

ANNUAL REVIEW - SEPTEMBER 2023

SEND Information Report 2023-24

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

[The Special Educational Needs and Disability Code of Practice: 0 to 25 years](#) (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

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

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
General School Information:	School Name: Flegg High Ormiston Academy School website address: http://www.fleggormistonacademy.co.uk/ Type of school: Secondary Academy
Description of school:	Flegg High Ormiston Academy is in the village of Martham, Norfolk. It officially opened on 1 st February 2018
Does our school have resource base?	No
Number on roll:	771
% of children at the school with SEND:	18.03%
Date of last Ofsted:	18th May 2022

<p>Accessibility information about the school:</p>	<p>Flegg High Ormiston Academy provides Facilities and Physical Access including ramps, disabled toilets, a lift, and ICT facilities.</p> <p>Where students have physical and/or learning disabilities, The Academy will ensure that: (i) whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and (ii) The Academy works effectively with local services and agencies, providing coherent support.</p>
<p>Expertise and training of school based staff about SEND. (CPD details)</p>	<p>The Academy has a commitment to continuous staff training and development regarding meeting the individual needs of all children within the classroom and the academy. All staff are made aware of their responsibilities towards students with special educational needs whether or not students have an Education, Health & Care Plan. All staff have access to the SEND policy, the register of special educational needs, Individual SEND Support Plans and are provide with a toolkit of information and strategies for meeting the needs of a variety of learning, sensory and mental health difficulties. The SENCO and other Special Educational Needs staff keep up to date with new developments in Special Educational Needs by reading relevant Special Educational Needs literature, regular access to Special Educational Needs web sites, attendance to the Norfolk essential SENCO network meetings, informal advice from external agencies and the local authority and through accredited training. Teaching Assistants champion different areas of SEND (ASD, visual/hearing impairment). CPD is ongoing and continuous to maintain this expertise.</p>
<p>Documentation available:</p>	<p>SEN policy https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2023/09/SEND-Policy.pdf</p> <hr/> <p>Safeguarding Policy https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2023/09/Child-Protection-and-Safeguarding.pdf</p> <hr/> <p>Behaviour Policy https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2023/03/Behaviour-Policy.pdf</p> <hr/> <p>Equality & Diversity Flegg High Ormiston Academy - Equality Statement (fleggormistonacademy.co.uk)</p> <hr/> <p>Complaints procedure https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2023/07/Complaints-Policy.pdf</p>

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>At transition, information on students with special educational needs or disabilities is passed on from primary schools to the SENCO and strategies are shared prior to year 6 students joining the Academy. The students then visit the Academy for transition visits during year 6. Staff from Flegg High Ormiston Academy may be invited to attend multi-agency meetings and parents/carers are also welcome to visit the school or speak to members of the inclusion team prior to transition. New students in Year 7 may have further assessments for cognitive ability and reading ages. New pupils arrive in year 7 with a pupil profile that has been contributed to by the students themselves.</p> <p>Regular monitoring and assessment of progress is used to highlight where a student may be failing to make appropriate levels of progress compared with other children of their age. Where this is the case, further assessments and testing, both in school and by other professionals, may be used to identify possible barriers to learning. Parents/carers will be informed of any additional testing.</p> <p>All staff at Flegg High Ormiston Academy are encouraged to discuss any student concerns with the SEND team and if parents/carers inform us that they feel that their child may have additional needs, we will discuss this with them and investigate where appropriate. We share results of any assessments with parents/carers in order to agree next steps on how we can support your child.</p>
What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<p>Pastoral support is available to all students through the Pastoral Teams and at Flegg High Ormiston Academy support and training is also available from specialist teachers and professional agencies to enable students with additional needs to access the curriculum. These include local authority services, educational psychology services, speech & language therapist and visual and hearing impairment services, occupational therapy and physiotherapy.</p> <p>Multi-agency meetings may be held with relevant professionals, parents and students in order to plan and review the student's support and intervention. At these meetings the discussions may focus around how we will work together to make teaching and learning more effective for the student, review how well the student is doing in relation to agreed targets, agree on what has worked well, what could be further implemented to support the student, next steps and an agreed future review date. The</p>

	information from all meetings will be recorded and shared with the parent/carer to ensure accountability.
How we provide access to a supportive environment; ICT facilities / equipment / resources / facilities etc.	Students may be supported through specialised equipment and ICT facilities. Computer suites, including Apple computers and PCs, as well as laptops, are used imaginatively throughout the academy, providing access to a wide range of ICT learning opportunities. A virtual overlay is provided for students with Meares-Irlen Syndrome.
What strategies / programmes / resources are available to support speech & language and communication including social skills?	Speech and language, communication, and social skills intervention may be provided with advice from a speech and language therapist. Timetabled oracy lessons help develop speech and language within a structured lesson environment.
Strategies to support the development of literacy (reading /writing).	The reading level of students at Key Stage 3 are regularly tested using NGRT assessment. Programmes such as Lexonic, Lexia PowerUp and ARROW are used to support students' reading, spelling and development of language. Some students are offered daily one-to-one reading opportunities. Students with dyslexic traits are offered specific intervention support using the Lexia programme. Handwriting and touch-typing support can be offered on a one to one or small group basis. The Academy's extensive enrichment programme offers further opportunities to develop literacy skills.
Strategies to support the development of numeracy.	An intervention programme is available to students to accelerate progress and close the attainment gap.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	At Flegg High Ormiston Academy all students have access to a broad and balanced curriculum and the school adopts the graduated approach to teaching pupils through a wave intervention model: Wave 1: Quality inclusive teaching, which takes into account the learning needs of all the students in the classroom. All lessons are differentiated to meet the needs of the students in the class. Staff are kept informed of the varying needs of the students in their class and are updated with any changes. Wave 2: Students who are highlighted as not making expected progress and may need intervention and/or testing to identify any barriers to learning.

