



SEND Information Report

OA-Cambridge

Document control table	
Title	SEND Information Report
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Updates/revisions included:	
This is an OA central template but needs localising according to each academy. Local amendments should be submitted to OA central for filing.	

The person responsible for managing SEND at this Academy is:

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SEND information report – OA-Cambridge

The areas of SEND

We currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying pupils with SEND and assessing needs

- On entry to the Academy, all pupils are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting.
- Information is sought from the pupil's previous school and outlined on the Pupil Passport.
- We will liaise with other agencies as needed.
- All pupils arriving at the Academy previously having an EHCP will retain their status.
- All pupils identified as having SEND needs are added to school SEND register.
- Staff meet once a week for a 'deep dive' into effective adaptations for individual SEND pupils.
- Staff meet weekly to discuss provision and evidence successful adaptations for pupils with an EHCP.

Consulting and involving Pupils and Parents

- Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis, at the point of referral into the school, at parent meetings, and through reports and, in the case of pupils with a statement or EHCP, through the Annual Review process.
- All parents/carers receive a weekly update regarding successes and areas for improvement relating to their child.
- All parents/carers receive an end of half term report indicating targets grades/ working at grades, attendance and behaviour reports.
- Each pupil is assigned an Olive 'Coach' to champion them. Coaches contact parents/carers once a week.
- All provision is discussed with pupils and parents at half termly IAEP meetings.

Meeting pupils' individual needs and assessing and reviewing progress towards outcomes

- We follow the graduated approach and four-part cycle of assess, plan, do, review set out in the SEND Code of Practice when supporting pupils with SEND.
- Where appropriate those pupils with SEND are taught in main classes, and are supported by a learning mentor, teaching assistant or SEND teacher.
- Small, targeted intervention groups may be run by teachers, learning mentors, teaching assistants or another professional using additional equipment and resources if required.
- The SENCO and teachers may offer personalised programmes to support pupils with literacy, numeracy, speech and language and social, emotional and mental health needs.
- Specialist resources will be identified to support learning and emotional needs.
- There will be appropriate personalised planning/differentiation for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all.

- Outcomes will be set for each pupil, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress.
- Each pupil's individual targets for learning and behaviour will be jointly agreed by parents/carers, pupils and staff to inform pupil records and shared with all appropriate adults and regularly reviewed and amended at pupil progress meetings.
- We will include the pupil's views at all stages of the process.

Support for pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will put in place:

- Visits to and from future placements.
- Personalised reintegration programme to prepare for return to mainstream schools.
- Post 16 transition meetings and college visits.
- Pupils meet with the Transition Adviser who specialises in SEND.
- Pupils have scheduled meetings with the Senior Transitions Advisor throughout Year 11.

Adaptations to the Curriculum and Learning Environment

As outlined in our accessibility plan on our website, we make the following adaptations to ensure all pupils' needs are met:

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Literacy, SEMH and Curriculum interventions occur each morning for pupils with ECHP or severe need.
- Efficacy of adaptations for those with particular needs are discussed twice per half term.
- One pupil a week is the focus of a staff 'deep dive' where SEND needs and effective adaptations are discussed.

Expertise and Training of Staff

- The SENCO is a Deputy Head of School who has completed their National Award in Special Educational Needs Coordination. They are experienced in working with students with special needs and have worked at the academy for 15 years.
- In the last academic year, staff have been trained in literacy strategies, Zones of Regulation, strategies for supporting students with working memory deficit, training around ADHD and ACES. All staff completed the Mental Health First Aider course.
- The Literacy Lead has completed the National Professional Qualification in Leading Literacy and delivers school wide CPD relating to literacy. All staff meet twice per half term to evidence how they are making adaptations to support ongoing literacy needs.

Evaluating the effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions on a regular basis.
- Holding annual reviews for pupils with statements of SEND or EHC plans.
- Setting SMART targets for pupils and monitoring these in student reflection books.
- Distributing pupil/parent surveys at IAEP meetings.

We report to the Academy Advisory Board (AAB) about the impact of the work and outcomes we expect in our work with children with SEND.

Support for improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have an Olive Coach who meets with them on a daily basis.
- Pupils with SEND also meet with the SENCO regularly.
- SEND students and their parents/carers will have regular IAEP meetings to review progress
- Timely dissemination of information to all appropriate staff
- Mentoring /counselling /therapeutic interventions from specialist staff at the Academy
- A limited number of pupils have access to a weekly counselling session delivered onsite by an educational psychologist.
- Zones of regulation interventions occur each week for targeted students

Complaints about SEND Provision

Complaints about SEND provision in our academy should be made to the SENDCo or Head of Academy. More information can be found in the SEND Policy on the academy's website.

Contact details for raising concerns

- SENCO – Bronson Forshaw: bronson.forshaw@oliveacademies.org.uk (01223 375514)
- Deputy SENCO – Sophie Pelly: sophie.pelly@oliveacademies.org.uk (01223 375514)