

PACKMOOR ORMISTON ACADEMY

Special Educational Needs (SEN) Information Report

Last reviewed on:	September 2026
Next review due:	September 2027



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: <https://packmoorormistonacademy.co.uk/key-info/policies>

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

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 Special Educational Needs and Disability (SEND) Code of Practice.
- 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 and adaptation 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.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

SENCO Mrs E Bates Telephone – 01782 234544 Email - packmoor@packmoorormiston.co.uk	Assistant SENCO Mrs C Shepherd Telephone – 01782 234544 Email - packmoor@packmoorormiston.co.uk	Inclusion Lead Mr A Moran Telephone – 01782 234544 Email - packmoor@packmoorormiston.co.uk
Pastoral Support and Mental Health Lead Mrs M Taylor Telephone – 01782 234544 Email - packmoor@packmoorormiston.co.uk	Behaviour Support Lead Mrs K Milne Telephone – 01782 234544 Email - packmoor@packmoorormiston.co.uk	Designated teacher for looked after children Mrs G Nixon Telephone – 01782 234544 Email - packmoor@packmoorormiston.co.uk



The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	374	88%
SEN Support (K)	43	10%
EHCP (E)	9	2%

The 12% (52 pupils) on the SEND register is made up of the following groups:-

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / %)
Cognition and learning	0 / 0%	10 / 23%	10 / 20%
Communication and interaction	8 / 89%	20 / 47%	28 / 54%
Social, emotional and mental health	0 / 0%	7 / 16%	7 / 13%
Sensory and/or physical	1 / 11%	6 / 14%	7 / 13%



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

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:

- have a significantly greater difficulty in learning than the majority of others of the same age: or
- 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. If progress is still not made despite intervention the pupil will be moved onto the SEND register. This is done with in consultation with parents and a support plan is drawn up.

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 circumstances or worries that distract them from learning. The school understands that children who experience such barriers to their learning are vulnerable and may require extra intervention and adaptation 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).

If your child is identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider consulting outside agencies for support and advice. After acting on advice following this graduated approach, progress is still limited we would consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy. 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 us through sharing your views 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.

We ask children about the help they get in the following ways:

- Termly recorded meetings with pupils and parents
- Pupils involved in the writing of Pupil Passports (Individual Support Plan) in order for them to have an opportunity to articulate their needs

We recognise the importance of parents being able to share concerns and to discuss next steps.

To ensure this:

- Parents are invited to termly Parent Teacher consultations where they discuss progress and have the opportunity to coproduce Pupil Passports and Provision Maps.

- The Academy operates an open door policy where parents are to talk with classteachers or members SEND Team for support and advice.

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.



How we support children in transitions and in preparing for adulthood

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.

Before a child joins our academy, we gather information in the following ways:

- Conversations with previous setting (if applicable), parents and child to ascertain needs and possible provision.
- Visit child in their current setting.
- Consultation with the LA if the child has an EHCP.

To help children be prepared for a new school year we:

- Plan transitions within the school which take place in the Summer Term.
- Arrangements for transition to Secondary School for pupils with SEN are planned according to individual need.

In school transitions include-

- Transitions days where whole classes meet their new teacher and take part in activities at the end of the summer term in preparation for September
- Pupils requiring more support with transition receive a more bespoke transition package which might include more visits to the new class before September, extra guided activities to new and unfamiliar parts of the academy, photographs of new classroom and teachers and visits from new class teacher to their current class before transitions take place.

Transition for pupils moving to Secondary School include –

- 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.
- Arrangements for transition for pupils with SEN are planned according to individual need.
- Transition days organised by the secondary school may also be supplemented by extra visits for pupils that may require this.
- Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit them at Packmoor or staff from the academy will accompany the child on visits to their next school.

The above transition package is also available to children moving schools during their time in primary education in consultation with the school they are moving to.

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content. 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.

Information on our curriculum can be found here:

[Packmoor Ormiston Academy - Curriculum Overview](#)

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

If a learner is identified as having SEN, we will provide provision that is 'additional to' or 'different from' the normal high quality, adapted 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 pupil passport and provision map, which detail the individual learners name, describes the interventions undertaken to support the pupils learning, the specific time allocated to these interventions and assessments of progress.

