

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

Thomas Wolsey Ormiston Academy is a specialist SEND school which offers inclusive, day education to pupils aged 3 to 16, who have complex physical, medical and/ or sensory needs with associated learning difficulties. We have a PAN (published admission number) of 105 places.

The academy's catchment area includes the whole of Suffolk Local Authority. Very occasionally, pupils are accepted from surrounding Local Authorities, subject to agreement with Suffolk LA.

All pupils of statutory school age, attending Thomas Wolsey Ormiston Academy have an Education, Health, and Care Plan.

We identify and assess children with SEN using the following methods:

The Local Education Authority consult the Academy on children with identified SEND who they believe match our provision. These children will have been referred to the Local Authority's Specialist Admissions Team by the Inclusion Service or other professionals working in early childhood settings. These children may or may not have an EHCP. (Education, Health and Care Plan). Based on paperwork and a visit to the setting, we will assess their suitability for a place at the Academy Assessment Nursery or, if they have an EHCP, are of statutory school age and a place is available, within the Academy itself. Any children who do not have an EHCP will need to be assessed for one. During this process, they will be assessed by a range of professionals including advisory teachers, educational psychologists, paediatricians, health visitors and GPs to decide what longer-term provision they need and whether the Academy is the best placed to meet them. A Local Authority SEND panel makes the final decision as to whether their needs will be met by TWA once they reach statutory school age.

We evaluate the effectiveness of our SEN provision in the following ways:

We have a variety of ways of measuring the effectiveness of our SEND provision. These include gathering feedback from families in the annual review of the EHCP, the formal termly parent contact meeting, periodic surveys and day-to-day contact. It includes our ongoing continuous assessment and periodic summative assessments. (See our ['Assessment' page](#) on our website for further information). It includes regular monitoring by SLT, Governors and other stakeholders through learning walks, lesson observations, work scrutinies and moderation.

Our arrangements for assessing and reviewing the progress of children with SEN are as follows:

Our '[Assessment](#)' page on our website provides further information on how we assess our children.

Our approach to teaching children with SEN includes:

The cognitive ability, types of disability and the age range of our learners varies widely. We therefore employ a wide range of specialist methods and approaches which are driven by the needs of each learner.

We work closely with therapists, social services, sensory services and other professionals to provide a holistic, child-centred, multi-professional approach.

The [Curriculum pages](#) of our website provide lots of information around the approaches we use at the Academy.

We adapt the curriculum for children with SEN in the following ways:

As a special school, the provision within Thomas Wolsey Ormiston Academy specifically addresses SEND.

The curriculum is child-centred and combines personalised programmes of study with the class programmes of study to ensure each pupil accesses learning in ways and at a level that is appropriate to their needs and ability.

Class sizes are small and have a high staff-pupil ratio to provide learners with the extra levels of support that they need.

The curriculum is organised around the key areas of need of the EHCP to ensure provision is weighted appropriately. Curriculum provision is delivered in full consultation with therapists – e.g. PD (Physical Development Programmes) are developed alongside the Physiotherapists, Communication and Literacy programmes alongside the Speech and Language Therapists.

Further specialist methods and approaches are built into the curriculum offer such as TACPAC, Sensology, sensory-story-telling and music therapy.

The school has a number of specialist learning environments including sensory dens in most classes, a sensory studio and a sensory room for our learners requiring a more immersive environment or intensive sensory work.

The [Curriculum pages](#) of our website provide lots of information around how we adapt our provision to meet our diverse cohort of learners.

We enable children with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

All our children have SEND but we do create opportunities for our children to mix across 'age and stage'. This brings many benefits and naturally occurs during playtimes, during lunchtime clubs and on Schools Transport.

We create opportunities through 'Mixed Groups' which is time-tabled in Upper School for at least one afternoon a week. All Departments come together for mixed assemblies once a week. Other opportunities are created through work experience, (older pupils working with some of our younger pupils), 'share' mornings, activity days, enrichment activities and whole-school special events. Classes in the same department will often pair up for certain activities and

Pupils are encouraged to participate in events alongside their mainstream peers at all levels and in areas where their skills and interests lie. OAT offer a range of opportunities such as the Student Voice Councils and events such as the Ormiston Showcase or STEMfest. Pupils from the academy have taken part in these events as equals and have won a number of prizes.

