



SEND INFORMATION REPORT

Vision for SEND

Our vision for Oreston Community Academy is to be a beacon of inclusive education where all pupils, including those with special educational needs and disabilities (SEND), feel truly seen, heard, and valued. We aim to be a school where diversity is celebrated, differences are respected, and every pupil can succeed. We envision an environment where all staff are equipped with the skills, understanding, and resources needed to effectively support each learner, promoting independence, resilience, kindness, happiness, and respect.



Introduction

At Oreston Community Academy, we are firmly committed to providing an inclusive environment that champions the right to a broad, balanced, and ambitious curriculum for every pupil. This commitment extends regardless of age, gender, creed, race, disability, or special educational need. We aim to ensure that all pupils, including those with special educational needs and disabilities (SEND), feel seen, heard, and valued, in alignment with our core values of independence, resilience, kindness, happiness, and respect.

Our curriculum is delivered by a dedicated team of teachers, specialists, and support staff, all committed to promoting maximum inclusion. We strive to create a happy, secure, and nurturing environment where pupils can develop self-advocacy, respect for themselves, others, and their environment. We lay a strong emphasis on providing high-quality teaching and working with a comprehensive inclusion team to ensure that every pupil, irrespective of their unique learning needs, is supported to reach their full potential. We believe in the power of holistic education that caters to the academic, social, and emotional aspects of our pupils' lives.

If you have questions about our SEND provision or would like to discuss your child's individual needs, you can contact our SENDCo, **Stuart Armley-Jones**, at senco@oreston.com or call the school office. Our mission is to light the path to success for every child, preparing them for a life of continuous learning and adaptability in an ever-changing world.

In collaboration with families and outside agencies, we tailor support packages focused on our core values. We are relentless in our pursuit to develop independent, resilient, happy, respectful, and kind individuals. At Oreston Community Academy, all aspects of learning and community life have been designed keeping the needs of all our pupils, including those with additional educational needs, disabilities or vulnerabilities, at the forefront. Therefore, we offer a truly inclusive educational experience that meets the needs of each pupil through well-designed whole school systems.

We cater to a wide array of needs, including but not limited to Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, and Social, Emotional and Mental Health Needs (SEMH), including ADHD, ADD, and Attachment Disorders, as well as Hearing Impairment (HI), Vision Impairment (VI), and Physical Disabilities (PD).

At Oreston Community Academy, we believe in true inclusion, which means equality in educational quality and experience for every pupil. We stand committed to achieving this through targeted support, without accepting inferior outcomes for any individual or group.



Values and culture

At Oreston Community Academy, we prioritise creating a safe, nurturing, and highly structured environment, conducive for all pupils to learn and flourish. Our core values— independence, resilience, kindness, happiness, and respect—are the bedrock upon which our inclusive culture is built.

We maintain high standards for behaviour, cultivating an atmosphere of safety and support that extends to all pupils, including those with special educational needs and vulnerabilities. Rather than differentiating expectations, we strive for universal high standards while offering targeted support as needed.

For those moments when pupils need additional support, we are committed to providing timely, effective assistance tailored to individual needs. Further information about our values, culture, and how we light the path to success for every child can be found on our website: www.orestonacademy.com

Teaching and Learning

“1.24 – High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

SEND Code of Practice 0-25 (DfE / DoH, 2015)

At Oreston Community Academy, the cornerstone of our inclusive approach is high-quality teaching supported by a broad, balanced, relevant, and ambitious curriculum. We operate on three learning cycles per academic year, each meticulously planned using the 'Assess, Plan, Do, Review' format. This ensures every pupil receives an education tailored to meet their current learning needs, incorporating suitable adaptations and interventions where required.

Each of these learning cycles provides multiple touchpoints for involvement from parents or carers, as well as avenues for pupils to voice their thoughts and opinions about their educational experience. Whether it is through scheduled meetings, reports, or informal check-ins, we prioritise transparent communication and active participation from our families.

