

## SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the Academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the Academy for more information.

### We provide for the following kinds of special educational needs (SEN):

Ormiston Maritime Academy (OMA) is a maintained mainstream school providing secondary education for students aged 11 to 16. OMA is an inclusive school and will endeavour to meet the needs of all children. At OMA we believe that every student regardless of gender, race or disability has a right to equal access to a broad and balanced curriculum. OMA works to inspire, engage and challenge all our students to be the best that they can be. Some students have additional needs that may mean they need extra support with parts of their education.

The Academy supports students within the four broad areas of need:

- Communication and Interaction, e.g. speech, language and communication needs, autism spectrum condition;
- Cognition and Learning, e.g. moderate or severe learning difficulties, profound and multiple learning difficulties (PMLD) and specific learning difficulties (such as dyslexia, dyscalculia and developmental coordination disorder);
- Social, Emotional and Mental Health, including challenging behaviour, anxiety, depression, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD);
- Sensory and/or Physical, e.g. sensory impairments such as vision impairment and hearing impairment as well as physical disabilities.

### What is a Special Education Need (SEN)?

The Children and Families Act 2014 denotes that a child or young person has a SEN when they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Act states that a young person has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) have 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.

### We identify and assess students with SEN using the following methods:

#### All Students at the Academy

- Views and experiences of students and their parent/carers.
- Concerns raised by and information received from parents/carers, teaching assistants, teachers, pastoral and other school staff and external professionals.
- Referral of students identified through Behaviour, Assessment and Review Team (BART) meetings and through school safeguarding and counselling support.
- Annual reading assessments, particularly identifying readers whose skills are significantly below those expected of students at their age.

- For those joining the Academy other than at the start of Year 7, through information received from their previous school and from interview prior to their attendance at the Academy.
- Analysis of prior attainment data.
- Review of progress and current attainment levels for all students following each year group's assessment points.
- Consideration of student attendance rates at the Academy over time.
- Targeted assessment of students following concerns raised, Vernon spelling tests WRAT-5 and WRAT-4 suite of tests; social, emotional and mental health (SEMH) assessment point scales including the SPOT (SEMH Positive Outcomes Tool).
- Specialist assessment and advice from external support services (where appropriate).

#### **In addition, for students Joining the Academy in Year 7**

- Information from and liaison with our feeder Primary Schools in Year 6.
- Year 6 into Year 7 transition activities and induction days with additional days for those identified with special education needs, students who have an EHCP or students who are considered to be vulnerable.
- Baseline testing in Year 7 to provide information for learning groups and intervention programmes in Year 7.

#### **We evaluate the effectiveness of our SEN provision in the following ways:**

The SENCOs have fortnightly meetings with the Assistant Principal who line manages the SEN provision within the Academy to review SEN provision together with concerns and progress for SEN students. The SENCOs also has monthly meetings with the SLT to discuss the SEND department and fortnightly meetings with middle managers to improve the SEND provision across all of the faculties.

The SENCOs meet regularly with the Integrated Support Team of teaching assistants for the purposes of review, training and administration of SEN provision.

School data for the Academy's SEN cohort is analysed and compared with whole school and national data over time to evidence trends, support planned provision and evaluate progress.

Where SEN interventions are delivered, students are assessed and their perspective gathered before and after each intervention programme cycle to monitor effectiveness of the provision and inform next steps.

Student, parent/carer and Academy staff views are collected through interview, questionnaires and parent's evenings. In addition, feedback is obtained through learning walks, lesson observations and book scrutiny. These views and observations are then used to provide lines of enquiry and inform future SEN provision.

The SENCO's manage the implementation of an action plan, developed from a review of SEN provision conducted by the Academy with support from Ormiston Academy Trust advisers which identifies our current strengths together with areas we would like to improve.

SEN Governor reviews take place to determine what is working well, what needs development and understanding next step plans for improvements.

## Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

Following the SEN Code of Practice (2014) guidelines the Academy uses a cycle of assess, plan, do, and review in relation to understanding student's needs and supporting them to secure good outcomes. This is known as the graduated approach.

Student's progress is tracked by their subject teacher. Students are assessed regularly throughout the year, either as part of in-class feedback cycles or whole school assessment points. Where students are not making their expected level of progress teachers will initially review their classroom provision and implement targeted differentiation (Quality First Teaching) to meet that student's needs. If the student continues not to progress, then the subject teacher will raise their concerns firstly to their curriculum leaders and then to the SEND department.

The SENCOs will investigate concerns raised through a combination of gathering views of the student and the student's other teachers, reviewing their prior attainment, seeking the view of the pastoral team (where appropriate), undertaking further assessments (where appropriate), discussing concerns with parent/carer. Should the student be identified as having a special education need, they will be placed on the Academy's SEN Register and a student SEN passport prepared and circulated to Academy staff.

