



# The **Ongar** Academy

## SEN Information Report

Admission to our school for students with Statements of SEN or an Education Health Care plan is made through the West Essex Statutory Assessment Service. Where a consultation process takes place and the school deemed an appropriate provision, it becomes the 'named' school on the statutory paperwork. All other students including those identified as requiring additional Intervention support, come through the general admission process in line with our school admissions policy which can be found in the policies section of our website.

The Ongar Academy makes provision for our students with SEN in accordance with the New SEN Code of Practice [2014] and the SEN and Disability Act [amended 2001]. Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.20.06] and the Children and Family Act 2014.

Special Educational Needs are identified in terms of

- Communication and Interaction
- Cognition and learning,
- Social, emotional and mental health
- Sensory and /or physical needs.

### Arrangements for Consultation and Assessment

The school aims to:

- Consult with students and parents /carers as partners in the process of supporting young people through the school.
- Undertake individual termly Provision Review meetings for all students on the SEN profile which include the Student, Parent, Form tutor and SENCO.
- Ensure all students have one 'student passport' (formally IEP).
- Ensure all students are consulted on the nature of the provision.
- Ensure communication with parents/carers is thorough and regular.

### Communication

Parents/Carers can contact the school on 01277 500990. The appropriate member of staff will then respond within 24 hours in line with the schools communications policy (available on the school website).

The school SENCO is **Mrs Sarah Mansell**.

The SENCO can be contacted by telephone via 01277 500990 or via the admin email address [admin@theongaracademy.com](mailto:admin@theongaracademy.com)

The School Governor responsible for SEN is **James Hannan**.

## **Consultation with students**

We consult with our students through the Statement/EHC plan, passport process, annual review and provision review meetings.

The school has a Student Council where student concerns or views are shared and acted upon.

Individuals are able to talk or disclose to any staff concerns or worries they have and these will be followed up through the schools established procedures.

A biannual survey of learner's views and attitudes is conducted. An action plan follows from this.

Each learner has age and ability appropriate conversations with their form tutor on their termly progress, attitude to learning, their sense of achievement and wellbeing which feeds into the student passport.

## **Complaints**

Your first point of contact if you feel things are not working in a particular subject is the class teacher through the student planner or by email/phone.

You can also speak to the Form tutor who can do this for you on your behalf.

If you feel this hasn't worked you can contact the Faculty Leader, Year Leader or the Headteacher via the school number or email.

Beyond this, please refer to the school complaints procedures available on the website.

## **Identification and early intervention**

The school identifies an individual learner's range of needs as these develop and change throughout their school life. It assesses and tracks learner progress and develops its own overall provision as appropriate. We deploy a graduated approach to SEN through three waves of support.

Wave 1 Quality first teaching

Wave 2 Group intervention

Wave 3 Personalised programmes of support

Any student who is not making expected progress in Maths and English are placed into small group booster sessions either during the day and/or during enrichment. In line with guidance from the Sutton Trust, this has proven to be one of the most effective interventions available.

(<https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>)

Any student can be referred for a more detailed learning assessment to the **SENCO** when appropriate. If specialist needs are identified, provision can be noted using a student passport and this can be delivered through further one to one Wave 3 provision or small group work.

## **Transition**

### **KS2 – KS3**

Many students are identified in primary school as having an additional school intervention (ASI) and transfer with an existing SEN profile. These students and other students causing early concern are screened on entry to identify those who may need additional SEN Support. Any student joining mid-year will be subject to screening where the primary school or parents have raised a concern relating to their progress and/or the CAT tests reveal gaps in their learning.

### **KS3 – KS4**

All students will receive targeted support with their choices for GCSE options in Yr 9. For SEN students, the SENCO will have a greater input into this process as part of the student passport review procedure.

### **KS4 – KS5**

All students will receive targeted support with their choices for A level or further study at college. For SEN students, the SENCO will assist in this process as part of the student passport review procedure.

Input from form tutor comments, student feedback, subject teacher assessment and comments, formal assessment, specialist staff reports and outside agency colleagues all then build towards a picture of the progress being made.

