ORMISTON SOUTH PARADE ACADEMY

SEND Information Report

2026/2027

Special educational needs and disabilities

A guide for parents, carers and families

Inclusive education • Removing barriers • Supporting every child

About this report

This report answers frequently asked questions about our policies and provision for children with special educational needs and disabilities (SEND). We review the information regularly in response to changes and feedback. Throughout this report, parents includes carers and family members with significant caring responsibilities.

Contact us

Your child's class teacher is your first point of contact. Our SENCo team can be contacted through the academy on 01472 231659.

Website: https://osparade.co.uk/key-info/send

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Our inclusion ethos

We are committed to an inclusive, high-quality education for every child. All pupils, including those with SEND, are entitled to a broad and balanced academic and social curriculum and to participation in academy life. We aim to remove barriers to learning, nurture belonging and self-belief, and prepare children for a successful future through a growth mindset.

Children learn at different rates. Achievement can be affected by ability, emotional wellbeing, age and maturity. We recognise the importance of readiness to learn, particularly in Key Stage 1, and of identifying needs and intervening early. Difficulties may be temporary or long term.

1. Types of SEND

Our Inclusion Team supports pupils across the four broad areas of need identified in the SEND Code of Practice (2015).

Area of need	Examples
Communication and interaction	Speech, language and communication needs; autism spectrum disorder (ASD), including Asperger's syndrome.
Cognition and learning	Specific, moderate, severe, profound and multiple learning difficulties; global developmental delay; dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health (SEMH)	ADHD, depression, eating disorders and attachment disorders.
Sensory and/or physical	Visual, hearing or multisensory impairment; cerebral palsy and epilepsy.

The academy building is not fully accessible to pupils with mobility difficulties. For pupils with medical and SEND needs, education provision is coordinated with healthcare plans where applicable, in line with statutory guidance.

SEND at a glance

108 pupils

19.8% of pupils identified with SEND
National: 18.4%

27 pupils

25% of SEND register have an EHCP
4.9% of school | National: 4.8%

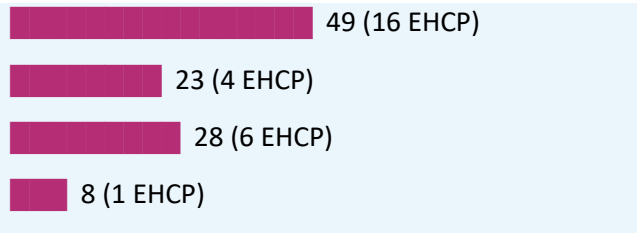
81 pupils

75% of SEND register at School Support
14.8% of school | National: 13.6%

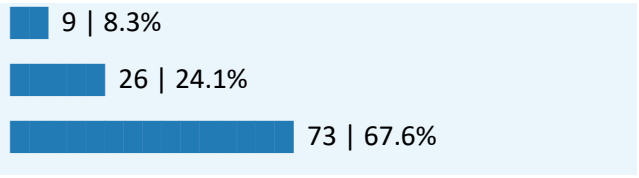
546 pupils

Total school population

Primary need: number of pupils



SEND register by phase



Bars represent pupil counts; percentages show the share of the SEND register.

1. Our SEND profile

September 2026 • Figures published on the academy website.

Measure	Pupils	% of whole academy
Total roll	546	100%
SEND register	108	19.8% (National 18.4%)
Education, Health and Care Plan (EHCP)	27	4.9% (National 4.8%)
SEN Support	81	14.8% (National 13.6%)

Of the 108 pupils on the SEND register, 25% (27 children) have an EHCP and 75% (81 children) are at School Support.

Primary area of need

Primary need	Number	With EHCP
Communication and interaction	49	16
Cognition and learning	23	4
SEMH	28	6
Sensory and/or physical	8	1
Total	108	27

SEND register by phase

Phase	Number	% of SEND register
Early Years	9	8.3%
Key Stage 1	26	24.1%
Key Stage 2	73	67.6%

Identifying and supporting SEND

1 IDENTIFY	2 ASSESS
Teacher assessments, observations, pupil and parent views	Explore barriers and seek specialist advice where needed
3 PLAN & DO	**4 REVIEW**
Agree outcomes, adapt teaching and deliver support	Evaluate progress and decide the next steps

2. Identification and assessment

We aim to identify SEND as early as possible. Decisions about joining the SEND register involve the class teacher, teaching assistants, Inclusion Team, Principal, parents and relevant professionals. The child's best interests and wellbeing are central.

Information used to identify need

- Previous progress and attainment.
- Teacher assessment and knowledge of the pupil.
- Development compared with peers and national data.
- Parents' experience and views, and the pupil's own views.
- Specialist assessment and advice where appropriate.
- Attendance over time.

