

Special Educational Needs and Disability (SEND) Information Report



Last reviewed on:	August 2026
Nex review due:	August 2027



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: [Send Policy](#)

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

We are restless and relentless in our commitment to excellence and belonging – for every student, every member of staff, and every family in the Cliff Park community, every single day.

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.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

SENDCo Ms Angela Waters awaters@cliffparkoa.co.uk	Principal Mr Harry French hfrench@cliffparkoa.co.uk	Safeguarding Lead Mrs Sarah Huggins shuggins@cliffparkoa.co.uk
Director of Student Behaviour and Support Mrs Juss Slack jslack@cliffparkoa.co.uk	Student Support Unit Manager Miss Karly Todd ktodd@cliffparkoa.co.uk	Behaviour Mentor Mrs Harriet Davies hdavies@cliffparkoa.co.uk
Deputy Head of Year Ms Kay Thomas kthomas@cliffparkoa.co.uk	Deputy Head of Year Mrs Vicky Brown vbrown@cliffparkoa.co.uk	Deputy Head Year Mrs Leah Hurrell lhurrell@cliffparkoa.co.uk



The Areas of Additional Needs we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	560*	72.4%
SEN Support (K)	182	32.5%
EHCP (E)	31	4%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	0.38%	8.4%	8.78%
Communication and interaction	1.3%	7.11%	8.41%
Social, emotional and mental health	1.29%	6.08%	7.37%
Sensory and/or physical	1.29%	1.8%	3.09%



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress as part of our ongoing CPD programme and coaching model. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENDCo will support this process.

- Baseline assessments will be conducted including CATs / NFER / analysis of attendance / behaviour data scrutiny based on any prior concerns raised from the primary setting or parents.
- 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.

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.

If parents or staff are not satisfied with the response they receive from the SENDCo the following steps are recommended.

1. Arrange a face to face meeting with the SENDCo and outline the concerns still remaining. This will be a minuted meeting and/or email the SENDCo via awaters@cliffparkoa.co.uk
2. If there is no satisfactory outcome from this meeting then please refer through the Academy's usual complaints policy procedures which is accessible via the school website.
3. If the complaint is still not dealt with satisfactorily then please direct the complaint jspurgeon@cliffparkoa.co.uk (PA to the Principal)

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
- MSHT

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

- Student surveys
- Conversations in the Student Support Unit
- One page profile Construction meetings
- One page profile reviews
- EHCP reviews
- Parents Evening

It is important that parents are able to share concerns and to discuss next steps.

- Parents have a voice in the One Page Profiles and can add or redact any information they see fit, which they have added.
- SEND parental weekly drop in sessions
- Any member of staff can be contacted regarding a SEND concern – this will be passed onto the correct member of staff who can advise or direct for support.



How we support children in transitions and in preparing for adulthood

Before a child joins and leaves our academy, we gather information in the following ways:

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. • Early transition if requested from primary or parents
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.
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To help children be prepared for a new school year we:

- Teaching staff liaise with Primaries to ensure we build on what they have already learnt and been taught
- Students are invited in for activities days to become more familiar with our school
- CPOA Student Leaders visit the Primaries to support with activities ranging from fun days to paired reading.

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

- Ensuring that students with additional needs have access to additional careers advice,
- We ensure they have experiences of different careers such as visiting speakers, and support with college visits,
- We have regular reboot assemblies for behaviour which are supported by our Teaching Assistants
- We ensure all trips are fully accessible for all our students



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here: [Cliff Park Ormiston Academy - Curriculum Overview](#)

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. Our Professional Development supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

Pre-teaching

Small group interventions, such as... Lexonik / The Cove

Multi-sensory resources

Adult support

Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding, behaviour for learning explicit teaching

Access to digital devices such as laptops and learning support software

Specialist equipment, such as writing slopes, pencil grips

Programmes set or supported by external specialists



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.



Our own mechanisms for measuring progress include:

- Parents Evenings
- Baseline assessments
- Additional psychometric testing
- Annual Reviews (if your child has an EHCP)
- A dedicated Raising Attainment Team to analyse data and support rising need



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.

The Academy has 3 Deputy Heads of Year who are non-teaching plus a Behaviour Mentor. This allows them to work on any friendship issues or potential bullying issues and ensure as much restorative work has been done to correct the situation. If a resolution has not happened then this is handed over to the Heads of Year who will invite parents in to discuss and resolve the situation.

As well as this additional support, all children have access to a meticulously planned [Personal, Social, Health and Economic \(PSHE\) curriculum](#).



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as e.g. school performances, sports days and workshops and all children are encouraged to participate. No child is ever excluded from taking part in these activities because of their additional needs or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following but not limited to the following:

Teaching Assistants have a range of the following training;

Maths Hub Training

Ruth Miskin phonics training

English as an Additional Language training

Level 2 Autism training

ADHD and Autism awareness – all staff

Trauma Informed Approaches – all staff

Lexonik training for reading

Speech and Language support

Personal Care training

First Aid – some staff

Diabetes training

Anaphylactic training



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include but are not limited to:

Nelson's Journey for Bereavement

Early Help – Schools and Community Team

Early Intervention and Prevention Team (advice)

The Matthew Project

Mental Health Support Team (MHST) - NHS



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

Analysing data in a number of areas to monitor progress e.g. for a specific intervention

Classroom visits

Using a SEND-specific evaluation toolkit

Monitoring visits from our trust that focus on SEND provision

We are currently working with the Local Authority to improve our provision around

Behaviour for Language

Child and parent questionnaires during school time and at parents evenings

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found [here](#).

We ensure all students can access the whole range of subjects we offer. This includes, but is not limited to;

- some adaptations to equipment such as drop desks in Science and Hospitality.
- We ensure use of items such as ear defenders are available for technology with the added support of additional adults to provide safety in the workshop.
- We have just secured a new minibus with a hoist system to support those students and staff with physical impairments.
- We have a lift at both ends of the academy so all classrooms are accessible.



How we make sure the admissions process is fair for children with SEND

Once the academy has been named in an EHCP or chosen by a student who has SEND support, the SENDCo, The Attendance team and Safeguarding Team endeavor to secure as much accurate data about the student to ensure we have the correct provision in place for them. If we do not, then we look to adapt our provision with reasonable adjustments. If this is not possible, the Academy will contact Norfolk County Council to ask for advice, support or funding.



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our [complaints policy](#).



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here: [SEND Local Offer - Norfolk County Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Norfolk SENDIASS Home Page](#)

Local charities that offer information and support to families of children with SEN are: [SEND support groups and events - Local SEND support organisations and groups - Norfolk County Council](#)

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)
- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENDCo:** Special Educational Needs and Disability Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.

- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.