Ormiston Meadows Academy SEN Information Report

Reviewed October 2026

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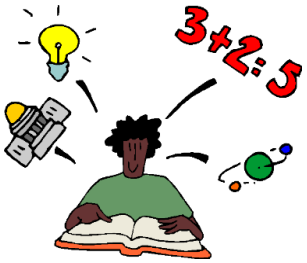
1.Types of SEND:

Communication and Interaction

- *Autism Spectrum Conditions*
- *Speech and Language Difficulties*



Cognition and Learning

Specific Learning Difficulties e.g. dyslexia

- *Downs Syndrome*
- *Moderate Learning Difficulties*

Social, Emotional and Mental Difficulties

- *ADHD*
- *Attachment disorder*
- *Mental health conditions*
- *Self harm*

Sensory and/or physical needs

- *Vision/ hearing impairment*
- *Motor skill difficulties*
- *Physical disabilities*

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The table below shows the number of children identified as having SEND within our school. This data was correct at the time of reporting (5th October 2026).

Need	Number	% of whole school	% of SEND pupils
Physical/Sensory	6	3.4%	12.2%
Cognition and Learning	6	3.4%	12.2%
Communication and Interaction	26	14.9%	53.1%
Social, Emotional and Mental Health	11	6.3%	22.5%
EHCP	21	12.1%	42.9%
SEND all groups	49	28.2%	

Ormiston Meadows Academy is also a Specialist Mainstream Resource Hub for children with physical disabilities. We have 6 specialist places and provide support to other schools working with children with physical disabilities.
https://ormistonmeadows.co.uk/key-info/send/hub-for-physical-disabilities

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2. Identifying needs.

We do this by:

- Listening to parental concerns
- Listening to the child
- Identification by teacher and inclusion team – for example through assessments, observations, discussions
- Liaison with other educational professionals
- Liaison with external agencies
- School transfer information and transition meetings
- Monitoring and assessment information

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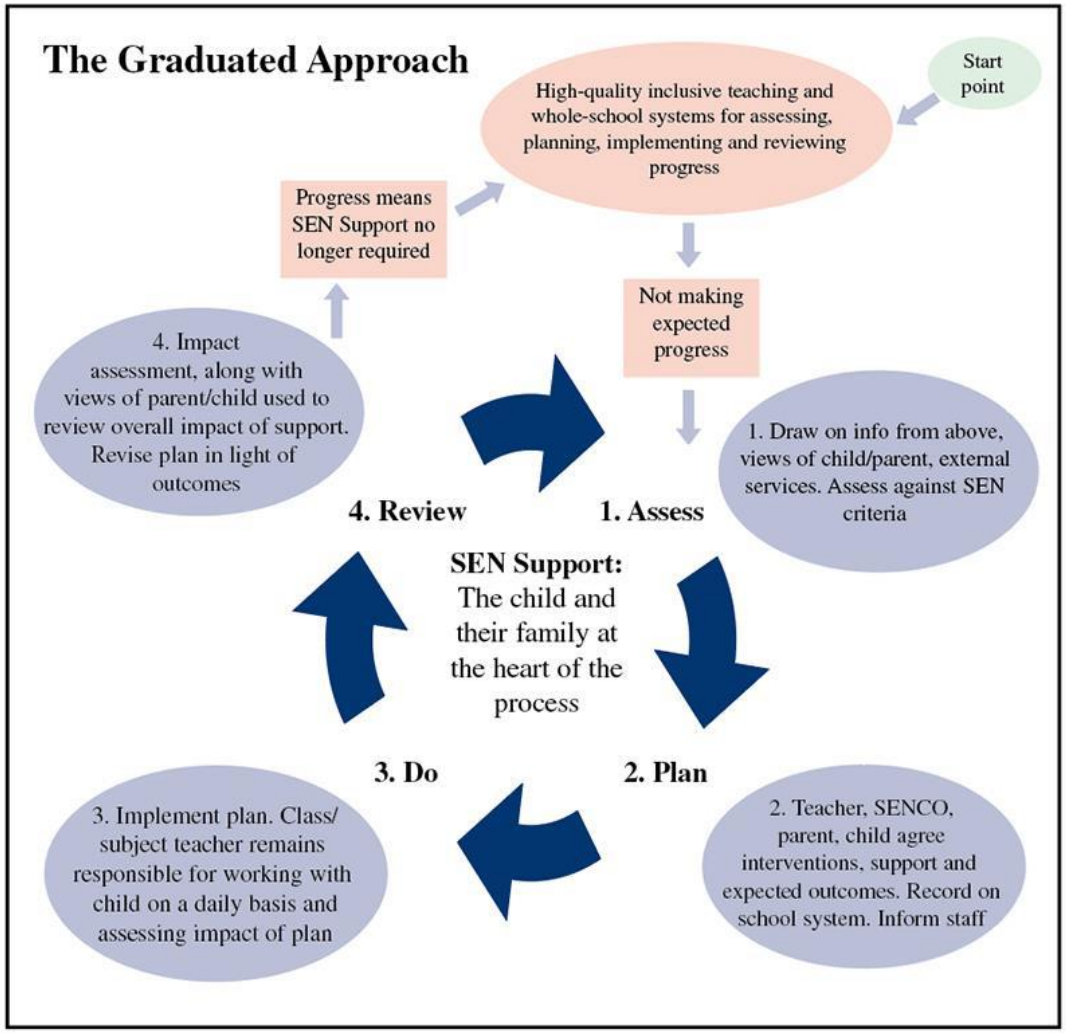
We follow a process to identify and address need called the Graduated Approach (you may also hear it referred to as Assess, Plan, Do, Review or APDR).



