Edward Worlledge Ormiston Academy



SEN Information Report 2026 – 2027

What is SEN?

SEN stands for **Special Educational Needs and Disabilities.**

The SEN Code of Practice (2015) states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• has a significantly greater difficulty in learning than the majority of others of the same age, or

• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

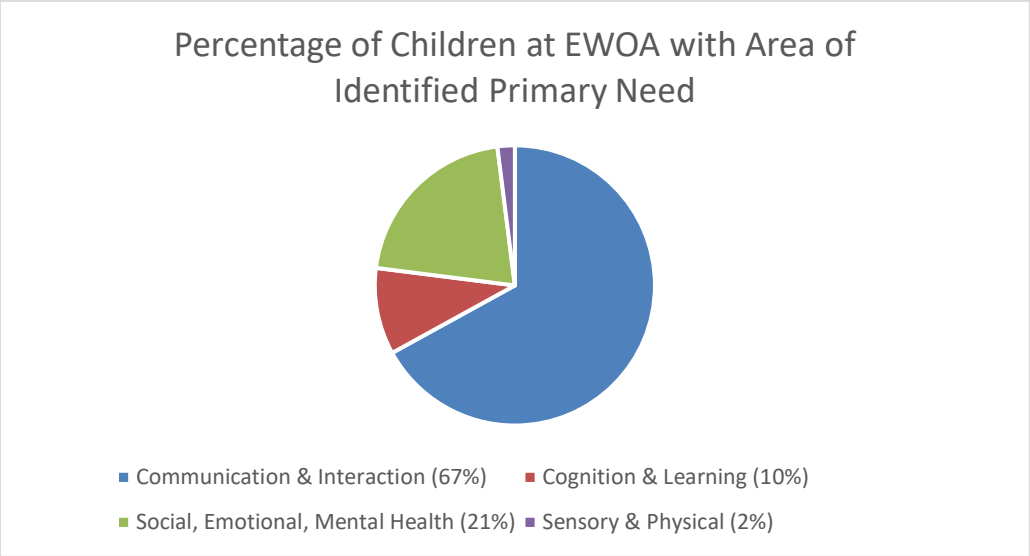
What kinds of SEND are provided for at Edward Worlledge Ormiston Academy?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and sensory processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Our SEN Profile

Our 2026-2027 SEN profile consists of 29% of pupils having at least one identified area of need. Across the United Kingdom schools generally have around 20% of pupils with SEND. 15% of children at Edward Worlledge have an EHCP.



Identifying and Assessing SEN at Edward Worlledge Ormiston Academy

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We also use a range of screening and assessment methods which include;

- Accelerated Reader
- PIXL
- British Picture Vocabulary Scale (BPVS)
- Salford Reading
- Times Table Rock Stars
- NumBots
- Tomal 2
- Wellcomm –
- Dyslexia Portfolio
- Language Link
- Phonics assessments

How will we involve pupils and parents?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support We also ensure that pupils are also supported in being made aware of the support they receive and why this is important for them.

How will we asses and review our SEN pupils progress?

As a school we follow the graduated approach of:
Assess, Plan, Do, Review

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

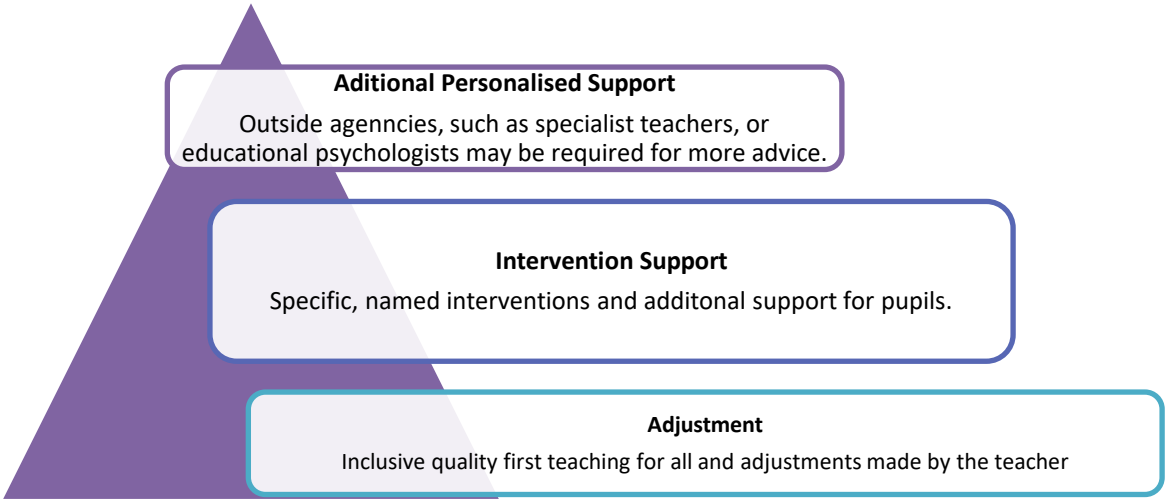
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