3. Making provision

High-quality teaching meets the needs of most pupils. Teachers adapt learning to enable access to the curriculum. Where needed, additional interventions and personalised learning plans (PLPs) are arranged. The teacher and SENCo use assessment information to identify barriers and work with pupils and families to plan support.

The graduated approach

Assess	Plan	Do	Review
Identify needs and barriers.	Agree provision and outcomes.	Deliver support and adaptations.	Evaluate impact and agree next steps.

The academy uses four stages of support, described on the following pages.

The graduated approach

ASSESS Identify strengths, needs and barriers	**PLAN** Agree outcomes, provision and responsibilities
DO Deliver teaching adaptations and interventions	**REVIEW** Evaluate impact and repeat the cycle as needed

3. Graduated approach: steps 1 and 2

Step 1 – Quality First Teaching

A class teacher, professional or parent identifies a concern.

Stage	What happens
Assess	Formative and summative assessment identifies limited progress or difficulty in one of the four areas of SEND.
Plan	The teacher adapts planning to remove barriers.
Do	Pre- and post-teaching, adapted tasks, adult or peer support, specialist resources, prompts and frameworks.
Review	Assess the impact of adaptations, including at pupil progress meetings.

If expected or better progress is achieved, continue support as needed. Otherwise move to step 2.

Step 2 – SEND concern form and SEN Support

Stage	What happens
Assess	Use formative, summative and standardised assessments (e.g. SWST and NGRT). Complete a SEND concern form identifying the area of need.
Plan	Use academy provision mapping. The Inclusion Team and teacher discuss concerns and interventions; parents are involved at parents' evenings.
Do	Begin interventions and develop classroom adaptations with the Inclusion Team.
Review	Evaluate intervention and teaching impact through assessments and pupil progress meetings.

Continue if progress is expected or better; otherwise move to step 3.

3. Graduated approach: steps 3 and 4

Step 3 – PLP and/or external agency support

Stage	What happens
Assess	Seek external assessment or support as appropriate.
Plan	The teacher drafts a PLP with the Inclusion Team after gathering the child's views using the child-view proforma (part 2 of the EHC plan). Parents contribute to the plan and agree outcomes.
Do	Implement the PLP, interventions and adaptations for another cycle. Staff training may be provided.
Review	Use assessment evidence to evaluate impact at an Inclusion Team meeting, with external agencies where appropriate.

If progress is insufficient, review and implement another PLP cycle before considering step 4.

External specialist support

- Specialist Advisory Service (SAS) and Educational Psychologist.
- Speech and language support (SALT), Child Development Centre (CDC).
- Occupational therapy, physiotherapy and Fortis Therapy.

Step 4 – Request for an EHC plan

All interested parties discuss whether an EHC plan is the appropriate pathway. If agreed, the SENCo progresses the request. Where a plan is issued, it is implemented and reviewed termly in the academy and annually with the local authority.

For the youngest pupils (pre-school to nursery), additional support may be available through the Early Years Inclusion Funding Pathway.

Levels of support



3. Education, Health and Care plans

For pupils with significant or lifelong difficulties, a statutory assessment may be requested by the academy or a parent. This is considered at a progress review when the complexity or uncertainty of need requires multi-agency assessment, provision planning and identification of resources.

Evidence for an EHC needs assessment

- Parents, teachers and SENCo.
- Educational Psychologist and Specialist Advisory Teacher.
- Social care and health professionals.
- Evidence of existing provision, actions taken and outcomes achieved against targets.

Education, health and social care professionals consider eligibility. Parents have a right to appeal a decision not to initiate a statutory assessment. Further information is available through the North East Lincolnshire SEND Local Offer.

3a. Evaluating the effectiveness of provision

We regularly review teaching quality and how well staff identify individual learning needs. We monitor progress against agreed goals and outcomes. Teachers, the SENCo, parents and pupils work together to adapt or replace support that is not effective.

The SENCo and Principal report regularly to governors on SEND provision and progress. Governors consider attainment and compare progress with other pupils and national SEND data to evaluate the impact of provision.

How we review progress

ASSESSMENT Teacher assessment and progress information	**PUPIL VOICE** What is working well and what needs to change?
PARENT VOICE Family views and support at home	**NEXT STEPS** Review outcomes, provision and responsibilities

3b. Assessing and reviewing progress

All pupils' progress is reviewed regularly and shared with pupils and parents. An annual report is normally provided at the end of the academic year. Pupils receiving SEN Support have termly review meetings, or more frequently if needed. Pupils, families and relevant professionals contribute.

Review meetings consider

- What is working well and what is not.
- Whether provision has been delivered as planned.
- Progress towards goals and longer-term outcomes.
- Future outcomes and any changes to the PLP.
- Support required and ways families can reinforce learning at home.
- Actions and responsibilities for the pupil, family, academy, local authority and other partners.

