

## Sandymoor Ormiston Academy

# Special Educational Needs (SEN) Information Report

Last reviewed on:	July 2025
Next review due:	July 2026



### 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:

[SOA SEND Policy 2025-26](#)





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.

**As an Academy we all strive...**

To be **AMBITIOUS** in our thoughts  
To become stronger through **RESILIENCE**  
To have **PRIDE** in all we do and say  
To be committed to **SOCIAL ACTION**

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			
<b>Senior Assistant Principal, DSL, Inclusion and Welfare</b> Rebecca Ruddock <a href="mailto:ruddockr@sandymooroa.co.uk">ruddockr@sandymooroa.co.uk</a> 	<b>SENDCO</b> Deborah Fairhead <a href="mailto:fairheadd@sandymooroa.co.uk">fairheadd@sandymooroa.co.uk</a> Photo 	<b>SEND Team Leader</b> Jennifer Brady <a href="mailto:bradyj@sandymooroa.co.uk">bradyj@sandymooroa.co.uk</a> Photo 	<b>SEND Team, DDSL</b> Gill Gibbs <a href="mailto:gibbsg@sandymooroa.co.uk">gibbsg@sandymooroa.co.uk</a> Photo 

 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:			
<b>Cognition and learning needs</b> <ul style="list-style-type: none"> <li>Specific learning difficulties (SpLD)</li> <li>Moderate learning difficulties (MLD)</li> <li>Severe learning difficulties (SLD)</li> <li>Profound and multiple learning difficulty (PMLD)</li> </ul>	<b>Communication and interaction needs</b> <ul style="list-style-type: none"> <li>Speech, Language and Communication Needs (SLCN)</li> <li>Autism Spectrum Disorder/Condition (ASD/ASC)</li> </ul>	<b>Social, emotional and mental health needs</b> <ul style="list-style-type: none"> <li>Depression</li> <li>Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>Eating disorders</li> <li>Attachment disorder</li> </ul>	<b>Sensory and/or physical needs</b> <ul style="list-style-type: none"> <li>Visual impairment (VI)</li> <li>Hearing impairment (HI)</li> <li>Multi-sensory impairment (MSI)</li> <li>Physical disability (PD)</li> </ul>



Here is our SEND data, correct at time of publishing (To be amended in September 2025, as this doesn't include our new year 7 cohort)

	Number	% of cohort
No SEND	413	81.94%
SEN Support (K)	70	13.89%
EHCP (E)	23	4.56%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning			
Communication and interaction			
Social, emotional and mental health			
Sensory and/or physical			



### How we identify SEN and assess needs

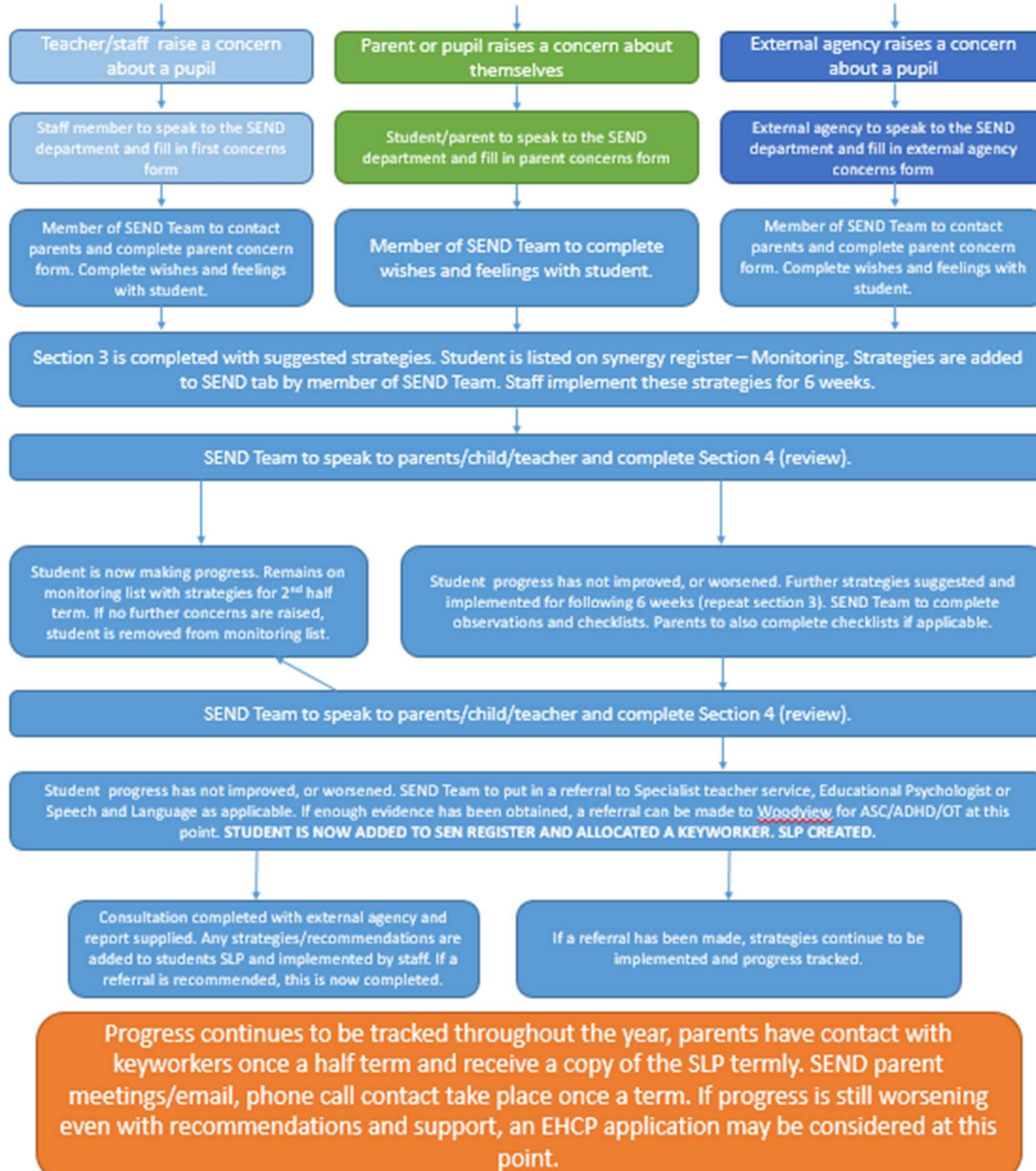
Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

