

## **SEN Information Report** **Packmoor Ormiston Academy 2025**

### **Introduction**

Welcome to our SEN information report which has been prepared in accordance with Clause 65 of the Special Educational Needs (Information) Regulations which came into force on 1<sup>st</sup> September 2014. Under these Regulations all governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Packmoor Ormiston Academy we are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Principal – Mr P Moore

Inclusion Lead – Mr A Moran

Special Educational Needs Co-ordinator (SENCO) – Mrs E Bates

SEN Governor – Mrs J Leach

### **Our Approach to Teaching Pupils with SEN**

At Packmoor Ormiston Academy we are committed to ensuring equal opportunities, inclusion and freedom from discrimination for all our pupils. We value all children in our school equally and strive to ensure that they enjoy equality of opportunity in all areas through a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

To ensure this takes place -

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEN, parents of SEN children and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We ensure we are up to date with current legislation, provision and practices through close consultation with Stoke-on-Trent SEND Services.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development. Our Academy Development Plan (ADP) is about enhancing learning for all and details our planned continued professional development (CPD) opportunities for all staff.

- We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our Teaching and Learning Policy.
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

Our aim is to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in regular CPD.

### **How we identify SEN**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

**“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where a pupil’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. Pupils meeting such criteria will be put onto a concerns list and closely monitored.

However there can be many reasons for a pupil ‘falling behind’. These may include absences, attendance at lots of different schools and therefore no consistent opportunity to learn, difficulties with speaking English or worries about different things that distracts them from learning. In the present climate due to the implementation of Covid restrictions during the past two academic years there is also the fact that some pupils had their time actually within in the school environment disrupted for considerable periods. The school understands that children who experience such barriers to their learning are vulnerable and may require extra intervention to enable them to ‘catch up’ but this does not mean however that all vulnerable learners have SEN. Only those pupils with a learning difficulty that requires special educational provision will be identified as having SEN and recorded on the school’s SEN register.

(For further details on what constitutes a Special Educational Need see the SEN Policy, which is available on our website)

## **What should I do if I think my child may have Special Educational Needs?**

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or contact Mrs E Bates (SENCO) to discuss your concerns.

## **Packmoor Primary SEN Profile 2025-**

In September 2025 our SEN profile shows that we have 16% of children (68 out of 423 pupils) are identified as having SEN.

This 16% (68 pupils) is made up of the following groups:-

37% (25 pupils) are identified as having SEN linked to Communication and Interaction (including ASD and Speech and Language difficulties)

35% (24 pupils) are identified as having SEN linked to Cognition and Learning (including difficulties with reading, writing, spelling and maths and specific needs such as Dyslexia, Dyscalculia and Dyspraxia.)

16% (11 pupils) are identified as having difficulties with Social and Emotional interactions.

12% (8 pupils) are identified as having SEN are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

13% (9 pupils) currently have an Education Health Care Plan which is 2% of the whole school population.

## **Support for Pupils with SEN at Packmoor Ormiston Academy**

At Packmoor Ormiston Academy we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not accessing this learning, we will intervene.

If a learner is identified as having SEN, we will provide provision that is 'additional to' or 'different from' the normal high quality, personalised differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on an individual provision map, which detail the individual learner name, describes the interventions undertaken to support the pupils learning, the specific time allocated to these interventions and assessments of progress. These provision maps are updated termly taking into account any change in needs that may occur. All provision maps are shared with parents/carers at review meetings.

When providing support that is 'additional to' or different from' we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an individual Pupil Passport and Provision Map and will form the basis for termly review meetings, held as part of Parent/Teacher Consultations.

**Do** – providing intervention support – extra assistance for learning or learning aids – as outlined on the provision map.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO- contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held regularly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

Support may not only be required to address the academic needs of pupils but in some cases to also to support their emotional and social development. Such needs are recognised in the Pupil's Personal Passport and on their Provision Map and are addressed through a variety of support mechanisms which are co-ordinated by our Pupil Support Manager – Mrs M Taylor.

While the majority of pupils with SEN will have their needs met in this way, some may require an Education Health Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan (previously known as a Statement of Educational Need).

### **Our Specialist Internal Provision (SIP)**

From September 2024 we set up a Specialist Internal Provision (SIP), which is an initiative that has been introduced in all OAT primary settings, to meet the specific needs of pupils already within our school that have complex needs. Our SIP provision is not intended to replace special or specialist settings or a specialist unit within a mainstream school which may be the most appropriate place for some learners. It's purpose is however to enable pupils with specific needs to access a provision that fully meets these needs and supports them at a developmentally appropriate level within a mainstream setting. We plan the provision in our SIP according to the needs of children. They will have access to a bespoke and individualised curriculum that is clearly linked to the wider academy offer. From September 2025 our SIP will be available for the morning, with pupils being taught in their own cohort class in the afternoon.

