

Oreston Community Academy SEN Information Report



The SEN Information Report for Oreston Community Academy is reviewed annually. The report was last reviewed in **October 2024** to ensure that all information is up to date and accurately reflects our provision for children with special educational needs. It will be reviewed again in **October 2025**, or sooner if any significant changes occur.

The kinds of special educational needs for which provision is made at the school

At Oreston Community Academy, we make sure that all children, no matter what kind of help they need, can learn and grow. Some children need extra support in different areas, and we provide special help for them in school.

Here are the types of needs we help with:



Communication and Interaction:

Some children find it hard to talk with others or understand what people are saying. They might need help speaking or listening. Children with autism often need support with this too.



Cognition and Learning:

Some children find it harder to learn new things, like reading, writing, or maths. We help them by teaching in a way that suits how they learn best. This includes children with dyslexia or other learning difficulties.



Social, Emotional, and Mental Health:

Sometimes children may feel very anxious, upset, or have trouble controlling their emotions. This might make them feel worried or act in ways that are difficult. We help them understand and manage their feelings.

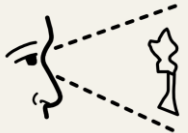


Sensory and Physical Needs:

Some children have difficulties with their sight, hearing, or with moving around. We make sure they have the tools and support they need, like special equipment or adjustments, so they can join in with everything we do.

How we identify and assess children with special educational needs at Oreston Community Academy

We are committed to identifying children who may need extra help as early as possible. Here's how we do it:



Classroom observations and assessments:

Teachers regularly check how children are learning in class. If a child is making slower progress than expected or is struggling in certain areas, the teacher will try different teaching approaches to support them.



Talking to parents and carers:

We believe parents know their children best, so we listen to any concerns they have about their child's learning or development. We always work closely with families to understand how we can best help.



Using assessments: Sometimes, we use specific tests or tools to get a clearer idea of a child's needs, especially in areas like reading, writing, or maths.



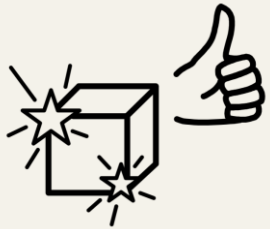
Involving specialists: If we think a child may need further support, we might ask for help from professionals outside of school, such as an educational psychologist or speech and language therapist, to understand the child's needs better.

Once a child's needs are identified, we work together with parents and teachers to plan the best way to support them. We review this regularly to make sure the child is making progress.

How we provide for children with special educational needs at Oreston Community Academy.

We provide support for all children with special educational needs (SEN), whether or not they have an Education, Health, and Care Plan (EHCP). We make sure that every child receives the help they need to succeed in school.

Here's how we do that:



High-quality teaching for all:

We believe that every child deserves the best education. Our teachers are trained to adapt their lessons so that all children, including those with SEN, can access learning. If extra help is needed, we provide additional support.



Individual support:

For children who need more help, we create learning plans to meet their specific needs. These might include small group work, occasional one-to-one support, or specific resources like visual aids or technology. Children with an EHCP have more detailed plans to support them both in and out of the classroom.

How we check that the help we provide is working

We regularly evaluate how well our support is helping children with SEN. Here's what we do:



Ongoing assessment:

Teachers check how well children are doing throughout the school year. They monitor progress in learning and other areas, like behaviour or social skills, to make sure the support is working.



Reviewing support plans

Every child with SEN has a plan that outlines the support they receive. We review these plans regularly to see if the child is making progress and adjust the support if needed.



Gathering feedback

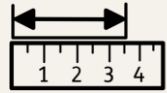
We listen to children, their parents, and teachers to understand how well the support is helping. We also involve specialists, such as speech and language therapists, when necessary.

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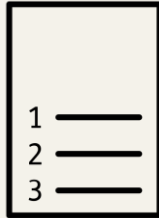
Using data: We look at the child's progress compared to their individual goals and the progress of their peers to see how effective our provision is.