Parents or carers can request additional conversations with our team at any time, whether by phone or in person, to discuss any concerns or to get updates on their child's progress. This consistent and open dialogue allows us to collaborate effectively with families, ensuring that each child is receiving the level of support and challenge they need to flourish.

Identification of Needs

There are a range of ways in which a pupil may be identified as having additional needs. For some pupils, this happens through liaison with their parents or carers, and by receiving information from other professionals including the Local Authority SEND team prior to starting at the school.

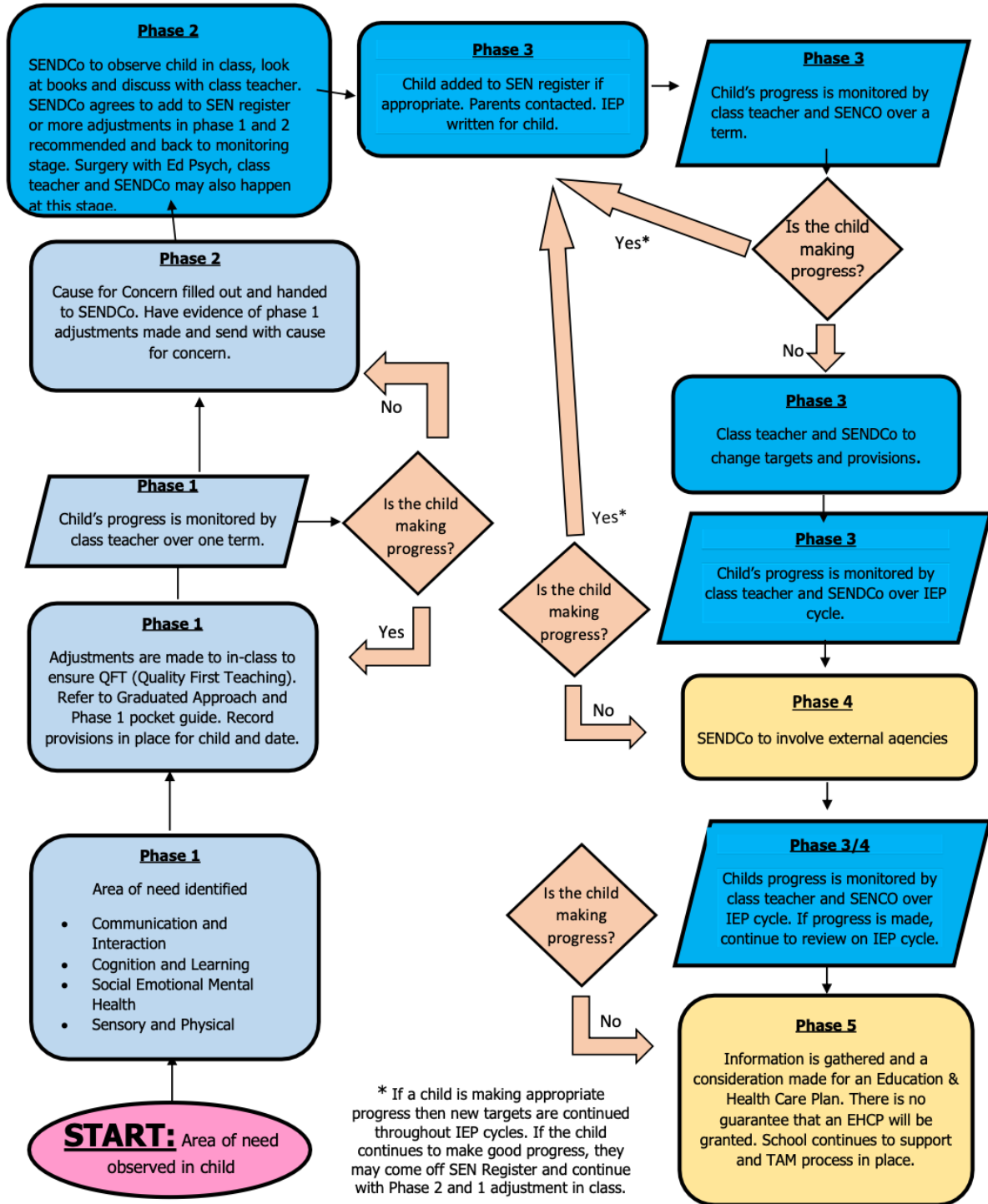
For most pupils, their needs are identified after they start at the academy. This could be based on teacher observation, in-class assessments and book work, or concerns raised by parents or carers or by the pupil themselves. In these situations, we are able to provide more in depth-assessment by the SENDCo and a team of commissioned external specialists, including an educational psychologist and speech and language therapist, as well as, where relevant, make referrals to other professionals for more specialist assessment and in some cases diagnoses.