## **Provision**

The school endeavours to use a wide range of approaches to learning and support for all students. Clear records of achievement are kept by subject teachers and used to support next steps in learning, providing a clear picture of what the student knows, understands and can do. Work examples are retained, and moderated to ensure consistent standards are maintained and understood. This data is used to improve approaches to learning and organisation so that the school continually reviews and improves its effectiveness.

### **Additional School Intervention** (previously called School Action Plus or School Action)

Any student who is identified as requiring additional SEN support will be considered for placement onto a student passport. Parents will be called in for a meeting with school staff and the student to discuss a plan of action and provision will then be

reviewed as appropriate. The student will be at the centre of discussions, in line with the most recent recommendations from the DFE

If a student or group of students are struggling to make progress within a particular subject area they will be referred for a Wave 2 provision. This can be to focus on any of the four SEN Categories of need mentioned above and can include learning, behaviour or communication based interventions

All students who have a student passport will be made known to staff with details of provision and adjustments needed to enhance progress. Where appropriate, staff will be given training and support to meet the needs of the students and the implementation of any strategies employed will be monitored via the Faculty Review process.

Where appropriate, outside agencies such as the Educational Psychologist, Occupational therapists, speech and language therapists, school nurses and specialist teachers will be accessed and will liaise with the SENCO and pastoral staff to ensure that the school is fully informed and that the student's needs are known.

If a student's needs are so complex and they still struggle to make expected progress, then the parents and school can make a request for an Education Health Care plan for their son/daughter, where additional funds would become available to the school to help meet their SEN needs.

Some examples of provision that could be on offer at the school are:

### **Communication and interaction**

Quality first teaching could include visual aids in class, vocabulary lists given out and opportunities to experience interactions in a range of contexts and with a range of people. Additional school intervention that is offered is timetabled phonics sessions.

### **Cognition and learning**

Quality first teaching could include word banks, writing frames, use of electronic dictionaries and regular computer access using Chromebooks. Lexia software can also be used for appropriate students. Additional school interventions also include removal from a Modern Foreign Language for additional maths and literacy support.

### **Social, emotional and mental health**

Quality first teaching includes a school ethos and conditions that support positive behaviours for learning and for successful relationships. The PSHE programme is also geared toward teaching behaviour for learning skills. Additional school interventions could include seating and classroom layout plans adjusted to meet sensory/attention needs.

## **Sensory and/or physical needs**

Quality first teaching will manage difficulties with access due to physical needs through class curriculum differentiation. The teacher should manage the classroom environment to produce the best possible conditions. Additional school interventions will depend on the nature of the physical need.

## **Educational Health Care plans** (previously known as a SEN statement)

All students with an EHC plan will have specialised and carefully selected provision.

## **Training**

Teaching staff are constantly updating their skills through a programme of continuing professional development (CPD) delivered on training days and after school sessions. All school staff have had training in safeguarding and new teaching staff complete a comprehensive induction programme which includes an SEN element. We expect all our teachers to adopt high quality teaching methods which focus on ensuring success for all our students. We know that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (SEN Code of Practice 2015)

## **Tracking and Data Analysis**

Ongar Academy students are formally assessed regularly as part of the school's assessment cycle. Data on student progress is stored electronically and parents are issued with progress tracking and an additional annual school report.

All curriculum leaders monitor student data with students not making expected progress flagged up as a concern.

At the annual EHCP review meetings, collated assessment information is discussed, students identify positive outcomes that are important to them and a plan is made for the year ahead.

## **Review and Evaluation**

This statement and the academy procedures for SEN are reviewed on an annual basis. The provision of the school will be mapped alongside the Local Authority Local Offer as the school evolves. The local offer can be accessed through the following link: <http://www.essexlocaloffer.org.uk/categories/education>.

Details of other organisations that can be accessed for further support are:

Red Balloon <http://www.redballoonfamily.co.uk/who.htm>  
British Dyslexia Association <http://www.bdadyslexia.org.uk/>