How we identify, assess and review the progress of children with special educational needs (SEN) at Oreston Community Academy

We use the **Assess, Plan, Do, Review** process to check how well children with special educational needs (SEN) are doing. This helps us make sure the support we provide is working and that each child is making progress.



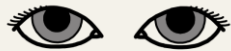
Assess: We begin by assessing the child's needs. This might involve looking at their work, talking to parents, and observing how they are doing in class. We might also use assessments or involve specialists like an educational psychologist if needed.



Plan: Once we understand the child's needs, we work with parents and teachers to create a plan. This plan includes the support we will put in place, such as extra help in lessons, and sets goals for the child to work towards.



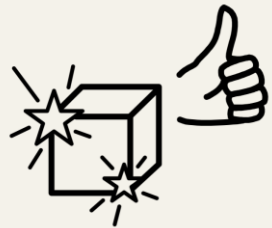
Do: The teacher and support staff then put the plan into action. They adapt lessons and provide the help the child needs, whether it's in small groups, one-to-one, or through special resources.



Review: We regularly review how well the plan is working. This happens at least once a term, and we check if the child is making progress towards their goals. We talk with parents and the child to see if the support is helping and make any changes if needed.

Our approach to teaching children with special educational needs (SEN) at Oreston Community Academy (1)

We believe that every child should have the chance to succeed in their learning, no matter their needs. We take an inclusive approach, meaning children with special educational needs (SEN) learn alongside their peers, with additional support tailored to help them thrive. Here's how we do it:



High-quality teaching for all:

We start with excellent teaching in every classroom. Teachers are trained to adapt their lessons so that all children can access the learning. This might include using different ways to explain ideas or providing extra resources, such as visual aids or technology, to help children understand.



Personalised support

For children with more specific needs, we create individual learning plans. These plans are designed to give each child the support they need, whether that's through one-to-one help, small group work, or specialised interventions. Teachers and teaching assistants work closely with these children to help them reach their goals.



Inclusion in all lessons

Wherever possible, children with SEN/D are taught in the classroom alongside their classmates. We believe in making sure they are part of the whole class while still receiving the support they need. This helps them feel included and part of the school community.

Our approach to teaching children with special educational needs (SEN) at Oreston Community Academy (2)



Specialist teaching where needed

Some children may need more focused help in certain areas, such as speech and language or managing their emotions. For this, we bring in specialists like speech therapists, educational psychologists, or other trained staff to provide extra teaching and support.



Flexible learning methods:

We know that every child learns differently, so our teachers use a variety of methods to help all children. This could include hands-on activities, using technology, or breaking learning into smaller steps to make it more manageable.

Our goal is to make sure that children with special educational needs feel supported, valued, and confident in their learning. We work closely with parents to ensure that each child gets the help they need to reach their full potential.

How we help children with special educational needs (SEN) take part in all school activities at Oreston Community Academy (1)

Every child should be able to take part in all the activities we offer, no matter their needs. We make sure that children with special educational needs (SEN) are included in every aspect of school life, both in the classroom and during extra activities like sports, clubs, and trips. Here's how we do this:

Inclusive learning environment:



We make sure that our classrooms and lessons are designed to include all children, whether they have SEN or not. This means providing the right support and making adjustments where needed so that every child can take part in lessons and activities alongside their classmates.

Physical activities and sports:

We believe that physical activity is important for every child, so we ensure that children with SEN/D can join in all sports and PE lessons. We adapt activities if necessary, providing extra help or using equipment suited to a child's physical needs. If a child has a physical disability, we work closely with specialists to make sure they can take part safely and confidently.



School trips and outings: All children, including those with SEN, are encouraged to participate in school trips and outings. We plan carefully to make sure these experiences are accessible to everyone, whether that means providing additional support staff, adjusting transport, or ensuring the venues are accessible.