All referrals are made in collaboration with parents and carers and with the pupil themselves. **All provision is made on the basis of need only and pupils do not require a diagnosis for additional and different to be put in place.**

Please see the flow-chart on the next page for more information:

Identifying and supporting children with SEN

Key: Class Teacher
 Class Teacher with SENDCo
 SENDCo



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Additional and different provision

We are committed to delivering an education based on equality and inclusion, which form the cornerstone of our practice. However, we acknowledge that some pupils will require provision that is both additional to and different from that of their peers in order to fully engage with learning and to thrive.

Our approach to such provision is always mindful of minimising any disruption to the pupil's entitlement to a broad and balanced curriculum, as well as their full participation in all facets of academy life. We ensure that each pupil's unique needs are carefully assessed and met, in alignment with our core values of independence, resilience, kindness, happiness, and respect.

Support for socio-emotional and personal development is coordinated through discussions involving the class teacher, Family Support Lead and the SENDCo where necessary. This provision is bespoke, tailored to suit the specific needs of each individual pupil. It leverages both the internal expertise we possess within the academy and our strong relationships with external partners, including MAST, the Local Authority and NHS professional teams.

Assess, Plan, Do, Review

At Oreston Community Academy, our 'assess, plan, do, review' cycle seamlessly aligns with the academy's overall commitment to regular and proactive assessment, ensuring all pupils—especially those with additional needs—can learn and flourish. Our academic year is divided into three 13-week cycles, during which time the progress of each pupil is rigorously assessed.

Assess

During each cycle, we collect data on pupil progress through various means such as formal testing, classroom observations, and the review of lesson work. For pupils with identified additional needs, this process takes place twice during each cycle and is supplemented with a specific learning plan.

Plan

Staff members then analyse these assessments to tailor their instructional planning. For pupils requiring additional support, medium and short-term targets are outlined in their learning plans, specifying strategies to be employed in classrooms, break times, and other key moments throughout the academy day.

Do

Our teaching and support staff apply these plans diligently, offering both preventative and proactive measures to facilitate each pupil's unique learning journey. All this is done while honouring our core values of independence, resilience, kindness, happiness, and respect.