Our Approach to Teaching and Supporting Pupils with SEN

As a school we use a personalised approach to SEN support. This is led by the class teacher and supported by the SENDCo, to make sure each pupil has the right level of support for them: We start with a universal approach of inclusive quality first teaching for all involving personalised adjustments for learners.



What is Inclusive Quality First Teaching?

Inclusive quality first teaching combined with our school process for assessing, planning, implementing, tracking, monitoring and reviewing is essential in supporting pupils.

For us as a school this means:

1. A planned curriculum which is well sequenced.
2. Teaching approaches that build on cognitive strategies (subject specific or memorisation techniques) and metacognition (what we use to monitor of control our cognition e.g. problem solving though trial and error).
3. Lessons are planned and specific strategies are in place to support SEND learners where necessary.
4. Adapted learning is evident in all lessons.
5. The classroom environment is inclusive of learners needs.
6. Purposeful interventions where necessary to allow pupils to catch up and accelerate progress.
7. Praise, rewards and prizes are a focus of school life.
8. Opportunities for trips and visits are offered to all pupils.
9. Wellbeing is part of our everyday school life.

What support and interventions does Edward Worlledge Ormiston Academy offer?

As a school we aim to be as personalised as possible in the support we offer. Our class teachers have specific overviews of the adjustments, support and additional support and interventions used to support pupils in their class. As a school we are continually looking to develop and improve to best support our pupils. Some examples of our current provision are outlined below:

	Communication and Interaction	Cognition and Learning
Adjustments	Large print for resources Seating plans Now and Next boards Visual timetables Differentiation Knowledge organisers/duel coding new language Visualiser Writing frames	Accelerated Reader Differentiated curriculum, delivery, groups, planning and work. Displays & Working Wall Help Mats Labelled Concrete resources including maths Resource Boxes Modelling Next step marking Personalised Learning. Pre and post teaching PIXL tracking Questioning Reading/ Spelling/ tests Seating Plans Scaffolded learning tasks Times Tables Rockstars Visual aids & resources
Support	In class TA support Memory work Pre-teaching Quiet spaces Reading Partners School roles and responsibilities e.g. prefects and kindness mentors.	Stage not age phonics (where necessary) Booster Groups Catch up interventions for literacy and numeracy. Access arrangements for SATS
Additional Support and Interventions	Language Link interventions Speech and Language Group Lego Therapy Attention Autism Colourful Semantics Intensive Interactions	Precision teaching Lexia Sound Discovery Times Tables Rockstars Mastering maths interventions

What support and interventions does Edward Worlledge Ormiston Academy offer?

	Social, Emotional and Mental Health	Physical and Sensory Needs
Adjustments	Anti-bullying activities Attendance stickers/ certificates Buddies and mentors Celebration assemblies Class Rules Enrichment Friday Home-School Journal House Points Norfolk Steps–Step On Pastoral Room Playground Buddy Bus stop Rewards & Sanctions School Behaviour Policy School Council Seating plans Traffic Lights – marbles reward Transition activities Use of TA	Access through technology. Seating plans for VI and HI and mobility support. Coloured smartboard Displays – readable font Flexible teaching arrangements Large Print Left handed equipment Clear display Resources in class Teacher aware (positioning)
Support	School roles and responsibilities. Pastoral lunch/break time clubs. Play leaders Assigned TA's Bespoke transition and change support. Enrichment clubs Reward charts	Sensory circuits Micro phones/Audio Loop Handwriting support Fizzy Programme (Occupational Therapy)
Additional Support and Interventions	ELSA 1:1 Nelsons Journey Support Early Help Support Family Support Plans (FSP's) Sand Therapy Drawing and Talking	Fizzy Programme (Occupational Therapy) Norfolk Occupational Therapy Service Support. Access through technology

Additional Support

We have 12 teaching assistants who are trained and supported to deliver and range interventions such as Lexia, Rapid Reading, Rapid Phonics, Precision Teaching, Zones of Regulation, Language Link, ELSA and the Fizzy Programme.