These documents are updated termly taking into account any change in needs that may occur. All pupil passports are shared with parents/carers at review meetings.

Support identified on their passport and provision map might include:

Pre-teaching

Small group interventions, such as...

Multi-sensory resources

Adult support

Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding

Access to digital devices such as laptops and learning support software

Specialist equipment, such as writing slopes, pencil grips

Programmes set by external specialists

The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

While the majority of pupils with SEN will have their needs met through the outlined support, 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.

For children with more complex needs, we offer enhanced provision to deliver the depth of support required-

Our academy operates an internal Inclusion Base (IB). This provision has been in place since September 2024 when it was introduced in all OAT primary settings, to meet the specific needs of pupils already within our school that have more complex needs. Our IB 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 to enable pupils with specific needs to access a provision that fully meets their needs and supports them at a developmentally appropriate level within a mainstream setting. We plan the provision in our IB 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 2026 our SIP will be available for the morning, with pupils having access to their own cohort class in the afternoon.

Should we feel a pupil would benefit from the provision delivered via the IB this will be fully discussed with all relevant stakeholders before they have access to it. All IB 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.



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.



The interventions used will be evidence based and those that are proven to make a difference for the majority of 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, or replacement with an alternative intervention. Progress against targets will be discussed at termly pupil progress meetings

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.



How we support emotional and social needs

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.

We provide a range of strategies, support and interventions to support children's emotional and social needs.

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

Further information about PSHE in our academy can be found on our website – [Packmoor Ormiston Academy - PSHE](#)



How we make sure that all children can access a wide range of activities

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. All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as e.g. school plays, sports days, workshops, visits to places of interest, musical concerts and all children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. Please contact us if your child has any specific requirements for extra-curricular activities.



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. 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. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

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.

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



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. We have access to a range of other professionals that help us in the support of pupils with SEN. These include:

- *Autism Outreach Team*
- *Child Protection Advisors*
- *Educational Psychologist*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *Social Services*
- *Children's Therapy Team (Speech & Language/Occupational Therapy)*
- *School Nurse*
- *Parent Partnership*
- *Home School Link Worker*
- *MASH (Multi Agency Safeguarding Hub)*
- *Education Welfare Officer*
- *Inspire*
- *Disability Solutions*
- *The Boat House (ASD)*
- *School Counselling Service*
- *IFIS (Integrated Family Intervention Service)*
- *Dove Counselling*
- *Aiming High/Crossroads*
- *MIND – Better mental Health*
- *Virtual School*
- *Behaviour Support Services*
- *Stoke-on-Trent SEND Services*

In addition to these we commission sessions from an Educational Psychologist and specialist SEND Advisors where referrals for specialist advice and support is required. The Educational Psychologist (EP) allocated to the school will work directly with pupils whose needs are felt to require such intervention and have not responded as expected to the

interventions previously put in place for them. Before the EP is consulted parents/carers will be informed and their consent obtained.



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- Analysing data in a number of areas to monitor progress e.g. for a specific intervention
- Classroom visits
- Using a SEND-specific evaluation toolkit
- Monitoring visits from our trust that focus on SEND provision
- Working with the Local Authority SEND advisory service
- Child and parent questionnaires

Our Governors for SEND supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here: [Accessibility-Plan-2024-27.](#)



How we make sure the admissions process is fair for children with SEND

The academy follows their Admissions Policy for all prospective pupils. The policy can be found on the Academy's website - [Admissions-policy-2026-27.](#)

Where a pupil has an Education Health and Care plan which names the academy that pupil will be admitted, and the number of available places reduced accordingly.

Where a pupil is in the process of being issued an EHCP the academy will participate in a consultation process with the LA to ensure that we can meet the needs of the prospective pupil.



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

[Complaints-Policy-](#)



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here:

LA Website - www.stoke.gov.uk/send

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

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

SEND, Information, Advice and Support service - www.sendiass-stoke.co.uk

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)

- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)
- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.

- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.