Review

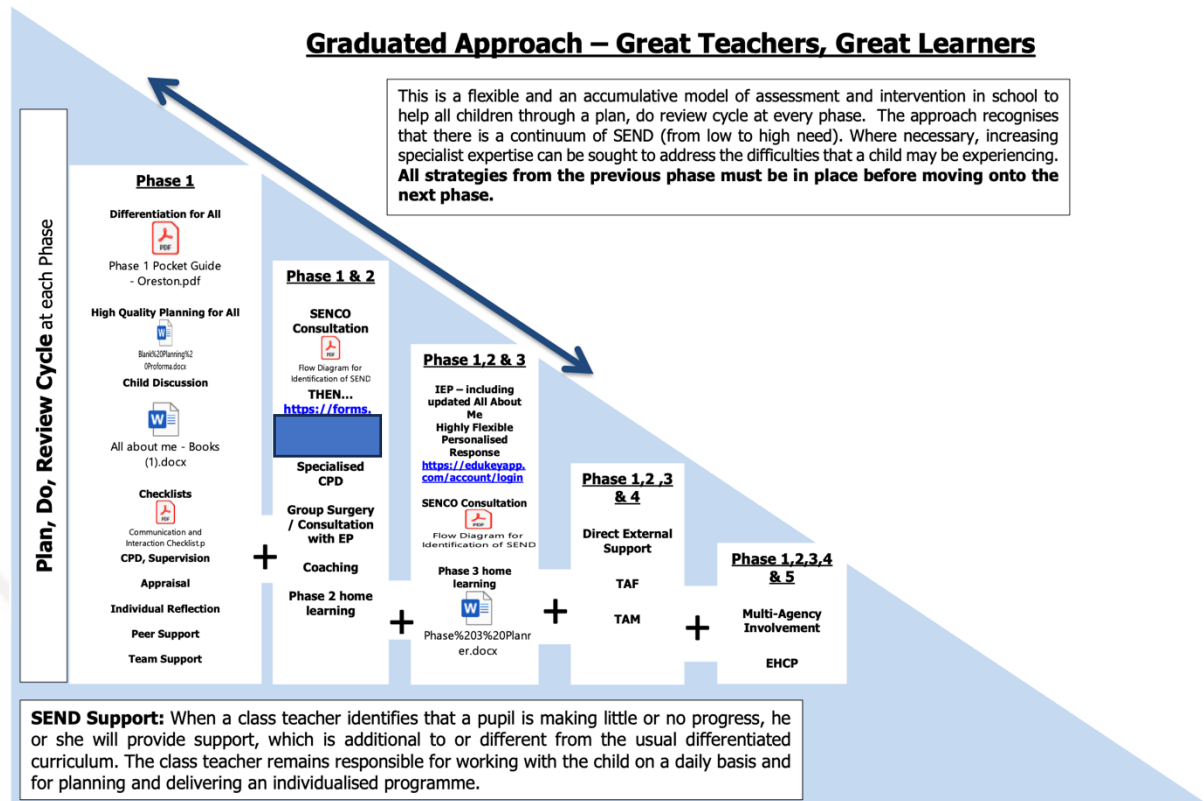
These learning plans are subject to review at least at the end of each half-term by teachers and appropriate staff, and are shared with parents and carers as preparation for the next half-term. Parents and carers are invited for formal parents' evenings, and they can also request additional meetings with key staff whenever there are concerns.

EHCP and Annual Reviews

For pupils with an Education, Health and Care Plan (EHCP), an Annual Review is held where academy staff, parents or carers, and other professionals gather to evaluate the pupil's progress and set goals for the upcoming year. Interim Reviews can be requested by any party if there has been a significant change or concern.

The 'assess, plan, do, review' process works in tandem with the EHCP reviews, and any other professional reports accumulated over the year, to inform and adjust the pupil's long-term targets.

APDR feeds into our graduated approach:



Frequently asked questions

How are the different types of additional need and disability provided for at Oreston Community Academy?

The needs of all pupils at Oreston Community Academy are met through well designed, whole school systems and high-quality teaching. Flexibility, timely intervention and targeted, data-led adaptation are key to the success of all pupils and we understand that some children will need provision additional to and/or different from their peers in order to achieve equal quality of education and experience.

Where additional to and/or differentiation from provision is required, we focus on ensuring that it is of equitable quality to the main offer and that each pupil's needs are considered on an individual and holistic basis. All provision is reviewed on a regular basis using the graduated approach (assess, plan, do, review) in line with our whole academy learning cycles and assessment process.

How is provision for pupils with additional needs evaluated for effectiveness?

Progress and attainment for all pupils is assessed three times per year as part of our whole academy cycle of teaching and assessment and provision will be reviewed, and intervention put in place for any pupil who has not made expected progress in that period of time. This enables us to review the overall provision of each individual pupil and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows us to ensure that each one is having impact and is of value to the individual learner.

How are pupils with additional needs and their parents / carers consulted in order to involve them in their education?