Teaching assistants will support pupils on a group and/or 1:1 basis when a need for specific and personalised interventions and/or support is identified though our graduated approach to SEND.

We work with the following agencies to provide support for pupils with SEN:

- Access Through Technology
- Speech and Language Team – after Language Link intervention
- Nelsons Journey
- Norfolk Early Help
- Norfolk Educational Psychology Service
- Pediatricians
- Physiotherapists
- Occupational Therapists
- Virtual School Sensory Support

Staff Skills and Training

Our SENDCo and SENDCo Assistant work full time to manage SEN provision.

We have a team of Teaching Assistants, including Higher Level Teaching Assistants (HLTAs) who are trained to support Teaching and Learning as well as provide SEN support.

Our Teaching Assistants and HLTA's:

Support students to access the curriculum.

- Empower students to develop effective strategies that enable them to become independent learners.
- Support the implementation of differentiation and specialist support strategies in the classroom. Observe and record achievements and concerns.
- Attend reviews and meetings as requested
- Keep pupils focused on learning activities during lessons.
- Provide live feedback to pupils in lessons in relation to their learning.
- Deliver small group interventions.

Staff have been trained in a range of support and interventions, including:

- Accelerated Reader
- Language Link
- ELSA (Emotional Literacy Support Assistant)
- Fizzy Occupational Therapy Programme
- Times Tables Rock Stars
- Phonics
- Rapid Reading
- Colourful Semantics
- Precision Teaching

Funding for SEN Provision at Edward Worlledge Ormiston Academy

As a school we receive specific funding for SEN pupils.

We are also lucky enough to have Specialist resources base on site to support pupils who have been allocated a space via Norfolk County Council.

We use this funding to support SEN pupils in a range of ways:

- Special equipment and/or teaching resources and provisions
- Increased TA support
- Use of additional computing
- Specific Interventions to fill in gaps and accelerate progress
- Staff training for specific interventions
- Additional clubs and support such as pastoral club at lunchtime

How will we support pupils moving into new year groups/classes and transitioning to High school?

- Meetings with preschool/nursery to make a transition plan for children with SEN starting school
- Booklets about the new class/school
- Visits to the new class or school, sometimes with extra visits planned for children with additional needs usually in the summer term before transition
- Transition reviews in Year 5 for pupils with EHCPs
- Attendance by receiving school at Annual review if appropriate
- Transition planning with High Schools for pupils with SEN
- Teachers visiting the children in their classroom

We can also offer support for parents and careers in applying for high school as we know this can be a difficult task!

Evaluating Effectiveness of SEN provision at Edward Worlledge

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education, Health and Care Plans (EHCP's)

How do we make sure all pupils are included in opportunities at school?

We are an inclusive community:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) as this is an important part of our curriculum offer.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

You can also take a look at the school accessibility plan which is available on our website or can be requested form our office.

What if I am concerned or have a complaint about SEN Provision at Edward Worlledge Ormiston Academy

As school we would always want to hear your concerns. Ideally, we would like to talk things though as we want to work in partnership with our parents and carers. Our class teachers make a great first point of contact for your concerns.

However, If you are not happy with our SEN provision then complaints should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Norfolk Local Authority Local Offer

The Norfolk Local Offer website is a great source of support for parents/carers who have a chat that has SEND.

The website can help you:

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

https://www.norfolk.gov.uk/children-and-families/send-local-offer

Contact Details

All of our class teachers are happy to discuss individual pupils with parents/carers.

Alternatively, you can contact the SENDCo, Principal or SEND Governor

SENDCo – Hollie Blake

hblake@ewoa.co.uk

Principal – Craig Honey

choney@ewoa.co.uk

SEND Governor – Victoria Parsons

vparsons@ewoa.co.uk

This SEND Information Report, which forms part of the Norfolk Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). SEND This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all pupils who are looked after by the local authority and have SEND.