

SEND Information Report for Ormiston Victory Academy 2023-2024

The Special Educational Needs and Disability Regulations (2014) require the academy to publish certain information regarding our provision for students with SEND. We hope that parents of current and prospective students find this report helpful and we encourage all interested parties to contact the academy for more information.

Who are we and what is our shared vision for students?

Ormiston Victory Academy is a Multi-Academy Trust sponsored, co-educational school, serving students in the 11–18 age range. At Victory we have an inclusive admissions policy and welcome students from all background into our vibrant and diverse community, including those with Special Educational Needs and Disabilities (SEND) in all 4 broad areas of need -

- cognition and learning (C&L),
- communication and interaction (C&I),
- social emotional and mental health (SEMH),
- sensory and physical (including complex medical).

The SEND Code of Practice (2015) states that

“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 him or her” and

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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” (DFE, 2015, Xiii & Xiv p. 15 & 16)

At Victory, we aim to ensure that all students, including those with SEND, have access to a broad and balanced education, both in and out of the classroom, to enable them to achieve their full potential. All students at Ormiston Victory are valued; we want all of them to achieve and be equipped to succeed as independent adults and well-rounded members of society. We strive to support all students in realising their goals and aspirations.

Ormiston Victory Academy has a special educational needs team, which is based in the Luke Day Building. It is led by Ms Cheryl Xavier, SENDCo, who reports directly to Dr Dawn Allen, Director of SEND. The SENDCO is responsible for overseeing the identification of special educational needs in the academy and managing the provision for these students. The SENDCo is supported by a SEND Manager and a team of Higher-Level Teaching Assistants (HLTAs) and Learning & Teaching Assistants (LTAs) who support in lessons and deliver group and 1:1 interventions.

How do we identify and assess students with SEND?

Year 6 Transition: We maintain good relationships and work closely with primary feeder schools, especially throughout the summer term, in order to discuss and gain a better understanding of the needs of students coming to our academy. We also meet with families, and the children themselves, to ensure their voice is heard when planning how best to meet their needs. As part of the academy's transition programme, the SEND team offers additional small group and 1:1 visits. Prior attainment data (eg. Year 6 SATS) is also looked at to help identify need.

Assessment/Monitoring: During the Autumn Term of Year 7, we use assessments such as CATs, GL Reading, Maths and Science assessments and STAR reading tests. This is continued through to Year 11, in the form of reading tests, spelling tests, numeracy tests and complete observations/work scrutiny. We continue to monitor students and support teaching staff, pastoral teams and parents in ensuring that we provide effective support. Teaching and Pastoral staff may also make referrals to the SEND team if they feel that a student may be experiencing barriers to learning.

Consistent Communication: The SENDCo operates 'an open door policy' for all students, parents/carers or staff to discuss concerns at any time. We actively encourage parental contact by telephone or in person at the earliest opportunity, with the SEND or Pastoral Teams, should any concerns or general queries arise

How do we know if students have special educational needs?

By ensuring our means of identifying and assessing our students remain effective and consistent, we are able to identify students early and take appropriate action to make sure they are well supported.

What should parents/carers do if they think their child may have special educational needs?

If you think your child has a need that has not been previously identified, in the first instance, please contact Ms Cheryl Xavier (SENDCo) directly to discuss your concerns (c.xavier@ormistonvictoryacademy.co.uk 01603 742310 Ext: 239) , or complete our online contact form and select SEND from the drop down menu (see below).



The image shows a 'Contact' form on the website. On the left, there is a 'Details' sidebar with the school's address (Middleton Crescent, Colchester, Norwich, NR5 0PX), a phone number (01603 742310), opening hours for Monday to Friday, and the name of the Principal, Mrs Maureen Palmer. The main 'Contact' section has a dropdown menu with 'SEND' selected, followed by input fields for 'Name' and 'Email', and a larger text area for 'Message'. A map is partially visible on the right side of the page.

Following this, we will discuss and record your concerns, carry out in school assessments and observations if appropriate and in some cases liaise with external agencies for additional advice, information and guidance.

How does the academy evaluate the effectiveness of the SEND provision?

The SENDCo has weekly meetings with the Director of SEND who works closely with the Senior Leadership Team and keeping them updated and informed about the wellbeing, progress and attainment of students with SEND.

The SENDCo operates an 'open door' policy and encourages parents/carers to make contact whenever they feel the need, via telephone or in person, to help us evaluate the effectiveness of the provision that their child is receiving. We hold termly parent/carer events to more formally review individual support for students with SEND and we also encourage students to communicate with SEND staff regarding their needs and provision.

