff will; |
| Transition from KS2 or In Year Transfer | * Commit to early liaison with primary school / previous setting staff to share information once a child has been identified by the primary school as needing additional transition.
* Hold transition meetings with the SENDCo / DSL / Head of Year from previous settings and attend EHCP meetings on request.
* Review assessment data from previous settings and use this to support entry into the academy.
* Where possible, visit previous settings to meet learners in their learning environment.
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| Whilst at the Academy | * 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
* 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.
* If parents or carers feel equipment or facilities prove an issue for their child they should contact the SENDCo to work with the Academy to ensure accessibility to all subjects is provided for their child.
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| KS5 Transition | 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 the SEND department alongside careers guidance from the CEIAG contact person in school. |
| What should parents do if they believe their child has a specific learning need? | Contact the SENDCo in the first instance. The SENDCO will arrange meet with parents who have a concern about their child’s learning development following some time for investigation. Parents will be kept informed of any testing or investigations into any suspected SEND. |

**SEND Profile and Funding**

The SEND profile at CPOA 2024 – 2025 shows that 24% (191) of learners are identified as having a specific educational need. Of that 4.5% (34) of learners have an Education, Health Care Plan. (EHCP)

CPOA receives funding directly to the school from the Education Funding Agency (EFA) as part of the General Annual Grant to support the needs of learners with SEN. Further funding is allocated on request and provision of evidence of support on the basis of learners with an EHCP and high level SEND Support needs.

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| **SEND Data Analysis at CPOA (KS3 and KS4)** |
| Secondary Schools | CPOA Statistics Sept 2024 | Norfolk Statistics Jan 2024 | National Statistics Jan 2024 |
| SEND cohort | 28.5% | 13.7% | 18.4% |
| EHCPs | 4.5% | 3.8% | 4.8% |
| K SEND Support | 24% | 17.5% | 13.6% |

**Source:**
**Metric ID:** 2213, Department for Education, Special Educational Needs in England, **Data updated:**

Across All English single tier and county councils, the proportion of pupils with statements or education, health and care (EHC) plans ranges from 1.8% to 6.6%. Norfolk has a value of 3.8%, compared to an average of 4.4% in All English single tier and county councils.

For SEN support the proportion for All English single tier and county councils ranges from 5.3% to 21.8%. Norfolk has a value of 13.7%, compared to an average of 13.6% in All English single tier and county councils.

### **How does Cliff Park Ormiston Academy meet the needs of learners with SEND?**

Once a learner’s SEND has been assessed, a 1PP (one page profile) will be produced in conjunction with the learner, parents / carers, the SEND team and teaching staff to detail the learner’s strengths, difficulties, barriers to learning, strategies and adjustments. Profiles are on Provision Map which will be shared with parents and staff to inform teachers’ planning and the way in which staff approach and respond to the learner. These are reviewed every term with the voice of the parents/carers and learners and guidance from teaching staff and external agencies; where relevant.

CPOA provides a range of additional provision including but not limited to;

* Small group teaching for Maths and English where the timetable allows
* Phonics using Read, Write Inc.
* Reciprocal reading
* Lexicon
* ELSA based work
* ASC mentoring
* SEMH support
* Lego Therapy
* Learning Resource Centre for regulation sessions and a calm space
* Adaptation of physical environment if and when needed in terms of access

CPOA makes adaptations to ensure all learners’ needs are met including the use of assistive technology, such as netbooks, exam reader pens in assessments, coloured overlays, personalised timetables and curriculum adaptations where needed. Teaching staff have regular CPD sessions on specific SEND needs to help them develop and apply strategies within their classrooms.