The academy's shared site with Ormiston Endeavour Academy provides easily-accessible opportunities to collaborate on joint projects and ventures.

The academy has also collaborated other local schools outside of the Trust through projects such as the New Wolsey Festival of Youth or the Snape Maltings Celebration of Schools' Music.

The academy also supports dual registration of pupils where requested by families, with mainstream schools.

The following social, emotional and mental support is available for children with SEN:

Structuring provision around the EHCP means that class-teams focus on developing social, emotional and mental health outcomes which are personalised to each individual each and every day. The Engagement Model, (which starts with an Engagement and Happiness Profile) consolidates this further by ensuring that provision is tailored to the interests and motivations of each learner, giving them a sense of control over their own learning, reducing anxiety and building a sense of achievement.

Pupils are assessed against their own starting points and provision focuses on their abilities rather than their disabilities, building self-esteem and confidence to take on new challenges.

Social, emotional well-being (SEWB) is also delivered through class programmes of study in ways that are appropriate to age and stage of the pupil. Pupils are supported to communicate their needs and express their wishes at all levels of their school experience from their annual review and participation in out-of-school events through to day-to-day choice-making in the classroom.

The academy encourages a respectful relationship between staff and pupils so that pupils feel comfortable to express their feelings or concerns with staff of their choosing. Each class has its own team of staff who get to know the needs of each child in the group very well and build up close, yet professional relationships.

The school has excellent working relationships with a range of health care professionals and related services and seeks support for children requiring more specialist provision beyond the universal offer of the school.

The expertise and training our staff have to support students with SEND:

All school staff receive a core training offer which ensures the safeguarding and care needs of all children are met. This is an ongoing cycle of training which is refreshed each year through PD days and twilights. It includes safeguarding updates tailored to a specialist school setting, feeding, postural management and positioning for learning, manual handling, administration of medication, management of medical conditions including asthma, epilepsy and anaphylaxis.

Training tailored to individual pupils is offered within class and school time and delivered through the Speech and Language Therapists, Physiotherapists, Occupational Therapists and the Moving and Handling Instructor who are based on site. The CCTN (Community Children's Nursing Team) offer further medical training and support on a needs basis, e.g. instruction in the use of pump feeds, and gastrostomy feed systems.

All staff have Norfolk Steps training which is a Positive Behaviour Management Programme. This is refreshed regularly. Additional training is provided for class teams where further interventions may be required. This is provided in-house by members of the Senior Leadership Team who are trained as trainers.

All members of staff involved with swimming (most class staff) have shallow water training and awareness of the specialist swimming environment, e.g. use of pool hoists.

A wide range of training is delivered by the Speech and Language Therapists and the SCARC (Suffolk Communication Aids Resource Centre) team (also based on site) around the use of AAC (alternative and augmentative communication). Some is part of the core offer, e.g. creating communication cultures and the use of Core Charts. The core offer is generally offered during PD days. Bespoke training according to need is delivered during the school day, often with the pupil or the pupil's device and family members. This includes PECs (Picture Exchange Communication System), eye-gaze or Talkpad programming.

The Sensory and Communication Service offer further bespoke, needs-led training such as VI, (visual impairment) and HI, (hearing impairment) awareness training. A number of staff are first aid trained including paediatric first aid training.

Teachers receive the majority of their 'learning-based' training through a weekly teacher's meeting. This might include use of specialist software such as Clicker or Inclusive Technology, specialist approaches to literacy and numeracy or specialist assessment methods such as the Engagement Model.

Teachers are given opportunities to lead curriculum areas and become the 'in-house' experts in their area by attending specialist training from external providers such as Hirstwood and visiting and linking with other special school leads. Senior Leaders network with other special school settings through membership of organisations such as the FLSE (Federation of Leaders in Special Education) and the 'Special Heads' forum to set up visits for teachers and other staff in school and share best practice.

Teachers are also encouraged to extend their skills by spending time in each others' classes, planning together and sharing ideas and resources. All curriculum planning and resources are stored in shared folders for everyone to access and learn from each other.