Should we feel a pupil would benefit from the provision delivered via the SIP this will be fully discussed with all relevant stakeholders before they have access to it. All SIP provisions will have a clearly defined entry and exit criteria. This will ensure that the provision fully meets the needs of the children and that they will get the maximum benefit from accessing the provision.

## **How do we Find Out if Support offered to our pupils with SEND is Effective?**

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention. This will provide the point of reference for measuring progress made by a child and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

Progress data of all learners based on age related expectations is collated for the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of LA moderation groups to ensure that our judgements stand up to scrutiny. Our school performance including that of SEN pupils is also monitored by the Local Authority and Ofsted.

Our latest OFSTED January 2025 reported that –

‘Pupils with special educational needs and/or disabilities (SEND) are identified early on and support is introduced as needed. When necessary, staff involve external agencies and follow their advice. Recently, the school has introduced a specialist internal provision to support pupils with complex SEND. This has been set up with careful consideration about pupils’ individual needs and is working well. Staff have the right knowledge to appropriately adapt the curriculum for pupils with SEND. This is effective for some subjects but not all. This means that some pupils with SEND are not achieving as well as they should in some subjects.’

Our Ofsted reflected the fact that our SEND pupil's specific needs are well provided for but some pupils need extra support in some non-core curriculum subjects to ensure full access to them. This curriculum is being developed as part of the Academy's Development Plan for the academic year 2025-26.

## **Expertise of Staff and Training**

In order to ensure that interventions have the maximum impact it is essential that staff are effectively trained to deliver them. We therefore ensure that we constantly keep up with the latest developments in provision for our SEN pupils and endeavour through Continued Professional Development (CPD) courses to ensure all staff are

provided with the relevant training.

Mr A Moran (Inclusion Lead) holds the National Award for SEN Coordination (NASCO) from the University of Wolverhampton. This is a Masters level national award for the leadership of SEN within a school.

Mrs E Bates (SENCO) holds her National Award for SEN Coordination (NASENCO) through Birmingham University.

Mrs C Shepherd (Assistant SENCO) has a MRes (Master of Research Degree) in Education and is currently studying for her doctorate.

Mrs M Taylor (Mental Health Lead) holds the Senior Mental Lead Certification.

Staff training and CPD for the academic Year 2024/25 has included

- OAT SEND Forum/National Conference
- LA SENCO Professional Network meetings
- OAT SEND CPD - Redelivered to TA's and relevant teaching staff as CPD where relevant e.g. Disability Discrimination, Dyslexia
- Think Brick Lego Therapy Training
- Writing effective Pupil Passports including writing SMART targets training
- LA Needs Matrix Training
- LA SENCO Champion
- MITA training
- National College SEND related CPD modules
- SEND in the curriculum - Adaptive Teaching Training
- Mental Health Lead Training

We also have access to a range of other professionals that help us in the support of pupils with SEN. (A full list can be found in our Local Offer available on our website).

In addition to these we commission sessions from an Educational Psychologist and specialist SEND Advisors where referrals for specialist advice and support is required.

### **Opportunities for Enrichment**

At Packmoor Ormiston Academy we believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

### **Preparing for the next step in education**

Throughout a child's educational journey there will be lots of changes; whether that involves moving to a new class or moving to a new school. We recognise that effectively managing the transition during any change is important for all children, but especially so for a child with SEN. Consequently, we endeavour to work closely with parents, children and staff to ensure these transitions run as smoothly as possible. Planning for transitions within the school will take place in the Summer Term; arrangements for transition to Secondary School for pupils with SEN will be planned according to individual need.

During Year 6, information, previously agreed with parents, will be shared with the

SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Packmoor or staff from Packmoor will accompany the child on visits to their next school.

### **Have your say**

This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. We value your input, so please engage with our annual process to ensure that our provision effectively meets the needs of each and every learner so that we really are 'inspiring individuals' to achieve and excel.

### **Useful links**

LA Website - [www.stoke.gov.uk/send](http://www.stoke.gov.uk/send)

Stoke-on-Trent Local Offer - [SEND Local Offer – Local Offer](#)

SEND, Information, Advice and Support service - [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

Department for Education - [Special educational needs and disability \(SEND\) and high needs - GOV.UK](#)

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