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3. If you have a concern…

Firstly, raise any concerns with your child's class teacher who can pass it on to the SENDCo.

The class teacher and SENDCo will work together to address these concerns.

The SENDCo and wider Inclusion Team are always happy to talk via phone, email or face-to-face.

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SENDCo – Mrs Lizzie Oates
Tel 01733 231008
elizabeth.oates@ormistonmeadows.co.uk

I can :

- **Offer advice about how to identify if your child has any special educational needs**
- **Suggest ways to support your child at home**
- **Make referrals to outside agencies**
- **Lead multi-agency meetings to make sure your child's needs are met in school**
- **Provide advice on any family needs and suggest who can help**
- **Should you wish to speak or meet with me then please use the contact details above**

Please note:
My working days are Tuesday, Wednesday and Thursday. If you have an urgent issue on another day, please phone the school office who can pass you on to the most relevant person on-site.

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4. Supporting pupils

Targeted Specialist Support – Child needs a range of outside specialist support.	• Child has multi agency involvement • Child will be working towards, or will already have, a EHC plan. • SENDCO to seek advice where necessary from outside specialists. • Training for adults involved in the care of the child to be regular. • Specialist assessments are used to recognise steps in learning. • Monitoring of the support given to the child through range of means and by a range of specialists. • Parents are contacted frequently and kept up to date on the day to day progress of the child through a key adult.
Targeted Support – Child needs resources and support from one or more outside agencies	• APDR in place and reviewed regularly • Advice sought by SENDCO to outside agencies. • Child will be working towards , or already have, a co-ordinated plan in place. • Additional training may be needed to support the child in school. • Additional arrangements and time will be needed in order for the child to receive specialist support. • Monitoring by SENDCO and other outside specialists. • Complete CAF and start TAC
Universal Targeted Support – Needs are not being met through QFT	• First point concern form received by SENDCO • APDR put in place using resources from within school. • Advice sought from SENDCO, Inclusion Manager and members of SLT • Progress monitored through analysis of extra and additional support that has been given • Monitoring by SENDCO through individual observations of the child • Parents' Meetings to share information and discuss support with parents • Use of additional assessments , where needed.
Universal Support – has an identified additional need but is progressing well	• Needs met through quality first teaching (QFT) • Advice sought through Phase Leader and other teachers • Progress monitored through Pupil Progress Meetings and data captures • Monitoring by SENDCO through learning walks/book scrutinies/ pupil interviews • Parents evenings used by Class Teacher as a time to share what is working well and next steps for the child • Training for students and NQTs. • Access to training as appropriate. • Whole school policies and procedures in place.