3c. Teaching pupils with SEND

Quality First Teaching, including pre- and post-teaching, is the starting point. Where required, provision mapping and PLPs identify additional or different support. Teaching assistants and specialist staff may work with pupils in pairs, small groups or individually.

We consider pupil and parent wishes and individual needs, aiming to educate pupils alongside their peers in mainstream classrooms wherever possible. Technology is used to remove learning barriers. The SENCo and senior leaders support staff development, effective deployment and training for specific interventions.

Accessing learning

ADAPT	SUPPORT
Adapt tasks and the learning environment	Adult or peer support; pre- and post-teaching
RESOURCES	**INCLUDE**
Specialist resources, prompts and technology	Remove barriers to curriculum participation

3d. Curriculum and learning environment

We make reasonable adaptations to the curriculum and environment to prevent substantial disadvantage and avoid discrimination, harassment or victimisation. We work with families and partners before admission to identify adjustments, resources and support.

Accessibility priorities

- Increase opportunities for disabled pupils to participate in the curriculum.
- Develop the academy environment so disabled pupils can access education and associated services.
- Provide information in appropriate, accessible formats.

Equality commitments

- Eliminate disability-related harassment and discrimination.
- Promote equality of opportunity and positive attitudes towards disabled people.
- Encourage participation in public life.
- Take account of disability, including more favourable treatment where needed.

We review policies, procedures and planned access improvements to remove barriers and promote participation by disabled pupils, parents, staff and community members.

3e. Additional learning support

Wave	Provision
1 – Universal	Inclusive, high-quality teaching with adapted work and an inclusive classroom environment.
2 – Targeted	Additional, time-limited interventions, often for groups with similar needs, to accelerate progress towards age-related expectations.
3 – Specialist	Highly tailored provision for a minority of pupils to accelerate progress or help them achieve their potential, including specialist interventions where needed.

Contact the academy for further information about provision, equipment and facilities.

Supporting emotional wellbeing

BELONGING Trauma-informed ethos and positive relationships	**EMOTIONAL SKILLS** SEAL and emotional management sessions
PASTORAL SUPPORT Inclusion Team and personalised behaviour plans	**SPECIALIST HELP** Family Link Worker, Fortis Therapy and CAMHS where required

3f. Emotional and social development

We are a trauma-informed academy. Our ethos promotes belonging, self-belief and emotional and social development. We encourage pupils to discuss difficulties without stigma, foster a growth mindset and use behaviour and anti-bullying policies and systems to identify and respond to mental health needs.

Additional support may include

- Advice to teachers on supporting behaviour within the classroom.
- Social and Emotional Aspects of Learning (SEAL) and emotional management sessions to develop social skills, self-esteem and positive behaviour.
- Personalised behaviour plans for lessons, transitions and breaktimes.
- Targeted Inclusion Team support in class, groups or one-to-one sessions.
- Family Link Worker support and possible Family Hub referral.
- Therapeutic work through Fortis Play Therapists; referral to CAMHS where required.

Further information is available in the academy behaviour management policy.

4. Our Inclusion Team

Member	Role
Kate Steward	Principal; Designated Safeguarding Lead
Emma Fitzsimmons	Vice Principal, Inclusion Lead/SENCo
Shannon Leaning	SENCo
Craig Marchant	Designated teacher for looked-after children
Jackie Allington	Pastoral and Welfare Lead
Kerri Atha	Inclusion teacher
Charlotte Burley	Teacher

Speak to the class teacher first. To contact the SENCo or Inclusion Team, telephone 01472 231659 or use the email links on the academy SEND webpage.

5. Staff expertise and training

We are committed to ongoing professional development. The academy and wider academy team have specialist SEND expertise.

Staff member	Qualifications and expertise
Emma Fitzsimmons – SENCo	SENCo Award
Shannon Young – SENCo	SENCo Award

6. Involving parents

Close partnership with parents supports early and accurate identification, appropriate intervention, continuing academic and social progress and effective personal and academic targets.

More frequent contact is arranged according to individual need. Parents and pupils are consulted about future provision following assessment or referral. Parents are invited to external agency meetings and kept informed about agreed actions.

The SENCo can signpost families to SENDIASS for impartial advice, guidance and support: 01472 355365.

Working together

PARENTS Share concerns, contribute to plans and review progress	**PUPILS** Share wishes, feelings, aspirations and views
TEACHERS Adapt teaching and monitor progress	**INCLUSION TEAM** Coordinate support and specialist advice

7. Involving pupils

Pupils are active participants in their education and academy community. All children are consulted annually about learning and other topics. We take particular care to ensure pupils with SEND are heard, using their preferred communication methods.