How we help children with special educational needs (SEN) take part in all school activities at Oreston Community Academy (2)



Clubs and after-school activities

Children with SEN are welcome to join in any of the school's clubs and after-school activities. We make adjustments if needed, such as providing extra support, modifying activities, or ensuring they feel included socially.

Social and group activities:



We focus on creating an inclusive and welcoming environment in all social activities, including group work in class and during break times. Staff work with children to help them form friendships, manage any social difficulties, and make sure they feel part of the school community.

Support from staff:



Teaching assistants and other staff members are always available to help children with SEN take part in activities, whether it's during a lesson, on the playground, or at a school event. This ensures that children feel confident and supported in trying new things.

By making sure that children with special educational needs can join in with all activities at school, we help them feel included, valued, and part of the wider school community.

How we support the emotional, mental, and social development of children with special educational needs (SEN) at Oreston Community Academy (1)

We understand that children with special educational needs (SEN) may need extra help not only with their learning but also with their emotional, mental, and social development. We offer a range of support to help children build confidence, manage their emotions, and develop strong relationships. Here's how we support them:



Emotional Literacy Support Assistants (ELSA)

Our trained ELSAs work with children who need help understanding and managing their emotions. They provide one-to-one or small group sessions where children can talk about their feelings, learn strategies to handle worries, and build self-confidence.



Social skills groups

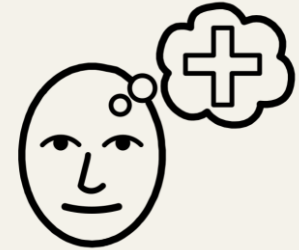
For children who find it hard to make friends or communicate with others, we offer small group sessions that focus on developing social skills. These sessions help children learn how to take turns, share, solve problems, and build positive relationships with their peers.

How we support the emotional, mental, and social development of children with special educational needs (SEN) at Oreston Community Academy (2)



Zones of Regulation:

We use the **Zones of Regulation** programme to help children understand and control their emotions. This approach teaches them how to recognise their feelings (like being sad, angry, or anxious) and how to use strategies to get back to a "green zone" where they feel calm and ready to learn.



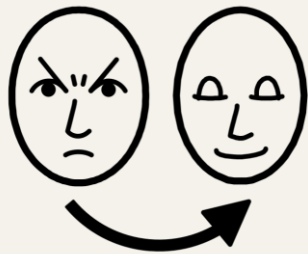
Support for mental health:

For children who need help with their mental health, such as those experiencing anxiety or low mood, we work closely with specialists like counsellors, educational psychologists, or CAMHS (Child and Adolescent Mental Health Services) to provide the right support. These experts may work with children directly or give advice to staff on how to support them in school.



Peer support and friendship circles:

We encourage children to develop friendships through structured peer support systems like "circle of friends" groups. These groups help children with SEN feel included and supported by their classmates, boosting their confidence and social interaction skills.



Relaxation and sensory spaces:

Some children may need time to calm down and manage their emotions. We provide quiet areas and sensory rooms where children can take a break, relax, and use sensory resources that help them feel more in control and ready to return to learning.

Working with families:

We know that supporting emotional and social development doesn't just happen at school. We work closely with parents and carers to provide advice, share strategies, and ensure that children feel supported both at home and in school.

Staff Expertise and Training in Supporting Children with Special Educational Needs (SEN) at Oreston Community Academy (1)

We are proud of the expertise and training our staff have in supporting children with special educational needs (SEN). We make sure our team has the knowledge and skills needed to provide the best possible care and support for every child. Here's an overview of our staff's qualifications and how we secure specialist expertise when needed:



SENDCo Qualifications:

Our Special Educational Needs Co-ordinator (SENDCo), **Stuart Armley-Jones**, has completed:

- **NASENCo** (National Award for SEN Co-ordination)
- **NPQSL** (National Professional Qualification for Senior Leadership)
- **NPQLTD** (National Professional Qualification for Leading Teacher Development)

These qualifications ensure that our SENDCo is highly trained to manage SEN provision across the school and lead on supporting children with a range of needs.

