



SEND Information Report

OA – Suffolk

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| Document control table | |
| Title | SEND Information Report |
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| Date of next review | March 2027 or as soon as a change occurs |
| Updates/revisions included: | Updated to add AP Team at the LA Revised the information about the SENDCOs Ensured all acronyms are expanded |
| <p>Our Trust uses a central template to ensure consistency and clarity across all our settings. While the overall structure and key information are the same everywhere, each setting personalises certain sections, so the document reflects local procedures, staff roles and ways of working. This means the information you read here is accurate for your child's school.</p> <p>Local amendments should be submitted to OA-Central for filing.</p> | |

The person responsible for managing SEND at this academy is:

Rob Lewis

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SEND Information Report

This report provides information about how we work with and support children with Special Educational Needs and Disabilities (SEND). It is updated on an annual basis, or earlier if circumstances change.

Special Educational Needs and Disabilities We Support

We currently provide additional and/or different provision for a range of needs, including:

- communication and interaction difficulties
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

Identifying Pupils with SEND and Assessing Needs

- On entry to the academy, all pupils are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting.
- Information is sought from the pupil's previous school.
- We liaise with other agencies as needed and refer to other services for further assessment following discussion with parents/carers (e.g. Speech and Language Therapy, Educational Psychology).
- All pupils arriving at the academy with an existing Education, Health Care Plan (EHCP) will retain their status.
- Where a pupil does not make expected progress, or if new information arises, we will consider placing the pupil on SEND Support or applying for an EHCP.

Consulting and Involving Pupils and Parents

Parents/carers are encouraged to be partners in their child's learning. This involvement takes place at the point of referral, during parent meetings, through reports, and—where a pupil has an EHCP—via the Annual Review process.

Meeting Pupils' Individual Needs & Assessing and Reviewing Progress

We follow the graduated approach and four-part cycle of *assess, plan, do, review* set out in the SEND Code of Practice.

Provision may include:

- When appropriate, pupils with SEND are taught in main classes with support from a learning mentor, teaching assistant, or SEND teacher.
- Small, targeted intervention groups led by teachers, learning mentors, teaching assistants or other professionals, using additional equipment and resources if required.
- Personalised programmes for literacy, numeracy, speech and language, and SEMH needs, designed by the SENDCO and teachers.
- Specialist resources identified to support learning and emotional needs.
- Personalised planning and differentiation to support meaningful learning and inclusion.
- Outcomes set for each pupil, with assessment and screening used to identify needs, evaluate interventions and measure progress.
- Individual targets for learning and behaviour jointly agreed by parents/carers, pupils and staff, shared with relevant adults, and reviewed regularly.
- Advice from external professionals used to enhance access to the curriculum.
- Pupil views included at every stage.

Transition: Moving Between Phases & Preparing for Adulthood

We share information with the next school, college or setting. With parents/pupils, we agree what information is shared. Support may include:

- transition plans managed by support staff
- visits to and from future placements
- personalised reintegration programmes for returning to mainstream schools
- Post-16 transition meetings and college visits
- From Year 9, EHCP reviews include a *Moving on to Adulthood Plan*, and pupils complete *30 Things to Do Before You Leave Olive*, a bespoke Preparation for Adulthood curriculum covering good health, employment, independent living and friends, social and community participation

Adaptations to the Curriculum and Learning Environment

As outlined in our Accessibility Plan, we make adaptations including:

- adapting resources and staffing
- using recommended aids (e.g. laptops, overlays, visual timetables, larger print)
- differentiating teaching (e.g. extended processing time, pre-teaching vocabulary, reading instructions aloud)

Expertise and Training of Staff

- OA-Sf has a newly qualified SENDCO with extensive experience working with pupils with SEND across mainstream, alternative provision and SEMH specialist settings.

- The Head of Academy is also an experienced and qualified SENDCO.
- OA-Sf has a team of associates, including staff trained in counselling, therapeutic interventions, and HLTAs with SEND expertise.
- In the last academic year, staff received training in literacy strategies, phonics, autism, Attention Deficit Hyperactivity Disorder (ADHD), mental health awareness, Zones of Regulation, ELSA, SHINE (SEND, Helpful Information Needed for Education) Plans, and the SEND register.
- OA-Sf uses specialist staff for ELSA, mentoring, therapeutic interventions and behavioural support.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions on a regular basis.
- Monitoring by the SENDCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHCP plans.

We report to the Academy Advisory Board (AAB) about the impact of the work and outcomes we expect in our work with children with SEND.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

No pupil is ever excluded from taking part in these activities because of their SEND or disability, and all pupils participate in academy activities and expeditions.

Admissions are managed through the Alternative Provision Panel (APP). We have agreed criteria for admitting pupils to the academy. We work with the local authority, and if the pupil is dual registered, the mainstream school, to ensure that any child with SEND has access to the relevant support within the academy and on transition out.

Within the academy, we have a programme of PSHE training which includes education about equalities and treating others fairly and with dignity.

Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have a Tutor who meets with them on a daily basis.
- Pupils with SEND also meet with the SENDCO regularly.

- Pupils with SEND and their parents/carers have regular SHINE Plan reviews.
- Information is shared promptly with all appropriate staff.
- Mentoring, counselling, Emotional Literacy support, School Avoidance support, and therapeutic interventions are provided by specialist staff.
- Staff debriefs take place around behaviours, safeguarding and provision. These are solution-focused and supported by the Therapeutic Thinking approach.

We have a zero-tolerance approach to bullying, as outlined in our Anti-Bullying Policy, available on our website.

Working with Other Agencies

At the academy, we work with a wide variety of professional agencies to support all our children. These include counselling services, the Education Welfare Officer, the Emotional Wellbeing Hub (East and West Suffolk), Educational Psychology Services, the School Nurse, and the Local Authority Alternative Provision Team.

Complaints About SEND Provision

Complaints about SEND provision in our academy should be made to the SENDCo or Head of Academy. More information can be found in the SEND Policy on the academy's website.

Parents of pupils with disabilities have the right to make disability discrimination claims to the First-tier SEND Tribunal if they believe that our Trust has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- the provision of education and associated services
- reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

- SENDCO – Rob Lewis, robert.lewis@oliveacademies.org.uk, 01449 613931
- For further support, you can contact Suffolk's SEND Info and Advice service: sendiass@suffolk.gov.uk or call 01473 265210

Information about the local authority local offer

[Suffolk's Local Offer](#)