How we support pupil voice

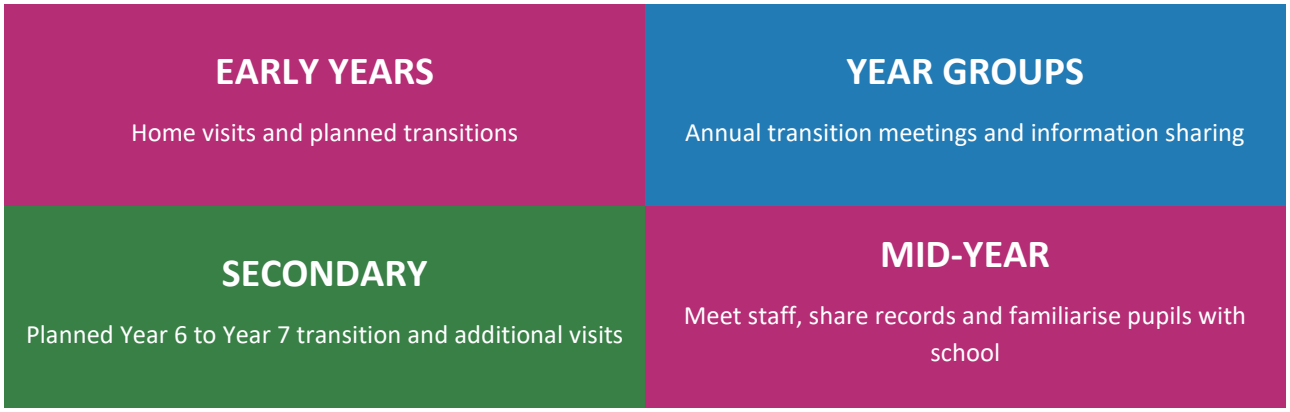
- Accessible information, clear language and images.
- Time to prepare for discussions and dedicated time to share views.
- Participation in all or part of meetings, or gathering views beforehand.
- Support from a trusted adult, family member or professional to express views.
- Staff training to support informed decisions.

Assessment and planning include the child's wishes, feelings, aspirations, desired outcomes and support needs. Where possible, pupils help plan support and review progress through questionnaires, storyboards or person-centred reviews.

8. Complaints about SEND provision

Parents or carers with concerns about their child's care or welfare can arrange to speak with the Principal or SENCo, who can advise on formal complaint procedures. The academy complaints policy is available through the SEND webpage.

Supporting transitions



9. Supporting transitions

Starting in Early Years

Foundation 1 staff carry out home visits before children start. The EYFS Leader plans transitions between Early Years phases and from Reception to Year 1, preparing pupils to access the National Curriculum.

Moving between year groups

Transition meetings take place across the academy each year to share information about every child.

Moving to secondary school

Throughout Key Stage 2, pupils have opportunities to develop relationships with feeder secondary academies. Year 6 to Year 7 transition is carefully planned, with meetings between schools to share information and support a positive start.

Additional transition support

Children needing extra support may have additional visits, meetings with parents and observations in their current setting.

Mid-year admissions (Foundation 1 to Year 6)

Families are invited to meet staff, familiarise themselves with the academy and receive a welcome pack. Staff obtain records from the previous setting. For pupils with SEND, the SENCo contacts the previous setting by telephone and may visit to gather further information. On the first day, the child is given a class buddy.

10. Local Offer and useful contacts

The North East Lincolnshire SEND Local Offer provides information about local services and support: https://sendlocaloffer.nelincs.gov.uk/

SENDIASS provides independent advice and support for parents: 01472 355365.

Organisation / support	Website
Barnardo's	www.barnardos.org.uk
IPSEA – SEND advice	www.ipsea.org.uk
Special Needs Jungle	www.specialneedsjungle.com
Talking Point – speech and language	www.talkingpoint.org.uk
Cerebral palsy support	www.cerebralpalsy.org.uk
Ehlers-Danlos support	www.ehlers-danlos.org
National Autistic Society	www.autism.org.uk
ADHD Foundation	www.adhdfoundation.org.uk
Dyspraxia Foundation	www.dyspraxiafoundation.org.uk
British Dyslexia Association	www.bdadyslexia.org.uk
Down's Syndrome Association	www.downs-syndrome.org.uk
RNIB – sight difficulties	www.rnib.org.uk
NDCS – hearing difficulties	www.ndcs.org.uk
YoungMinds – mental health	www.youngminds.org.uk

Key documents

Academy SEND policy, complaints policy and behaviour policy: https://osparade.co.uk/key-info/send

SEND Code of Practice: 0 to 25 years (2015): https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Source: Ormiston South Parade Academy SEND webpage, accessed 13 November 2026.