Upskilling support staff in SEND teaching and learning techniques and approaches is disseminated via the class teacher through weekly class meetings or through modelling during the school day. All support staff attend a weekly forum with their Head of Department which can provide another training opportunity. All class teams are involved with planning up-coming termly topics where time allows during PD, (professional development) days.

Staff are encouraged and supported to undertake professional qualifications and participate in practitioner-based research. Staff are encouraged to undertake CPD (continuous professional development) of their own developing skills in specialist areas such as Intensive Interaction, Sensory Integration Awareness or Rebound Therapy.

In addition, we use the services of the following specialists:

Please see below in our external agencies section

We currently possess the following equipment and facilities to assist our children with SEN:

Please see our [Facilities and Lettings](#) page on our website with information about the facilities we have to support SEND in school.

All pupils are provided with the equipment they need to support the outcomes in their EHCP. This equipment is bespoke to them and may include physiotherapy equipment to support their postural management programmes, AAC (alternative and augmentative communication) equipment to support their communication such as switches, eye-gazes or talkpads. It may be adapted equipment to facilitate independence such as a sloped writing desk, height-adjustable table or specialist spoon.

Some equipment is generic to our setting as it may benefit several learners such as adapted equipment to support participation in disability sports or IT access.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

We work very closely with our families to ensure the provision we offer is right for each child. All our provision is bespoke to each individual so gathering the views and perspectives of our families is essential to get this right.

The annual review of the EHCP provides is critical in this process as well as formal termly parent contact meetings and regular day-to-day interaction with parents face-to-face or over the phone. EHCP outcomes, short-term targets, bespoke provision is all decided collaboratively with parents.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

Wherever possible and appropriate, all children and young people from Year 7 and up attend their review and where appropriate, some younger children may do too. Pupil voice is gathered in a format relevant for that pupil. 'Consulting' emerging learners and our youngest children must be done through observation, reflective practice and close partnership working with families and other professionals. Tools such as the Engagement Model are rooted in these principles and provide a structure for staff to 'listen' to the voice of the pupil and tailor provision according to each pupil's interests and motivations.

Where possible, we seek feedback on our curriculum offer and special events from our pupils. Sometimes this is formalised and specifically sought through surveys and evaluation forms and sometimes, it is gathered through observation. Pupils are also encouraged to evaluate educational visits and enrichment experiences and they are encouraged to be involved in the choice and organisation of key events in the school calendar such as fundraising days, sports day, educational visits and activity days.

There are various forums that pupils can join at academy level and Trust level, including the School Council and the Student Voice Council.

Our arrangements regarding complaints from parents of children with SEN are as follows:

The academy promotes an open relationship with parents/ carers. If a parent/carer has any concerns they are encouraged to contact school immediately and request to speak to a member of the Senior Leadership Team who will investigate and respond on the same day wherever possible. The majority of issues are successfully resolved in this way.

The academy has a formal complaints procedure for complaints which are not resolved in this way. This is available on the ['Policies and Privacy Notices' page](#) of this website. Hard copies are available on request from the school office.

We work with the following bodies to ensure the best possible provision for our children with SEN:

We work very closely with a wide range of professionals, many of whom are based on site and work in ways fully integrated into our educational provision, e.g. SALT, PT, OT, SPLSAs (specialist learning support assistants for those eligible for continuing care) music therapists, intervenors, professionals from SCARC (Suffolk Communication Aid Resource Centre) and specialist teachers from the SES teams ([Suffolk Specialist Education teams](#)). They provide both direct engagement with pupils as well as working alongside staff to meet pupil needs.

The majority of multi-professional meetings are hosted at school and pastoral teachers are supported to attend wherever possible in order to build relationships to support best possible outcomes. Further organisations and professionals with whom we work regularly include Family Services, (Local Authority) respite carers, social workers, CCNT (Community Children's Nursing Team), paediatric consultants, CAMHS, (Children and Adolescent Mental Health Team), EACH, (East Anglia Children's Hospice) and Educational Psychologists.

In terms of providing learning opportunities for our children, we link with a wide range of organisations and continually seek to make new contacts in order to provide a rich and rewarding school experience. For more information about this see the ['Enrichment' page](#) on this website.

Parents of children with SEN may find the following support services helpful, in addition to the academy's offer:

Please see our [Support for families](#) page on our website.