The impact of interventions is measured by SEND staff and the impact of provision is monitored by teaching staff and SEND staff. Staff who deliver the interventions are trained accordingly to deliver the intervention effectively. Staff may work in teams to ensure this knowledge is shared. This includes SEND staff having a specialist area of knowledge within one of the 4 categories of need. This is reviewed regularly in line with the Academy assessment calendar and Passport reviews. CPOA evaluates the effectiveness of provision for learners with SEND by:

* Reviewing students’ progress towards their goals each term
* Reviewing the impact of intervention after 6-15 week cycles
* Carrying out classroom observations, learning walks and live coaching
* Monitoring behaviour and attainment tracking data

Alongside interventions, sometimes it is necessary to adapt the curriculum to support learning needs. When learners take their options at the end of KS3 parents and learners will discuss the best path for their personal development in terms of outcomes with their teaching staff and the SEND department.

**External Agency and Professional support**

For some learners 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 availability), CPOA has access to a range of external agencies including:

* TITAN Road Safety,
* Access Through Technology (ATT) Service,
* Virtual School for Sensory Support
* NHS-East Coast Community Health Care (Speech & Language Therapy service).
* Respectrum Education Psychology Service
* 1:1 Counsellors
* MAP

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### **Education, Health and Care Plans**

A small proportion of learners will have significant and long term special educational needs which may, in time, require provision that is not readily available in school. For these learners an application can be made for Norfolk County Council to carry out an Education, Health and Care (EHC) needs assessment. This is a multi-agency assessment coordinated by Norfolk County Council. If it is deemed that the learner’s needs cannot be met under the local offer of SEND support, an Education, Health and Care needs plan (EHCP) may be issued. The EHCP clearly sets out the learner’s needs, barriers to learning and the provision required to meet those needs.

Learners at CPOA with an EHCP will have their needs and provision detailed in a one page profile which is electronically shared with all staff. The EHCP is reviewed annually during a multi-agency meeting to ensure the learner’s needs continue to be met and a good rate of progress is maintained. Teachers and support staff provide feedback and assessment information to inform annual reviews.

For a very small proportion of learners it may become evident that despite the academy’s best endeavours, the needs of the learner can not be met through the EHCP and alternative provision or a full re-assessment of need may be required. In these situations, an early review meeting will be called to facilitate a discussion between school, learner, parents/carers and the local authority to consider the most appropriate next steps for the learner.

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### **Exam Access Arrangements**

Some learners with substantial and long term learning difficulties or disability will meet the criteria for being entitled to access arrangements when undertaking examinations. These learners 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 learners 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 testing normally takes place when learners are in their Autumn term of Year 10, to enable the appropriate arrangements to be put in place for internal assessments, mocks, and examinations conducted throughout Years 10 and 11. Parents and Carers will be informed of any additional support.

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### **Transition Arrangements from KS2 and into KS5 or Post 16 provision**

The SENDCo, DSL and Year 7 Pastoral Team liaise closely with SENDCOs and Pastoral workers from primary and junior schools to obtain an overview of and, where possible, a detailed report of the difficulties and needs of individual learners with SEND 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 One 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 CPOA to ask the academy to consider whether we can meet the learner’s needs. The academy must respond with an answer.
* The SENDCo should normally be invited to attend the Year 6 Annual Review

### **Support for SEND** **Enrichment**

All learners have the same opportunity to access extra-curricular activities. At CPOA 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 Ms Waters awaters@cliffparkoa.co.uk if you would like to discuss any specific requirements.

### **Inclusion and Student Voice**

All students are encouraged to participate in trips, special events and to apply for roles of responsibility with the school such as Prefects and Student Ambassadors. No student is excluded from these opportunities because of their SEND needs.

We operate a zero tolerance approach to bullying.

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### **Legislation and Guidance**

Our SEND Policy and Information Report is written with regard to the Special Educational Needs and Disability Regulations 2014 and the following statutory guidance and legislation:

* SEND Code of Practice Jan 2015
* Children and Families Act 2014
* Equality Act 2010

**Complaints**

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

These will then be referred through the Academy’s usual complaints policy procedures which is accessible via the school website. <https://www.cliffparkoa.co.uk/wp-content/uploads/2022/02/Complaints-Policy-January-2022.pdf>

If the complaint is not dealt with satisfactorily then please direct the complaint jspurgeon@cliffparkoa.co.uk (PA to the principal)

### **Useful links**

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| <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>  |