We support and empower our pupils to increasingly direct their own lives, including their education, by giving them the tools to be successful now and in the future. Pupil voice activities are conducted throughout the year and pupils are encouraged and supported to share their opinions. Parent / carer contact is incorporated into each of the three learning cycles, and this could be in the form of a report, a phone-call home or a parents/carers evening. Parents/carers can contact us and arrange a meeting or phone-call at any time if they have a concern or would like an update on their child's provision. For pupils with an Education, Health and Care Plan, the SENDCo will arrange a yearly review of their provision (the Annual Review) for parents / carers, key school staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

How are pupils with additional educational needs and other vulnerable learners supported when moving between phases of education?

All pupils who join our nursery will receive a home visit – regardless of the time of year that they join us. At the beginning of the year, starters in Reception will also receive a home or current setting visit and be invited to open day events. A transition day is arranged throughout KS1 and 2, where new classes and teachers spend three afternoons together. This is followed up by transition meetings between teachers to

share important academic and pastoral information. For those pupils with additional needs, additional transition may be arranged along with other resources such as a transition book with photos of their new teachers and classroom. In addition to this, appropriate training is provided for new members of staff to carry out their teaching, pastoral and any medical or health related duties for their new class. For those pupils leaving primary school, a transition club takes place once week for 20 minutes for the summer term, to alleviate and address any concerns or worries. Year 6 teachers along with the SENDCo (where necessary) will provide end of year information through the standard local authority forms and any relevant SEN information will be shared. For pupils with an Education, Health and Care Plan, the SENDCo will ensure a transition meeting takes place with the SENDCo of the receiving school.

How are specialist equipment and facilities used to support pupils with special educational needs secured?

We work closely with the local authority SEND team and specialist teachers to ensure that we have the appropriate equipment and facilities to meet the needs of our pupils with special educational needs. We seek appropriate expert advice when required and always work on the basis of ensuring individualised and small group provision is of equitable quality to the main offer and built in to academy life. Where a piece of equipment or facility is unique to a specific pupil, the provision will be identified, implemented and maintained through the EHCP and Annual Review processes.

How are staff supported to meet the needs of pupils with additional needs?

Focused staff training and support is crucial to ensuring that the needs of all pupils are met inclusively and all pupils receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support pupils with individual needs and staff training and CPD is incorporated into staff induction, coaching, and staff meetings. In addition to this, the SENDCo is available to support with individuals and classes at any time. If a pupil requires specialist support or intervention that is beyond the current expertise of our own staff, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

What additional expertise and training do staff have in order to support pupils with additional needs?

The specific needs of our pupils are discussed with all staff in induction and throughout the academic year to ensure that teachers are up-to-date and informed about the pupils they teach. We work closely with parents / carers, other professionals, and with the pupils themselves to ensure that the information is accurate, up to date, and supportive. The SENDCo ensures access to additional training to support the needs of pupils with SEND to ensure that the needs of the current cohort are being prioritised at all times. We have a commissioned speech and language therapist who works with us for one day a week, a drama therapist who works with us for one day a week, as well as regular work from two educational psychologists, family support workers, counsellors and arts therapists.

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Our staff are offered a vast menu of CPD sessions ran by specialists that focus on: Communication and Interaction; Education and Learning; Social, Emotional and Mental Health; Parents, Carers and Families; and School Enhancement.

How does the academy work collaboratively with the local authority and other outside agencies?

Outside agency involvement is sought when the needs of a pupil go beyond the expertise of the Academy. This could be for staff training or to work directly with an individual pupil or group of pupils. The SENDCo aims to attend all Local Authority SEND briefings and receives their regular updates in order to ensure we are up-to-date with all available resources, opportunities and requirements. We have built a positive relationship with the LA SEND team. A detailed programme of what is available in Plymouth can be found in Plymouth's Local Offer at: <https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

How is the socio-emotional development of the pupils supported? How is bullying prevented?