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Internal Specialist Support

Our Inclusion Team		
Lizzie Oates (SENDCo, Medical and Mental Health) – responsibility for SEND provision within the school	Kerry Franks (Attendance, Behaviour and Family Liaison Officer) – works with families and individual children	Naomi James (Lead Practitioner for SEND, OAT) – provides advice and support to members of the inclusion team
All teachers and teaching assistants have training and experience in meeting the needs of learners with SEND. Specialist training is provided as appropriate.		

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External Specialist Support

Parent Partnership Office – contact Marion Deeley Tel: (01733) 863979 or email: marion.deeley@peterborough.gov.uk	SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk	Educational Psychologist Open Access Consultation Services – Tel: (01733) 863689
Family Voice – Tel: (01733) 313184 or email chair@familyvoice.info	National Autistic Society (Peterborough branch) - Jackie Luland Tel: (01733) 577366 or email jackieluland@aol.com	Dyslexia Association – Tel: (01733) 808076
Peterborough Area Down's Syndrome Group - Trudy Bollons Tel: (01733) 575948 Peterborough and District	Little Miracles (Peterborough branch) – Tel: 01733 262226 or email peterborough@littlemiracles charity.org.uk	Peterborough ADHD Support Group – Tel: (01733) 266702

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External Specialist Support

Occupational Therapy Service – the SENDCo can refer directly to this service, but a referral can also come from a GP or paediatrician.	Support for Learning Ltd – an SEN consultant carries out assessments within the school setting. The assessments outline a child's strengths and weaknesses and can identify specific learning difficulties eg Dyslexia.	Educational Psychology Service – an Educational Psychologist assesses, observes and facilitates interventions within the school setting to provide advice on educational needs.	Speech and Language Therapy Service – pupils can be referred and seen by appointment or assessed in the school setting. SALT programmes are provided and if necessary monitored by a therapist
School Nursing Team – they can provide support within the school setting or the family home	Visual Impairment Service – they provide advice to the school about how to support a pupil with a visual impairment	Hearing Impairment Service – they provide advice to the school about how to support a pupil with a hearing impairment	Community Paediatrician (NHS) – Family GP or SENDCo can refer children. They provide medical advice and can diagnose specific difficulties such as ADHD and Autism.
Physiotherapy Service – they provide support to school if a child has been referred to this service by a paediatrician	Inclusion Team – school can request support for a child diagnosed with Autism or ADHD (Autism & ADHD Specialist Teachers) or for any child with additional needs (Local Area SENCO Service)	Child and Mental Health Service (CAMHS) – support can be provided by a paediatrician	Pupil Referral Service – school can request support if a child is on the brink of exclusion

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5. Reviewing progress

We will ensure that there are regular chances to assess and review children's progress and we will use the following means :

- *Teacher assessments*
- *Academy data collection*
- *Comparison with national data*
- *Review meetings*
- *Written reports*
- *Additional intervention reports*
- *Annual reviews and parents' evenings*

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6. Evaluating Provision

We monitor the effectiveness of provision through…

- Classroom observations
- Data analysis
- Pupil feedback
- Parent consultations
- OAT quality assurance arrangements
- Multi agency reviews

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7. Role of Governors

Roles and responsibilities of governors are:

- Understanding how the school identifies children with SEND and what happens next
- Understanding how the school allocates and spends SEND funding and who is responsible for this
- Support the review process of the school's SEND policy and ensure that the SEND provision reflects the changing needs of the school, its circumstances and the law
- We have a governor with responsibility for SEND who visits the school regularly throughout the year

https://ormistonmeadows.co.uk/our-academy/governance

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8. Accessing the Curriculum

We will provide the following to support children in their learning:

Pre-teaching	Small group interventions	Multi sensory resources	Adult support
Classroom strategies such as movement breaks, extra time, seating arrangements	Access to digital devices such as laptops and learning support software	Specialist equipment such as writing slopes, pencil grips, coloured overlays	Programmes set by external specialists for children with specific additional needs

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Accessing Enrichment Opportunities.

We will provide skilled additional adults to support children, where appropriate.

We will have flexible arrangements to meet the individual needs of children who attend enrichment opportunities.

Accessing enrichment opportunities will be discussed with parents/ carers and any other external agencies so that accessibility needs are met.

We will carry out additional risk assessments and training all adults working with children who have specific needs.