We report termly at Local Governing Body (LGB) and Ormiston Academes Trust (OAT) Strategic Progress Board (SPB) meetings to review what is working well and what future improvements can be made. Student, staff and parent questionnaires are used alongside learning walks, lesson observations and book scrutiny, as part of the academy monitoring and evaluation cycle. Academy data is used to enable us to compare how we are performing against other schools in the Local Authority and) nationally.

The Director of SEND and SENDCo produce a detailed OAT SEND Self-Evaluation Framework (SEF) document and action plan to identify strengths and areas for improvement/development.

What are the academy's policies for teaching students with SEND?

Quality first teaching (QFT) is fundamental to our approach to teaching students with SEND. As we are an inclusive academy, where possible, students are fully integrated into life at the academy. It is important to us that all students are supported to make progress and have high aspirations.

If your child has been identified as having special educational needs, our teachers will use a range of strategies to make reasonable adjustments, within their classrooms, to enable them to better access the curriculum; using a variety of teaching and learning styles and adapted resources/equipment.

The academy offers training to all staff through a varied CPD programme. SEND specific sessions are incorporated into this programme. This year we are running an academy-wide SEND research programme, involving all curriculum subjects, focusing on quality first teaching and how classroom adjustments can enhance the support provided to students with SEND within the classroom environment.

Students with SEND have a Pupil Passport which is created in partnership with student and parents. We jointly explore what their strengths are, what they enjoy, and what they feel helps them to learn best. This student-centred approach outlines

their needs, gives key support strategies to teachers and other support teams, and is updated termly.

Some students may require additional support that is beyond that which quality first teaching and SEND support can provide, and may therefore benefit from an education, health and care needs assessment (EHCNA). If this assessment is accepted by the Local Authority, students receive an EHC Plan, which could be in place until the age of 25. Students with an EHC Plan may receive additional adult support in lessons, or they may access small group or 1:1 intervention.

The learning environment and academy site is adapted to ensure that it is safe and accessible for all students. Teachers arrange furniture to suit the groups and individual needs of key students they are teaching, and use displays effectively to help all students to progress. There are lifts in both the Main and Platinum Building and external doors to all blocks are adapted for students, staff and visitors with restricted mobility. Accessibility is planned for in line with the accessibility plan (see link at end of report). Students can be supported moving around the site by the SEND and student support teams where necessary.

What additional support is available for students with SEND?

When joining the academy in Year 7, students identified with significant learning difficulties compared to their peers often have access to smaller teaching groups for their core subjects (English, Maths and Science) in year 7, usually with additional adult support. Students with SEND will have a keyworker; this may be their Head of Year Behaviour (HOYB) Head of Year Pastoral (HOYP) or a LTA. These key people work with teaching staff to help them support the students they teach more effectively.

Key actions, decision making processes and evaluation of student progress are shared with parents three times per year in line with the Special Educational Needs Code of Practice 2014. Where appropriate, interventions and support may also be carried out by external agencies, such as Speech and Language, Sensory Support, Occupational Therapists, Child and Adolescent Mental Health (CAMHS), Educational Psychology and Specialist Teacher Service (EPSS) and the Norfolk SEND and Inclusion Team.

Interventions usually run for 6 – 12 week and are agreed by the subject teachers, Head of Year, Assistant Principal for the Key Stage and the SENDCo, based on need. Interventions are recorded and reviewed using Provision Map, which then tracks provision and impact for each child over time.

How do we support students with Social, Emotional and Mental Health (SEMH) Needs?

The academy has a structured pastoral support system; each year group has an Assistant Principal, a Head of Year, a Head of Year Behaviour and a Head of Year Pastoral. The SENDCo works closely with year teams, supporting staff to ensure they can meet the needs of the individuals across their year groups.

We allocate a buddy to new students to support them settling in and a key ethos of the academy is that 'every child will have one trusted adult they can talk to'.

Students who may struggle at times to communicate their needs or regulate their emotions in lessons have access to a safe space to reset and return to lessons, rather than going directly to the RTL behaviour room – either the HIVE or IFL, dependent on level of need.

Our SEMH Mentor and specialist LTAs use techniques such as social stories and CBT based approaches to support these students back into the classroom and work closely with teachers to minimise potential triggers. Suspensions are avoided unless completely necessary and we use our best endeavours and a wide variety of alternative strategies to keep these to a minimum.

Within the PHSE (Personal, Health & Social Education) curriculum, additional LTA support may be put in place when looking at key topics around relationships and life choices. Vulnerable students are encouraged to spend their break and lunchtimes in the library or the SEND lunch club - a supervised space with access to computers, Lego, board games and books.

What additional activities are available for students with SEND?