The student SEN passport will be reviewed and discussed with parents at least once a year at parents' evenings, but if needed this can be more frequent. The type and level of SEN need identified will then dictate the provision made, review cycle and next steps.

### **SEN provision, assessment and review is made following a graduated approach:**

Universal Quality first teaching which takes into account the learning needs of all students and provides differentiated lessons to meet these needs.

#### Targeted

Students not making expected progress are identified and some or all of the following may be in place: interventions, further testing to identify barriers to learning, advice from the SENCO and other professionals, agreed targets for progression, evidenced based review to determine progress and next steps to achieve best outcomes. Targeted/Specialist

Significant and persistent learning difficulties or life-long disabilities identified. Specific, additional interventions in place and reviewed. The Academy undertakes further interventions and gathers evidence to request North East Lincolnshire Children's Services (NE Lincs) to undertake an Education, Health and Care (EHC) needs assessment. Specialist

Following assessment and agreement by NE Lincs, an EHC plan is issued with agreed outcomes and support provided by the Academy with annual reviews of progress and planning for future provision.

## Our approach to teaching students with SEN includes:

Quality First Teaching is the primary means of meeting the needs of all students at the Academy and integration is our key approach.

The Academy's approach to differentiation includes scaffold tasks, varied ways of portraying work, personalised timetables, small group work, use of manipulatives, active learning, teaching assistant support, working outside the classroom environment on specified tasks or attending interventions.

These approaches support individual student needs, enabling them to feel 'included' and develop in confidence. The Academy firmly believes that all teachers are teachers of SEN students and support effective differentiation within the lessons to meet student need.

Special exam access arrangements are identified and made for students with SEN that affect their ability to work without additional support arrangements.

Students are welcome to attend Integrated Support before the start of the day, at break and at lunch where teaching assistants are always available to assist with practical aspects (e.g. home study assistance), social needs (e.g. interacting with others) and enhancement activities (e.g. clubs such as art, craft and Lego).

### **We adapt the curriculum for students with SEN in the following ways:**

The Academy believes that all students should have access to a broad-based curriculum. Students with SEN have access to the same curriculum as other students.

Students identified in Year 6 and at the start of Year 7 as requiring support to achieve levels expected of their peer group, will have a curriculum that includes 'catch-up' models in literacy and numeracy. Depending of level of need, such timetabled support may continue throughout the remainder of key stage 3.

At key stage 4 a small amount of students with significant SEN needs may follow a modified curriculum which reduces the number of Level 2 subjects studied but enhances learning and support for literacy and numeracy potentially working towards other qualifications in these areas in addition to their GCSEs.

### **We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:**

All students with special education needs and disability are able to access all of the Academy's current activities including extra-curricular activities. Academy staff are available to support access to activities provided either in their original form or in an adapted form if required to meet a student's individual needs.

Parents of students whose level of need dictates reasonable adjustments to facilitate access to activities are involved in planning via consent letters for school activities and trips.

### **The following emotional, mental and social support is available for students with SEN:**

The Academy believes in and fosters a growth mind-set. We have policies in relation to behaviour and bullying which are published on the Academy's website. We operate a pastoral system whereby students have daily contact with their tutors with pastoral support led by our Pastoral Co-ordinators and Progress leads. Students are further supported by our Child Protection Officers, School Nurse and School Counsellor.

SEN students have daily access to the Integrated Support team. Vulnerable students are able to use the Integrated Support facility before school, the room of positivity can be used during break and at lunch times if needed and some students are supported to have their free time in the main outdoor spaces. Students with an EHC Plan have a designated Key Worker. Mentoring is offered to students who give cause for concern and this is led by our Leadership Team.

The Integrated Support team work with the behaviour and inclusion team, the pastoral support team (Pastoral Co-ordinators), Child Protection Officers, the LAC Support Teaching Assistant, the Attendance Officer, School Nurse and School Counsellor to support the emotional, mental and social health of SEN students. Support systems are in place for addressing behaviour, avoiding exclusions and increasing attendance. Aspects of this support and review of needs and progress for student of concern are discussed at daily behaviour meetings. Next steps actions are planned and agreed at these meetings and parent/carers are kept informed and involved following this process.

Students with social, mental and emotional health difficulties, who are at risk of exclusion are supported through a partnership arrangement known as the ASPIRE meetings, which is designed to best support students, minimise exclusions and maximise students' well-being.

