# Flegg High Ormiston Academy

# Special Educational Needs (SEN) Information Report

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| Last reviewed on: | 15.09.26 |
| Nex review due: | 15.09.27 |

## 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: https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2026/08/SEND-Policy.pdf

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.

Our three principles of behaviour and belonging underpin everything we do as an academy. They reflect our commitment to fostering an inclusive, respectful, and supportive environment where every child can thrive. We believe that a positive school culture is the foundation for academic success and personal growth, and it is through shared norms, compassionate interactions, and clear expectations that we create a space where all children feel they belong.

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

| SENCO | Deputy SENCO | Learning Support Assistant | Learning Support Assistant |
|---|---|---|---|
|  |  |  |  |
| Mr T. Pull<br>tpull@fleggoa.co.uk | Mrs C. Youngs<br>cyoungs@fleggoa.co.uk | Mrs E. Stronach | Mrs S. Harris |
| **Learning Support Assistant** | **Learning Support Assistant** | **School Counsellor** | **Medical Coordinator** |
|  |  |  |  |
| Mrs A Calver | Mrs L McCombe | Mr G. Pitcher | Mrs G. Steemson |

## The kinds of SEND 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 |
|---|---|---|
| All SEND | 139 | 24.78% |
| SEN Support (K) | 111 | 19.79% |
| EHCP (E) | 20 | 3.57% |

| | SEND Support | EHCP | All SEND |
|---|---|---|---|
| Communication and Interaction | 20 (18.0%) | 7 (35.0%) | 27 (20.6%) |
| Cognition and Learning | 52 (46.8%) | 1 (5.0%) | 53 (40.5%) |
| SEMH | 25 (22.5%) | 10 (50.0%) | 35 (26.7%) |
| Sensory and or Physical Need | 5 (4.5%) | 1 (5.0%) | 6 (4.6%) |
| | 111 (100.0%) | 20 (100.0%) | 131 (100.0%) |

## How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. 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 SENCO will support this process.




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 panels
- View meetings to discuss their views which are added to their Pen Profiles
- Through Union of Flegg Student meetings

It is important that parents are able to share concerns and to discuss next steps.
The academy offers parents / carers the opportunity to review and input into their child's SEN Profile during Academic Review Days, Parent's evenings, Termly SEND Drop-In events and during Annual Reviews (if their child has an EHCP). Parents / carers are welcome to contact the SEND Team to discuss their child at any other point during the school year.



## How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:
Liaising with feeder/previous school, discussion with parents/other professionals as required

To help children be prepared for a new school year we:
The academy invites selected students in for a settle session prior to the commence of the new year, to meet key staff and emotionally prepare students for the forthcoming academic year

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:

- Offering careers appointments with Beacons East
- Support with college visits
- Experiencing different careers through visiting speakers
- Our Tools4Life course supports some students with the development of independent living skills



## 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:

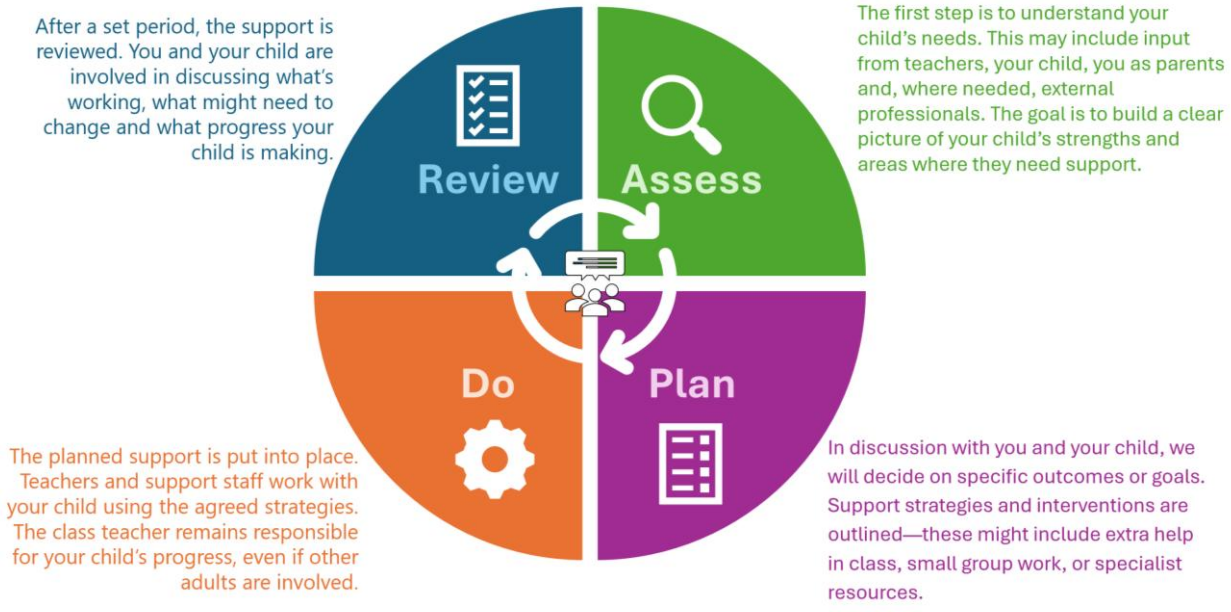
https://fleggormistonacademy.co.uk/curriculum/curriculum-overview