We believe that all students should have access to the full range of enrichment opportunities at Victory and pride ourselves in the fact that students with SEND participate in high numbers (favourably comparable with students without SEND) in enrichment activities. LTAs are frequently allocated to support SEND students on trips and SEND risk assessments are carried out prior to visits and trip.

A wide variety of enrichment activities and clubs are on offer at Victory:

<https://ormistonvictoryacademy.co.uk/curriculum/enrichment/enrichment-clubs>

All clubs have been audited for accessibility in terms of SEND to ensure there are no barriers to participation or that appropriate adjustments can be put in place.

Who is involved in supporting students with SEND?

All staff at Victory are responsible for supporting students with SEND, whether that be subject teachers, site team, Housekeeper, Pastoral Staff or the Senior Leadership team (SLT). Our SENDCo is Ms Cheryl Xavier and our Director of SEND, Dr Dawn Allen, who has undertaken the National Qualification for Special Educational Needs (NASENCo).

Key staff possessing expertise in SEND are:

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| Mr Paul Duncan | Assistant Principal for SEND |
| Dr Dawn Allen | Director of SEND |
| Ms Cheryl Xavier | SENDCo |
| Miss Melissa Youngman | Assistant Principal for Attendance and Safeguarding |
| Mrs Danielle Cogman | SEND Manager |
| Mrs Elizabeth Cork | HLTA Numeracy |
| Mrs Angie Landles | HLTA Literacy |
| Mr Cameron Griffiths | HLTA ASD/Autism |
| Mrs Julieann Challen | SEMH Mentor |
| Mrs Melanie Duffin | LTA Sensory Support |

In addition, we work with the following specialists: Educational Psychologist CAMHS, SALT, Sensory Support Services for Visual and Hearing Impairments, Occupational Therapy. Physiotherapy, Leeway, Matthew Project, Jigsaw and MIND.

Other strategies utilised to support our students with specific SEND include:

- Overlays,
- Blu-tac (in place of fiddle toys)
- Large print resources
- Access to ICT equipment and laptops
- Adaptive furniture and equipment in creative lessons
- Science laboratories and PE
- Lifts (students have either peer support or LTA support moving around site and using the lifts)
- Disabled toilets on all floors
- Read Write Inc phonics intervention
- Rapid Plus reading comprehension intervention
- Beat Dyslexia intervention
- SNIP spelling programme
- Safe Spaces
- Calm Down Cards
- Early movement or medical passes
- SEND lunch clubs

How do we work with Parents/Carers?

Parents/carers are key in supporting development and wellbeing and we recognise the expert knowledge they have of their own children's needs. We endeavour to provide support and information to parents/carers in a timely, easily accessible way so that we can work together as a team to help achieve the best possible outcomes (in all areas of development) for the child. We are therefore keen to build strong relationships with parents/carers of the children in our care and to liaise with them to share useful strategies or techniques which are used at home as well as those in school. The SENDCo is contactable at c.xavier@ormistonvictoryacademy.co.uk or by telephone on **01603 742310 Ext: 239** to discuss any concerns or answer any questions

Parents/carers are invited to contact the academy at any time if they wish to discuss any issues or concerns. They are expected to attend annual reviews for students with an EHC Plan and all students and parents/carers are encouraged to meet with the SEND team each term to review provision in place and progress being made. Parents/carers are warmly welcomed at parents evenings, settling in evening in Year 7, open days/evenings and raising achievement evenings in Year 10 and 11 (see academy calendar for more details <https://ormistonvictoryacademy.co.uk/>)

What should I do if I am not happy with the provision?

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's special educational needs are being met. The academy has a clear complaints procedure which is outlined below:

Step 1: The parent/carer asks to meet with the SENDCo or Director of SEND to discuss their concerns

Step 2: If parent/carer is still not satisfied with the response they have received, contact should be made with the Vice Principal for Student Engagement (Ms Le Fur), who will either meet with the complainants or arrange a meeting with another member of the Leadership Team.

Step 3: If there is still dissatisfaction, parent/carer would use the academy complaints policy, which is published on the academy website.

Useful Links:

Our SEND Policy

<https://ormistonvictoryacademy.co.uk/admin/wp-content/uploads/sites/51/2023/02/SEND-Policy-February-2023.pdf>

Our Accessibility Plan

<https://ormistonvictoryacademy.co.uk/admin/wp-content/uploads/sites/51/2023/02/Victory-Accessibility-Plan-July-2022.pdf>

DfE SEND Code of Practice (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act (2014)

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Norfolk SENDIASS

<https://www.norfolksendiass.org.uk/>

Norfolk SEND Local Offer

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>