At Oreston Community Academy, the socio-emotional developmental needs of the pupils are supported through a range of systems that permeate all aspects of academy life. The SENDCO, Stuart Armley-Jones, is trained as a Designated Mental Health Lead. There is a very clear behaviour policy and parents and carers are informed and involved in every step of the process. The SENDCo and Family Support Lead support pupils and parents with any additional emotional and wellbeing support needed. The curriculum includes a comprehensive PSHE program of study which covers all aspects of social, emotional and communication development and promotes supportive discussions around these topics. These aspects are further developed within key stage assemblies. In addition, regular pupil voice lunches and questionnaires are completed to gauge general patterns of wellbeing within the school. These are supported through the School Council, who meet regularly to discuss and recommend ways to improve the school.

Further information can be found on our bullying policy here:

https://www.orestonacademy.com/_site/data/files/key_information/policies/anti-bullying-policy.pdf

How does the academy ensure that pupils with additional needs or other vulnerabilities are treated fairly at the admissions stage?

Please refer directly to our admissions policy for a detailed explanation of how we achieve this: https://www.orestonacademy.com/_site/data/files/admissions/oreston-school-admissions-policy-2023-2024.pdf

What facilities are provided to support the needs of pupils with physical disabilities?

Oreston Community academy has level, or ramp access to all areas of the interior and exterior of the building for children but also understands that access is an ongoing pursuit. Continued improvements to access and safety for our pupils, staff, and visitors with physical disabilities is informed by pupil, parent and staff voice, as well as advice from the relevant Local Authority teams, for example the Habilitation for Visually Impaired Pupils team. All staff receive annual training, when necessary,

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on how to support pupils with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a Personal Emergency Evacuation Plan (PEEP) in place.

Full details of our Accessibility Policy can be found on our website at:
https://www.orestonacademy.com/_site/data/files/key_information/policies/accessibility-plan-2021.pdf

How does the academy adapt the curriculum and learning environment for pupils with additional needs?

The needs of all pupils are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with pupils, families and other professionals. When any pupil needs provision additional to and/or different from in order to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy.

How does the academy ensure that it is meeting the needs of pupils with additional needs who are also in local authority care?

The needs of all pupils, including those with additional needs and/or who are looked after by the local authority, are met through well designed whole school systems and high-quality teaching. All provision is based on the principles of true inclusion, equal quality of education and experience for all pupils, regardless of starting point, socio-economic background, personal circumstance, special educational need or disability. The deputy headteacher attends the regular LAC and PEP (Personal Education Plan) of any pupil who is identified as LAC and is then responsible for ensuring the implementation of any provision outlined in the plan with colleagues.

What should I do if I am not happy with the provision that has been put in place for my child at the academy?

Please let us know at the first available opportunity! Providing a high-quality education is of paramount importance, and we believe that a close working relationship between the Academy, pupils and parent/carers is crucial in achieving this. We actively seek to collaborate with parent / carers on a cycle-by-cycle basis but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone-call to discuss a pupil's provision and how best to meet their needs. Any complaints to the Academy would follow the standard complaints procedure for Westcountry Schools Trust, details of which can be found by following the link below:

https://www.orestonacademy.com/_site/data/files/key_information/policies/west-complaints-policy-and-procedure-1.pdf

Support in the resolving of disagreements and complaints regarding provision for pupils with additional needs is also provided by the local authority and details can be found by following this link: <https://www.plymouth.gov.uk/plymouth-early-help-and-send-advice-line>



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Where can I find further information and support services if I'm a parents / carer of a child with additional needs?

Parents and carers can contact the academy at any time to discuss their child's needs and provision. A detailed programme of what is available in Plymouth can be found in Plymouth's Local Offer at:

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

PIAS is an organisation that can support parents and carers of children and young people aged 0-25 with SEND to work together with schools and the local authority to ensure that all parties have a good understanding of what support the child needs and to ensure that it is put in place. They can be contacted on 01752 258933 / 0800 953 1131