Some students have a reasonable adjustment to the usual behavioural policy and receive a C2 SEND duty Call. This means that a member of the SEND team or the pastoral team, will go and assess whether or not the student can be reintegrated back in to their lesson, or if they need withdrawing to Integrated Support for a longer period of time so that they are able to reregulate before being returned to their timetable lesson. If the student is calm enough and can stay in lesson then they will be supported with this process, so they can continue with their learning.

Our inclusion unit 'The Hub' provides support to students with SEMH difficulties. They complete and incremental step out programme over 8 weeks where they receive a bespoke curriculum in the afternoons to support them emotionally and socially as they return to mainstream lessons.

During the 8 weeks they gradually return to mainstream with tapering enhanced support. The programme also provides an assessment and evidence base to identify needs and inform next step provision.

In addition, to this, there are currently six places in the Integrated Support Unit for students to access a high level of support and intervention to address a range of SEN for a period of 6 weeks, this allows strategies to be implemented as recommended by Special Advisory Teachers or Educational Psychologists.

The Academy uses Navigo school advice provision and will make referrals to them for further support for student's experiencing social, emotional and mental health difficulties. Referrals are also made to Compass Go to further support student's emotional well-being.

**The name of our SEN Co-ordinators (SENCO) are: Mrs K Allard and Mrs L Winton**

**Our SEN Governors: Mr A Nicholson and Jo North**

The SENCOs may be contacted on 01472 310015.

**Listed below is information relating to the SEN expertise of our Integrated Support team:**

Mrs Allard and Mrs Winton hold the National Award for SEN Coordination (NASCO) This is a master's level award for the leadership of SEN within a school. Mr Silvester Vice Principal has also been awarded the National Award for SEND Coordination Award.

The Academy has a broad base of Integrated Support staff who have achieved the National Standards in Teaching and Learning to level 2 or 3 and beyond. They collectively have experience, skills and qualifications in working with a wide range of assessment, teaching strategies and special education need. Some examples of which are included below:

- Irlen Syndrome (Scotopic Sensitivity) Assessment
- Standardised Assessment (WRAT)
- Dyslexia screening
- Social Stories
- Mentoring
- Autistic Spectrum Condition
- Attention Difficulties
- Mental Health

- Emotion Coaching including Talkabout
- Social Skills including Lego Therapy
- Art Therapy
- Epilepsy
- Safeguarding
- Precision Teaching
- Literacy including phonics, Lexonik
- Numeracy including Numicon, Passport Maths
- Speech and Language
- Exams Access Screening
- Makaton
- Developmental trauma including PACEfulness
- Emotional Regulation including 5 point scale and Zones of Regulation

Integrated Support (the SEN team) supports and develops the knowledge of all staff in relation to special educational needs and disability. The Academy has a continual professional development (CPD) programme which includes individual training days and whole school training on SEND each half term throughout the school year; Integrated Support provides regular SEN briefings including needs focussed information as part of this programme.

**In addition, we use the services of the following specialists:**

- | Specialist    | Advisory            | Teachers  |
|---------------|---------------------|-----------|
| ▪ Educational | Psychologists       | Visually- |
| ▪ Impaired    | Specialist Teachers | Hearing-  |
| ▪ Impaired    | Specialist Teachers | School    |
| ▪ Nurse       | School Counsellor   |           |

**We currently possess the following equipment and facilities to assist our students with SEN:**

The Academy is wheelchair accessible and has a lift to access the first floor. It also has disabled toilets, disabled changing facilities and a hygiene room. In addition, there is a Sensory Room which is available to students in pre-crisis or in crisis needing a space to calm and reregulate.

The Academy has an Integrated Support facility which is available to SEN students both outside and during lessons as a point of contact, safe place to regulate and become ready for learning, undertake SEN assessments, take part in intervention sessions, plan to succeed, reflect on actions which do not meet academy expectations, to develop new skills, and to socialise, chill and play at break and lunchtime.

The Academy has a first aid provision with staff trained to manage the administration of medicine where required.

Some students with hearing and vision difficulties are supported by the Education Team for Hearing and Vision.



The Principal is responsible for the schools SEND budget. The SENCOs allocates resources from within this budget. The main components of which are deployment of teaching assistants and provision of small group interventions.

Information about how the Academy uses pupil premium funds may be found through this link <http://www.omacademy.co.uk/pupil-premium/>

The Academy have a range of equipment which supports students with SEN both within the classroom and in Integrated Support. This equipment includes:

- reading overlays
- dyslexic rulers
- handwriting pens
- pen grips
- reading rulers
- number and letter cards
- stress balls
- ear defenders and ear plugs
- fidget toys
- large print resources
- i-Pads
- laptops
- voice recorders
- assistance software, e.g. Dragon
- time out cards
- wobble cushions

In addition, students identified with particular needs, are offered supported intervention programmes in a number of areas including:

- handwriting
- phonics
- reading
- numeracy
- working memory
- Mindfulness
- pre-key stage curriculum
- social skills
- emotional literacy
- mentoring
- Art therapy
- Lego therapy

### Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

Parents/carers are invited to contact the Academy at any time if they have any queries or wish to discuss any issues or concerns.