Staff Expertise and Training in Supporting Children with Special Educational Needs (SEN) at Oreston Community Academy (2)



Training of Teaching Assistants (TAs):

Our teaching assistants are trained in a wide range of specialised areas to provide targeted support for children with SEN. This includes:

Therapeutic Mentoring

LEGO Therapy (supporting social communication through structured play)

ELSA (Emotional Literacy Support Assistant) to help children manage their emotions

SALT (Speech and Language Therapy) support

English and Maths Interventions to boost learning in core subjects

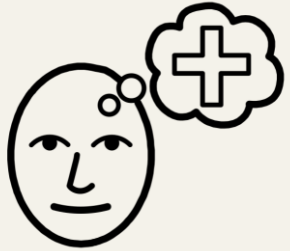
Precision Teaching for tailored learning strategies

Trauma-Informed Approaches to support children affected by trauma

Staff Expertise and Training in Supporting Children with Special Educational Needs (SEN) at Oreston Community Academy (3)

Mental Health Expertise:

We have two members of staff, **Mr De-Salis** and **Mr Armley-Jones**, who have completed the **Designated Senior Mental Health Lead** training. This ensures that we can provide dedicated support for children's mental health and emotional wellbeing.



Specialist Support Staff:

In addition to our trained teachers and teaching assistants, we also work with specialist staff who provide further support for children with specific needs:

Speech and Language Therapist: Works with children who have communication difficulties.

Play Therapist: Supports children with emotional and social needs through therapeutic play.

Learning Mentor: Provides additional support for children who need help with their learning or behaviour.

Securing Specialist Expertise:

When a child's needs go beyond what our in-school staff can provide, we work closely with external professionals and services. These may include educational psychologists, occupational therapists, or other specialists who help us assess and provide the right support for each child. We also work with local authority services to ensure that any additional resources or advice are secured promptly.

Our SEN Co-ordinator (SENDCo)



The SEN Co-ordinator (SENDCo) at Oreston Community Academy is **Stuart Armley-Jones**. He is responsible for making sure that children with special educational needs get the support they need to succeed in school.

You can contact Mr Armley-Jones by:

- Email:** senco@oreston.com
- Phone:** Call the school office at 01752 402 050 and ask for the SENDCo.

If you have any questions about how we support children with special educational needs or would like to discuss your child's individual needs, please get in touch with Mr Armley-Jones.

How we provide equipment and facilities for children with special educational needs (SEN) at Oreston Community Academy (1)

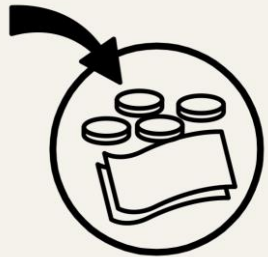
We ensure that children with special educational needs (SEN) have access to the equipment and facilities they need to thrive at school. Here's how we secure this support:



1. Identifying needs: We work closely with parents, teachers, and external specialists (like occupational therapists or educational psychologists) to identify the specific equipment or facilities a child may need. This might include things like specialised seating, hearing aids, or assistive technology such as laptops or speech-to-text software.



2. Working with outside agencies: When necessary, we collaborate with local authorities and external agencies, like the Speech and Language Team or the Communication and Interaction Team, to access specialist equipment or resources. These agencies may help assess what equipment a child needs and provide guidance on how to use it effectively.



3. Funding and support: The school has funding allocated to support children with SEN, which is used to provide equipment, make adjustments to the learning environment, and ensure children can access all areas of school life. For children with an Education, Health, and Care Plan (EHCP), additional funding may be available to cover the costs of more specialised equipment or facilities.