	<p>Wave 3: Specific, additional interventions provided to help accelerate progress to enable the student to work at or above age-related expectations</p> <p>Wave 4: Targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. This includes students with statements and enhanced provision.</p> <p>Where appropriate, small group teaching takes place and targeted students in year 7 are taught within a core skills group offering a more nurturing environment. Some classes may have Teaching Assistants attached who will focus on supporting specific students. Resources are modified according to students' learning requirements and specialised equipment may be provided. SEND support plans, along with Education Psychologist reports and strategies are used by teachers to inform their planning and classroom management.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents / carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Regular assessments take place by all teachers and information is fed to all faculties and to the inclusion teams. Any students highlighted as a cause for concern are discussed at the Raising Attainment and Progress meetings. Parents are kept informed of current assessment data. As part of this process, we: track progress against time, administer in-house testing for specific areas of need, conduct observations within the school setting, set individual targets as part of the academic mentoring programme, monitor and evaluate individual SEND support plans, set new targets and review with parent/carer and student, map provision for each student with a SEND support plan, initiate individual pastoral support plans and behaviour plans, support students through PEPs and refer to external professionals for assessment. Student views are always taken into account, and they have the opportunity to make comments during annual reviews and SEND support meetings</p>
<p>Strategies/support to develop independent learning.</p>	<p>All students at Flegg High Ormiston Academy are encouraged to develop into independent learners and strategies are embedded from year 7. Tutors are allocated to each student to offer support both academically and pastorally to target interventions, when required, and develop independence.</p>

Range of Enrichment & Well Being Provision Information:

<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Staff are allocated duties before school, at break, lunch and after school to ensure students’ safety during unstructured times. For our most vulnerable students, additional facilities are made available during these times.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>An extensive programme of enrichment activities takes place during the school day and after school. A week of enrichment activities is offered to all students during the summer term and opportunities for day and residential trips runs throughout the year.</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>Teaching assistants are deployed to support our most vulnerable students and facilitate their learning to enable them to work alongside their peers.</p> <p>All students are encouraged to participate in the activities at Flegg High Ormiston Academy. Our pledge is shared with all students, with the aim that they will have a broad range of life experiences during their time in the academy.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>At Flegg High Ormiston Academy, we strive to enable all students to develop their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and disciplined environment.</p> <p>https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2023/05/Anti-bullying-Policy.pdf</p> <p>We aim that all our students should be aware that to us <i>‘every child does matter’</i>. Each department within the academy is aware of the requirements of the <i>‘Every Child Matters’</i> agenda as detailed in the Government paper of the same name (2003) and will meet its requirements within their individual schemes of work. The Academy aims for our pupils to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-Being. Anxiety support and social communication groups are included in our enrichment programmes.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>A clear, consistent approach to behaviour management is understood and used across the academy.</p> <p>https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2023/03/Behaviour-Policy.pdf</p> <p>The academy operates a detention and stage report system and where necessary, pastoral support plans are put in place. Close liaison with parents is imperative to the success of this.</p>

	Alternative provision is utilised where possible to support student behaviour to prevent exclusion.
How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.	<p>At Flegg High Ormiston Academy, students with special educational needs and disabilities are treated as fairly as all other applicants for admission. The policy and guidelines for admission of all students is outlined in the Academy’s Admissions Policy. https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2022/11/Admissions-Policy-for-2023-2024.pdf</p> <p>Prior to admission, parents of SEND children are given time to share information and concerns regarding the transition with the SENCO and Heads of House. This allows for necessary resources and arrangements to be put in place. In order to make transition from primary school as smooth as possible, year 6 students are offered opportunities to visit Flegg High Ormiston Academy for activities and induction. Support is offered at all key transition stages; from primary school to the academy, through option choices into Post-16 Providers or onto further training elsewhere.</p>

Links with Parents, Carers & External Agencies Information:	
Access to strategies, resources, programmes, therapists to support occupational therapy / physiotherapy needs and medical needs.	Close links are maintained with local authority services, school health, educational psychologist, speech, language and communication, visual and hearing impairment services, occupational therapy, physiotherapy, disabilities team, in order to access strategies and resources to support our students.
Extra support for parents and carers and pupils offered by the school / how parents are involved in their child’s education.	Flegg High Ormiston Academy forges links with parents to support the students and often call parents into school to discuss targets and interventions. Where multi agency working is involved, the information from meetings will be recorded and shared with the parent/carer to ensure accountability. Parent voice surveys are sought at all events for parents.
How additional funding for SEND is used within	Additional funding contributes to teaching assistant support, one-to-one tuition, staffing of the inclusion zone, small teaching groups and specialised resources and equipment.

the school with individual pupils.	
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	Children in care are monitored in school through the PEP and pupil premium plus is applied for to support the child's progress and ensure that they achieve in line with their peers, taking the pupils' wishes and feelings into account through Pupil Voice.

SENCO Name / contact	Mr Tom Pull 01493 740349 tpull@fleggoa.co.uk
Principal Name / contact	Mrs Jane Bennett 01493 740349 principalsoffice@fleggoa.co.uk
Report completed by: Mr Tom Pull (Assistant Principal for SEND) Date: 29th September 2022	

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.