

The Local Offer for Ormiston Maritime Academy

Questions referenced to the SEN (Information) Regulations (Clause 65)	
DECISIONS ABOUT WHETHER A STUDENT HAS SEN	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p><i>The Academy identifies pupils with special educational needs, initially, through the transition process.</i></p> <p><i>The Special Educational Needs Co-ordinator(SENCo) or Deputy SENCo liaises with the Primary School SENCo and/or Year 6 teacher, in feeder schools to gather information.</i></p> <p><i>During transition days in July, all prospective Year 7 pupils sit a reading assessment/screening test.</i></p> <p><i>For pupils already attending the Academy, a referral pathway exists by which staff can raise their concerns. Pupils with social/emotional needs can be identified by the In School Resource Team (ISRT) or by the Pastoral Team at their regular meetings. Each case is then considered individually. Academic concerns are raised by subject teachers.</i></p> <p><i>If parents believe their child may have special educational needs, they can have direct access to the SENCO. Opportunities also exist for contact with staff at regular parents' evenings.</i></p>
<p>How is the decision made about how much individual support pupils will receive?</p>	<p><i>The decision about how much individual support is provided depends on the individual needs of the pupil and is determined by the SENCO in consultation with parents/carers and the pupil themselves.</i></p>

	<p><i>Other agencies such as Health and Social Care may be involved and could be asked for advice and strategies, depending on the individual needs of the child.</i></p> <p><i>Parents are informed as a matter of course and meetings held, if required.</i></p>
<p>SUPPORT FOR LEARNING AND WELL-BEING</p>	
<p>How does the academy support pupils with special educational needs?</p>	<p><i>Initially, all SEND pupils are supported through Quality First teaching.</i></p> <p><i>A team of Teaching Assistants and Academy Support Workers is employed to provide additional pastoral and/or academic support to individuals and small groups of pupils.</i></p> <p><i>The Academy will identify the most appropriate programme for the individual pupil following consultation with parent/carers.</i></p> <p><i>The Academy has a Year 7 primary based provision (Gold Curriculum) for vulnerable pupils who are not yet ready to access the secondary curriculum at the end of Year 6.</i></p> <p><i>The Academy also provides emotional literacy support and student counselling, as well as extra support for transition.</i></p> <p><i>The Academy can administer Dyslexia screening, Scotopic testing and testing for Exam Access Arrangements.</i></p> <p><i>Reading (including a dyslexia programme) and numeracy intervention is in place for students with additional needs in these key areas.</i></p>

	<p><i>Information is communicated to parents mainly by means of I pads (which are available for pupils who join the academy) letters, telephone calls and text, and face to face meetings.</i></p> <p><i>The SEND Governor is involved via regular meetings in the Academy.</i></p>
<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<p><i>Tutors and House Managers are available as a first point of contact for pupils with SEND. They are able to support attendance, assemblies and celebration events.</i></p> <p><i>Lead tutors hold meetings and monitor academic achievement and behaviour.</i></p> <p><i>A team of Academy Support workers are also deployed in the classroom and will liaise with Heads of Departments regarding attendance and behaviour.</i></p> <p><i>A team of First Aiders is supported by a School Nurse and the Academy manages the administration of medicines. The medical room is staffed at all times.</i></p> <p><i>There is a well-established Pastoral system in place for addressing behaviour, avoiding exclusions and increasing attendance.</i></p> <p><i>The Academy is proud of its Positive Reward System and Intervention programmes which provide nurture and behaviour support.</i></p> <p><i>The views of pupils are taken into account via the Student Engagement Team as well as through regular questionnaires and surveys.</i></p>