## SEND Provision at Sandymoor Ormiston Academy – The Graduated Approach

'The first response... should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.' CoP 6.19



*If High Quality teaching has been implemented, but the student is still struggling:*



We use baseline data from KS2 SATS, CATS tests conducted at the beginning of year 7, NGRT assessments at the start and end of each year and teacher feedback to support our identification processes. We have access to Speech and Language screeners (Blank Level), YARC testing and Lexonik testing. We work alongside the Halton Specialist teaching advisory service, Education Psychologists, MHST and LA Speech and Language providers.

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:

- Keyworker support
- Check ins when needed
- Mental health support through MHST and Mental health lead
- Learning Passports/wishes and feelings documents

It is important that parents are able to share concerns and to discuss next steps.

- Parents are invited to discuss their child's SEND support plan (known as an SLP) three times a year. One face to face, one at parents evening, and one as a pre booked phone conversation. This arrangement came out of a parent survey around the preferred ways for contact.
- Parents are also invited to meet with the SENDCO at the beginning of transition (end of year 6)
- Parents can contact [send@sandymooroa.co.uk](mailto:send@sandymooroa.co.uk) if they require further support or would like to request a meeting.



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

Before a child joins our academy, we gather information in the following ways:

- The SENDCO is in contact with every Primary school to do a transition information gathering phone call or meeting.
- Primary schools share information regarding SEND/Safeguarding/Mental Health and attendance concerns.
- Parents are given SEND concern forms to complete at the new starter evening, which form the basis for SEND support plans.
- EHCP students are invited to an extra transition afternoon with the SENDCO the week before the main transition days.
- TA's support with transition days and monitor all new students to ensure nothing has been missed.
- Parents attend face to face meetings with SENDCO on transition days to share their concerns/information.



- SENDCO is available for meetings/tours with prospective students as needed.
- SEND team attend annual reviews for year 6s if this is relevant.

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:

- Work with our local authority careers advisors by employing a careers advisor who works in house to offer careers advice, support around work experience and next steps to all students in year 10 and year 11. EHCP students have priority for this service.
- Work experience placements are supported in year 10.
- All students have access to a mentor in year 11 who meets with them regularly to support with college or apprenticeship applications and exams support.
- Travel training referrals are made where applicable in year 11.



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: [Sandymoor Ormiston Academy - 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.