Our transitional arrangements for children with SEN include:

Transition between different phases within school is carefully planned and pupils are given time and tools to adjust to new settings. The academy has trialled moving transition to the start of the academic year in recent years and this has worked well; our 'Meet the Team' day at the beginning of the academic year provides a safe and gentle reintroduction back into school after the long summer holiday. The start of each new academic year focuses heavily on pastoral activities to help establish strong relationships and ensure new teams understand pupil needs well. There is typically high involvement from other professionals during this period too such as therapists or sensory impairment specialists for example. All pupils are given a 'transition book' to take home over the summer to share with their families. This has key information about their new classroom, peers and the staff that will be working with them.

Transition to post 16 provision begins in Year 9 with preparations for adulthood central to the curriculum offer and annual review process. Year 11s participate in a year-long transition programme which provides them with opportunities to spend time at some of the local FE colleges in their Supported Learning Departments.

'Experience of work' opportunities in Year 11 also help prepare our older pupils for post 16 provision. Sometimes we are able to arrange bespoke careers-based opportunities tailored to the needs and interests of each child. Other times we arrange more generic opportunities to local social enterprises.

Suffolk's local offer, [Home - Suffolk SEND Local Offer](#) provides information and advice for families of children and young people with SEND in Suffolk.

More information can be found in our SEND policy

See our SEND policy on policies pages on our website

[Thomas Wolsey Ormiston Academy - Policies & Privacy Notices](#)

See below for Contacts and responsibility information. ↓

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

Last updated: 1.11.24

Academy roles

Role	Designated person	Contact Details
SENCO	Helen Dickenson Emily Webster	Helen.dickenson@thomaswolseyoa.co.uk Emily.webster@thomaswolseyoa.co.uk
Principal	Helen Dickenson Emily Webster	Helen.dickenson@thomaswolseyoa.co.uk Emily.webster@thomaswolseyoa.co.uk
SEND Governor	Lynne Goodwyn	Lynne.goodwyn@thomaswolseyoa.co.uk
Other senior leader with responsibility for SEND	Amanda Jebb (EYFS & Lower School) Laura Goodfellow (Middle School) Miglana Gencheva (Upper School)	Amanda.jebb@thomaswolseyoa.co.uk Laura.goodfellow@thomaswolseyoa.co.uk Miglana.gencheva@thomaswolseyoa.co.uk
Pastoral support lead	Amanda Jebb (EYFS & Lower School)	Amanda.jebb@thomaswolseyoa.co.uk Laura.goodfellow@thomaswolseyoa.co.uk Miglana.gencheva@thomaswolseyoa.co.uk

	Laura Goodfellow (Middle School) Miglana Gencheva (Upper School)	
Designated safeguarding lead	Helen Dickenson	Helen.dickenson@thomaswolseyoa.co.uk
Designated teacher for looked after children	Helen Dickenson	Helen.dickenson@thomaswolseyoa.co.uk
Mental Health Lead	Amanda Jebb	Amanda.jebb@thomaswolseyoa.co.uk
Attendance Lead	Emily Webster	Emily.webster@thomaswolseyoa.co.uk
External agencies		
Role	Information	Contact Details
Educational Psychologist	Via SEND Family Services	Suffolk InfoLink *SEND Family Services (Local Offer)
Local SEND Information & Support Services	Home - Suffolk SENDIASS	enquiries@suffolksendiass.co.uk
Local Authority SEN Team	Suffolk InfoLink *SEND Family Services (Local Offer)	Hannah.large@suffolk.gov.uk Lauren.sheldrake@suffolk.gov.uk
Behaviour Support Team	Susie Mawson Children's Community Learning Disabilities Nursing Team - Behaviour Support - Suffolk County Council	LDnursingteam@suffolk.gov.uk

Sensory Impairment Service	Suffolk InfoLink Sensory & Physical (S&P) Service	cypsensorycomm@suffolk.gov.uk
Wheelchair Services	Wheelchair services	adminwheelchairservices@wsh.nhs.uk
Integrated Community Paediatric Services	Suffolk InfoLink *Integrated Community Paediatric Services	East Suffolk – 01473 321200 West Suffolk – 01284 741700
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/