The Academy hold Open Evenings during the academic year for students considering joining us in year 7. In addition, each year the Academy holds a parent's evening for each year group which provide parents/carers the opportunity to meet with their child's teachers and/or the SENCO or Integrated Support team to discuss progress together with any concerns.

Students on the SEN Register will have a SEN passport which is reviewed at least annually or as often as needed. Parent's evenings and telephone reviews enable parents to understand needs identified and provision provided for their child whilst giving time for their and their child's views to be heard and involving them in planning next steps.

Parent/carers and students are surveyed in relation to SEN provision at the Academy using questionnaires, by seeking their views during face-to-face and telephone interactions and through person-centred reviews. Views expressed from these activities are collated, reflected upon and used to inform SEN policies and provision.

The Academy also has good working relationships with professionals from parent support groups including SENDIASS.

## Our arrangements regarding complaints from parents of students with SEN are as follows:

Should parents/carers wish to register a complaint about the way their child's special education needs are being met they should follow the Academy's two-tiered process. Please note, that it is a requirement of our complaints procedure that the informal process has been completed before moving to the formal process.

### Informal Resolution

- a) The parents/carers should meet with the SENCO to discuss their concerns.
- b) If the parents/carers are not satisfied with the response they receive, they should then contact the Principal, who will either meet with them or arrange for a meeting with another member of the senior leadership team.

### Formal Resolution

If there is still dissatisfaction with the response, the parent/carer should use the Academy's complaints procedure as detailed in OMA's Complaints Policy which is published on our website.

## We work with the following bodies to ensure the best possible provision for our students with SEN:

- Specialist Advisory Service
- Education Team for Hearing and Vision
- Educational Psychology
- Young Persons Support Service (next steps and careers)
- Speech and Language Team
- Other Health Services
- SENDIASS (SEN and Disability Information and Advice Support Service)
- SENART (SEN Assessment and Review Team)
- Navigo (Child and Adolescent Mental Health Service)
- Family Support including Family Hubs and Family Links
- Children's Services Social Care
- Virtual School
- Compass Go

## Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:

Parents of children with Special Education Needs may find useful support and information from the following services:

- SENDIASS (Special, Educational Needs and Disabilities Information, Advice and Support Service), [nelincs@barnardos.org.uk](mailto:nelincs@barnardos.org.uk), 01472 355365



- Special Educational Need Assessment and Review Team (SENART), [SEN@nelincs.gov.uk](mailto:SEN@nelincs.gov.uk), 01472 326292
- North East Lincolnshire local offer webpage <https://sendlocaloffer.nelincs.gov.uk>
- North East Lincolnshire Parent Carer Forum (NELPCF) 01472 242277
- Families First Information Service
- Children's Disability Service
- Child Development Centre
- Young Minds Matter
- Family Support Services
- Children's Social Care
- Carers' Support Service

Up to date links and contact information for all of these services may be found through the link to North East Lincolnshire's Local Offer web pages. <https://sendlocaloffer.nelincs.gov.uk/>

## Our transitional arrangements for students with SEN include:

### Transition to Year 7

To help prepare and support students joining the Academy our transition co-ordinator visits all feeder placements and meets with class teachers. In addition, two induction days are held for all students.

Vulnerable students are offered bespoke packages, usually 4-6 additional visits either individually or as mixed school groups so that they have the opportunity to become familiar with the Academy and its staff.

### Transition from Year 11

To help prepare students to move on the following is available to all students:

- careers guidance from the Academy's advisor
- visits to colleges and universities
- cross-curricular events
- information about careers during lessons

Careers advice is also available from outside providers at Year 9, 10 and 11 parents' evenings.

In Year 10 and 11, students with SEN will also be supported by a representative from YPSS (Young People's Support Service) in making choice and securing a place for their post-16 education and training. Where appropriate, this support will include accompanied visits to post-16 providers.

In Year 11, the Integrated Support team supports students with SEN with applications for their post-16 phase of education, e.g. to college, for apprenticeships.

### Transition to Another School

To support a student leaving the Academy to join another secondary school we ensure all relevant information is shared.

North East Lincolnshire Council's local offer, explaining what is available on a local authority basis, can be found using the following link:  
<https://sendlocaloffer.nelincs.gov.uk/>

TheSEND newsletter can be found here

<https://sendlocaloffer.nelincs.gov.uk/send-newsletter-2/>

Next Review due: September 2026