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. CPD 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 Lego Therapy, Lexia or Zones of Regulation.
Multi-sensory resources
Additional Adult support
Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding
Access to digital devices such as laptops and learning support software
Specialist equipment, such as writing slopes, pencil grips
Programmes set 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.




Progress is measured is reviewed in the following ways:

- Analysing data

- Pupil progress meetings
- Academic Review Days
- Parents' Evenings
- Annual Reviews (if your child has an EHCP)

## How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.
https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2025/12/Anti-Bullying-Policy.pdf

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.
https://fleggormistonacademy.co.uk/curriculum/cash
All students have access to pastoral support from their College Leader, Assistant Principal and other members of the Learning Cultures Team.
Identified students also are supported by the academy counsellor, safeguarding team and participating in personalised support packages such as the Flegg Virtues programme.

## 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 afterschool clubs, Guilds and school trips and all children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.
https://fleggormistonacademy.co.uk/key-info/extracurricular

## 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:
Mental Health First Aid
Speech, Language and Communication
Reading support

## 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:

- EPSS – Educational Psychology and specialist teachers
- Educational Psychologist – CEPP service;
- The School and Communities Team
- Virtual School for Sensory Support;
- School Health;
- CAMHS;
- MAP;
- The Matthew Project;
- Mental Health Support Team

## 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
- Working with the Local Authority through their Team Around The School who monitor our SEND provision
- Child and parent/carer questionnaires

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: https://fleggormistonacademy.co.uk/admin/wp-content/uploads/sites/35/2025/01/Accessibility-Plan.pdf

The academy has taken the following steps to prevent children with disabilities from being treated less favourably than others:
Advanced planning for students based on good information from primary partners.
▪ Liaison with external services and agencies regarding individual pupils (physical, sensory, SEMH
▪ High quality Pen profiles, available remotely via the Launchpad to inform planning
▪ Providing tiered intervention
▪ Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Scribe, laptops etc.)
▪ Developing outstanding learning and teaching across the academy incorporating challenge for all levels
▪ Academic Review Day enables all students to discuss their learning and strengthens pastoral links.
▪ Ensuring that Academy visits and trips are accessible for all students
▪ Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual / auditory / kinaesthetic, etc. ▪ Setting of pupils in subjects as appropriate, with support from the specialist trained Teaching Assistants
▪ Smaller teaching groups in Technology/Creative subjects
▪ Union of Flegg Students support (Learning Gurus), – the Big Blue Button
▪ CASH lessons and collectives targeting and responding to local / national trends
▪ Success Centre promoting literacy for all alongside a robust literacy intervention programme
▪ Development of mutual support and understanding between colleagues in working with pupils with disabilities
▪ Specialist equipment and resources to support students with Physical Disability

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

- Parents of children with SEND needs are encouraged to speak to specialist staff at parental events such as Open Evening, or to request a follow up tour and meeting to discuss their child's needs
- The academy works closely with Local Authority partners, such as the SEND and Inclusion Team and EHCP coordinators to discuss the needs of students with EHCPs as part of the official consultation process.
- Children with an EHCP are admitted as per the Admissions Policy:

- 3.4.3. Where a pupil has an Education Health and Care plan which names the academy that pupil will be admitted, and the number of available places reduced accordingly.

## 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.
https://fleggormistonacademy.co.uk/key-info/policies

## 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:

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: SEND Local Offer - Norfolk County Council

Local charities that offer information and support to families of children with SEN are:
Helping families access special needs education - Norfolk SEN Network
Norfolk SENDIASS Home Page
Newberry Child Development Centre | James Paget University Hospitals NHS Foundation Trust
Supporting Smiles - Ormiston Families : Ormiston Families
Mental Health | MAP Norfolk
Nelson's Journey | Child Bereavement Help for Norfolk
Drug and alcohol recovery | The Matthew Project | England
Mental Health Support Teams (MHST) In Schools
Virtual School Sensory Support - 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.
- **SENCo:** Special Educational Needs 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.