We will look at adult to child ratios and additional resources that may be needed to support individual children when out of school for an educational or residential visit.

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9. Supporting Health and Wellbeing

A whole school ethos that understands and supports children's individual pastoral, social and medical needs.

Polar Bear Club: lunchtime provision for those children needing small group, supported playtime.

An Inclusion Team covering special needs, behaviour, wellbeing and mental health.

Care plans for children requiring medication, medical support or intimate care.

Support during transition between year groups and the move to secondary school.

Pastoral Support

- Counselling
- Family Support worker
- Home School Liaison
- EAL support in and out of class
- Social skills groups
- Emotional skills groups
- 1 to 1 support in class
- 1 to 1 support out of class
- Pastoral leadership
- School Council
- PSHE lessons
- Mental Health leadership
- Behaviour support

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10. Transition

Reception: children visit the school several times before starting, with and without their parents.

In year: staff liaise with the previous school to share information and attend transfer meetings where necessary

Secondary: children have several opportunities to visit their new school and meet members of staff

Reception: staff visit pre-schools and conduct home visits, in addition to multi-agency transition meetings for those with high needs

In year: there are opportunities for parents and children to meet with members of the Inclusion Team and/or class teacher before starting

Secondary: transition meetings are held between staff from both schools and relevant information is shared

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11. Involving parents and children

- *We will ensure that we discuss any additional needs your child may have with all the right people. This will include you, as the parents, and the children themselves.*

Parents' evenings

Informal meetings

Written reports

Open door policy

Open door policy

Use of School Council members

Informal pupil interviews

Assessment for Learning opportunities in class

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Complaints Procedure

If you have concerns about the school's SEND provision, please follow the complaints procedure as outlined in the complaints policy: Complaints.pdf (ormistonmeadows.co.uk)

This is a three-part process:

1. Informal
   - In the first instance, raise your concerns with your child's teacher. If they cannot resolve the issue by themselves, they will pass it on to the appropriate member of staff such as the SENDCO or Principal. It may be necessary to fill in a complaint form to aid in our understanding of your concerns.
2. Formal
   - At this stage, complaints must be made in writing and this can be done by either filling in a complaint form or using the 'Contact Us' function on the school's website. The complaint will be investigated by the Principal, or where the complaint concerns the Principal it will be investigated by a Regional Director for the trust.
3. Complaints panel
   - At this stage, the complainant can request a complaint panel hearing. They should contact OAT's Complaints Co-ordinator within three academy weeks of the date of the stage two complaint outcome letter if they want a complaint panel to be convened. This will be face to face unless reasonable adjustments are required.

Parental Comments

Parents of children with SEND have made the following comments about strengths of our current provision:

- "You have all done such a fantastic job bringing out the best… we can't thank you enough for your time and patience"
- "He's got a lot of trust in his teachers… he loves school and is happy to be there with his friends"
- "[You] treat my son, who is awaiting diagnosis, with such care and compassion. [You] are genuinely committed to helping him achieve his best self"
- "Very understanding of my daughter's complex needs and always welcome external professionals in without hesitation"
- "I am confident that my son's best interests are met. He is treated as an individual, and not as a problem"

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Children's Comments

Children with SEND have made the following comments about our provision:

- "I used to find reading hard but then I went in my group and I tried my best and now it's easy"
- "Everything at school makes me happy"
- "Things that help me are my own table, my now and next board and going to the Woodland Room. But I still find reading a bit tricky"
- "Things that help me are my writing slope, my teachers, my friends and adapted games at lunchtime"
- "I like playtime"

Happy
- Acorn Room
- Story
- Playground
- Phonics
- Woodland Room
- Lexia

Sad
- Maths
- Tuff tray
- Workstation
- Science

Love
- Writing
- Bucket Time
- Friends
- Art
- Teaching Assistant
- Teacher
- Music
- Snack

12. Local Authority SEN offer.

PETERBOROUGH CITY COUNCIL

The Local Authority's Local Offer is can be found at https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8

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13. The academy SEND policy:

Ormiston Meadows Academy SEND policy follows the guidelines provided by The Department for Education in their document:

Special Educational Needs; Code of Practice 0 to 25 years.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be viewed under the SEND area of our website.
https://ormistonmeadows.co.uk/key-info/send

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