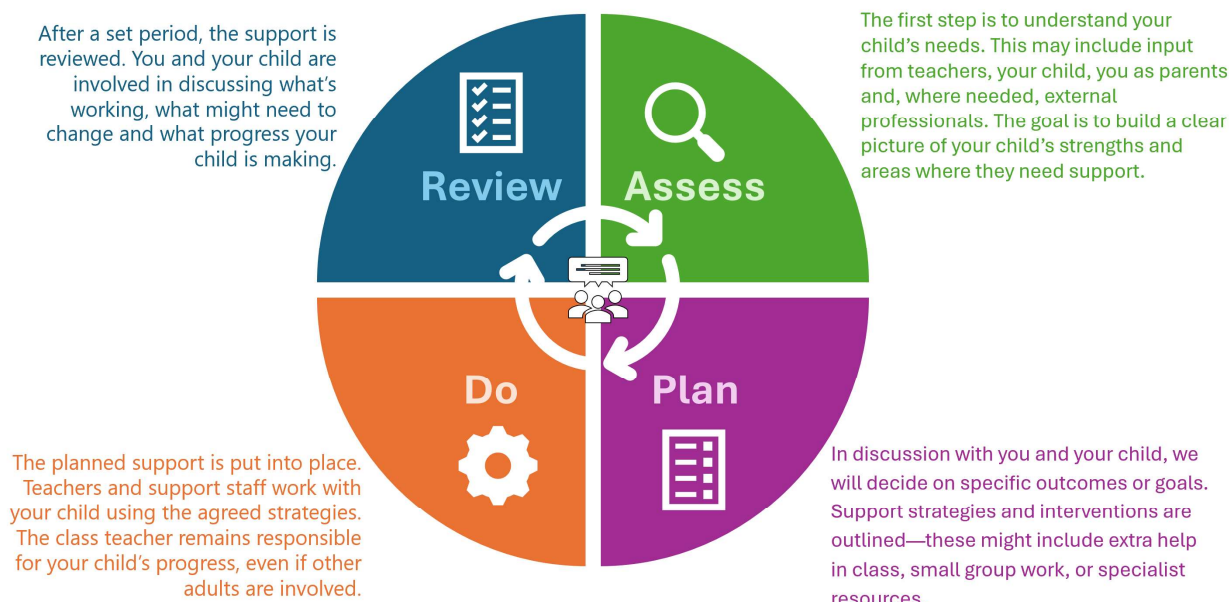
Support might include:

- Small group interventions, such as Lexonik Leap and Lexonik Advanced, IDL numeracy and MHST support.
- Multi-sensory resources
- Adult support in lessons where relevant
- 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 such as Educational Psychology recommendations
- Access Arrangement testing (year 10/11)



## 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.



- Termly meetings to review SEND targets
- Annual Reviews (if your child has an EHCP)
- Analysing data
- Pupil progress meetings with keyworkers



## How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.

- Anxiety support, worry management and phobia support interventions.
- Access to safe spaces as required.
- Trauma informed practices used by staff.
- THRIVE informed practice.
- Time out passes where needed.
- MHST support.
- Access to mindfulness resources and trained staff to support with co-regulation.

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum. More information on this can be found here: [Sandymoor Ormiston Academy - Personal Development](#)



### 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 e.g. school performances, sports day, workshops 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.



### 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:

- Three staff with NA SENCO qualification.
- One member of staff with TESOL qualification.
- Two staff are trained THRIVE practitioners.
- Several members are trained in trauma informed practices.
- All our pastoral team are trained to Level 3 Safeguarding.
- Staff have Autism training updated 3 yearly.



### 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:

- School nurse, MHST
- Barnado's, SENDIASS
- Local authority support, specialist teaching service, Education Psychology, Speech and Language
- School counsellor



### 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. Lexonik Intervention



Classroom visits

Monitoring visits from our trust that focus on SEND provision

Child and parent 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: [Accessibility-plan-2022-23.pdf](#)

How we support children with disabilities:

- Adapt environment to ensure classrooms are suitable
- Liaising with outside agencies, eg. Hearing impairment team, Occupational Therapy.
- Ensuring the building is inclusive.
- Student support services to administer medication.
- Spaces provided for external agencies to work with our children where needed.
- Individual health care plans where needed.
- Medical room and disabled toilets available.
- Anti-bullying ambassadors trained to support students with any bullying concerns.



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

- All students are invited to apply for a place at Sandymoor, regardless of SEND
- Students with an EHCP need to go through their SEND co-ordinator and request a consultation to ensure that we can meet needs for that child.

More information around our Admissions policy can be found here:

[Admissions-Policy-2025-2026.pdf](#)



### 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.

[Complaints-policy-2025.pdf](#)



## 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: [Halton Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are:

[Halton SEND Partnership | Special Educational Needs & Disability Information Advice and Support](#)

Local charities that offer information and support to families of children with SEN are:

[Home - Halton SENDS Carers Forum](#)

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.
- **SLP:** Student Learning Passport.
- **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.