PROGRESS, PLANNING AND KEEPING PARENTS INFORMED	
How will parents know how their child is doing?	<p><i>In addition to normal reporting arrangements, regular opportunities exist for parents to discuss their child's progress with staff, but parents are welcome to contact the Academy at any time.</i></p> <p><i>Parents/carers are provided with a password to gain access to the Academy's VLE through which they can follow their child's progress.</i></p> <p><i>If the Academy has concerns about a student's rate of progress, parents are invited in to the academy to discuss the issues.</i></p>
<p>How are parents involved in discussions about planning for their child's education?</p> <p>How are children able to contribute their views?</p>	<p><i>Parents can be involved in planning their child's education by speaking to Academy staff at any time. Information is readily available to parents through the VLE and the monthly Newsletter.</i></p> <p><i>Children's views are taken into account via the Student Engagement Team, and for pupils with Statements or Education Health and Social Care Plans, at their pupil-centred review meetings.</i></p>
PROVISIONS, RESOURCES & SERVICES	
How is learning and development provision matched to individual pupils' needs?	<p><i>We work hard to maintain an inclusive ethos, through tailored differentiation, for all SEND students in the mainstream classroom.</i></p> <p><i>The Academy's approach to additional intervention involves programmes that include Phonic based Literacy (Sound reading System), Numeracy (Numicon and Passport Maths), Reading Initiatives during tutor period, Dyslexia (Lexia), and Emotional Literacy (development of self-esteem, maintaining friendships, problem solving etc.).</i></p> <p><i>The Academy has a Year 7 primary based provision (Gold Curriculum) for vulnerable pupils who are not ready to access the secondary curriculum at the end of Year 6. This is led by a primary teacher and focuses on key skills in literacy and numeracy in preparation for a staged transition to the mainstream classroom,</i></p>

	<i>over the academic year.</i>
How are the school's resources allocated and matched to pupils' SEN?	<i>The Academy's SEN budget is allocated by the Academy Business Manager and it then becomes the responsibility of the SENCO to allocate and match to pupils' needs.</i>
What specialist services and expertise are available at the school or accessed by the school?	<p><i>The Academy employs a team with specialisms that include Literacy and Dyslexia, Exam Access, Emotional Literacy and Autism Awareness and a Behaviour Intervention Team.</i></p> <p><i>We employ a Child Protection Officer, Careers Advisor, Specialist SEN Teacher and an Educational Psychologist.</i></p> <p><i>We also access Learning and Cognition specialists, Health professionals and Social Care teams.</i></p> <p><i>The SENCO has completed the National Award for SENCOs.</i></p>
How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).	<p><i>The Academy is fully wheelchair accessible with adaptations made for pupils with visual or auditory difficulties.</i></p> <p><i>The building has disabled changing and toilet facilities- the Accessibility Plan can be provided on request.</i></p> <p><i>For those pupils whose first language is not English, the Academy is able to employ the necessary translators.</i></p>
How are pupils included in activities outside the classroom including trips? (n.b. The DDA Reasonable Adjustments legislation expects all schools/academies to be anticipatory in respect of school activities and trips)	<p><i>All pupils with SEND are able to access all of the school's activities and are always given the option to attend trips and visits.</i></p> <p><i>There is two week Summer School for year 6/7 pupil, which has proved popular with pupils and parents alike.</i></p>
STAFF TRAINING	
What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b. under the SEN Code of Practice legislation, schools/academies	<i>Recent whole school training has been provided on 'How to work with pupils with Dyslexia', Exam Access, Student Engagement, Exam Invigilation, and Best Practice in Improving Literacy in the</i>

<p>Need to offer high quality professional development and training to the work force.)</p>	<p><i>classroom.</i></p> <p><i>SEND training has been cascaded to all staff. In addition, all Teaching Assistants are required to undertake 5 hours of specified training each academic year.</i></p>
<p>TRANSITIONS</p>	
<p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?</p>	<p><i>To help prepare pupils, prior to joining the Academy, the Academy Transition team liaise with SENCoS and Year 6 teachers at primary feeder schools.</i></p> <p><i>The SENCo will attend Yr. 6 statement reviews and multi-agency team meetings in the primary schools.</i></p> <p><i>Two transition days are held each year as well as a number of 'taster' days.</i></p> <p><i>Extended transition is arranged for particularly vulnerable pupils.</i></p> <p><i>If a parent is considering placing their child at OMA, a visit to the Academy is encouraged.</i></p> <p><i>A Careers Adviser is employed to help prepare pupils to move on to Post 16 education or employment.</i></p> <p><i>There are separate pathways for those pupils who wish to access Work Experience and for those moving on to Higher Education.</i></p> <p><i>Pupil records are passed on to Colleges etc. Meetings and extended transition is arranged when necessary.</i></p>
<p>FURTHER INFORMATION Who can parents contact for further information?</p>	<p><i>The first point of contact for a parent/carer, if they want to discuss their child's needs and gather further information, is the SENCo or deputy SENCo.</i></p>

	<p><i>Parents can speak with the SENCo, deputy SENCo, a member of the Senior Leadership team or a House manager if they are unhappy about the special educational provision for their child.</i></p> <p><i>An Independent Service is available to parents should they wish. This is known as the Parent Partnership Service and details can be obtained from the Academy.</i></p>
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