How we provide equipment and facilities for children with special educational needs (SEN) at Oreston Community Academy



4. Making adjustments: We ensure that the school building and classrooms are accessible for all children. This includes providing ramps, accessible toilets, and sensory spaces. We also make adjustments within the classroom, such as providing specialised seating, visual aids, or creating quiet areas for children who need a calm space to learn.

5. Ongoing review: We regularly review each child's needs and make sure that any equipment or facilities provided continue to be effective. As children grow and their needs change, we work to ensure that they always have the right support in place.

By working with families, specialists, and local services, we ensure that children with special educational needs have the right tools and facilities to succeed at school.

How we work with parents of children with special educational needs (SEN) at Oreston Community Academy (1)

We believe that working closely with parents is key to helping children with special educational needs (SEN) succeed. We are committed to ensuring that parents are fully involved in their child's education and that their views and concerns are listened to and acted upon.

Here's how we do this:



Regular communication:

We keep in regular contact with parents to discuss their child's progress and any support they are receiving. This includes meetings with the child's teacher and the SEN Co-ordinator (SENDCo) to review learning plans and set new goals. We encourage parents to share their views and any concerns they have during these meetings.



Termly reviews:

For children with SEN, we hold termly review meetings to discuss how well their support is working. During these meetings, we review the child's progress, discuss any changes in their needs, and decide on the next steps. Parents are always invited to these meetings and play an important role in deciding what support will best help their child.

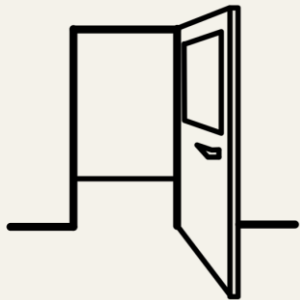
How we work with parents of children with special educational needs (SEN) at Oreston Community Academy (2)



Termly SEND Parent Forums: In addition to individual meetings, we hold **termly SEND Parent Forums**. These forums provide an opportunity for parents of children with special educational needs to meet together, share experiences, and discuss general concerns or ideas. It's also a chance for us to share updates about SEN provision in the school and hear feedback from parents on how we can improve our support.

Sharing progress reports:

We provide regular written reports on the child's progress, alongside parent evenings and meetings, so that parents are kept fully informed about how their child is doing both academically and socially.



Open-door policy:

We understand that parents might have questions or concerns at any time during the school year. That's why we have an open-door policy, meaning parents can contact the SENDCo or their child's teacher at any time if they need to discuss their child's education or wellbeing.

Involving parents in decisions:

We believe in working in partnership with parents when making decisions about a child's education. Whether it's setting goals, reviewing progress, or planning additional support, we always consult parents and make sure their views are central to any decision-making.

How we involve children with special educational needs (SEN) in their education at Oreston Community Academy (1)

We believe that it is important for children with special educational needs (SEN) to have a say in their own education. We make sure that every child's voice is heard and that they are involved in decisions about their learning and support. Here's how we do this:



Pupil voice:

We regularly talk to children with SEN to understand how they feel about their learning and the support they are receiving. We encourage them to share what's working well, what they find difficult, and any ideas they have about how we can help them. This feedback is very important to us and helps shape the support we provide.

'All About Me' pupil passports:

Every child with SEN at our school has an **'All About Me' pupil passport**. This is a special document where children can share information about themselves, such as what they enjoy, what helps them learn, and what they find challenging. The pupil passport helps teachers and support staff understand each child's unique needs and preferences, and it ensures that their voice is central to the planning of their support.



Involvement in setting goals:

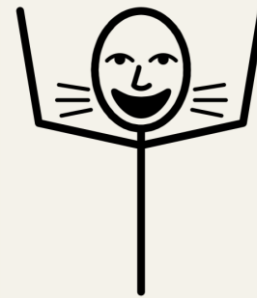
We involve children in setting their own learning goals. During review meetings, we talk to them about what they would like to achieve and how they feel about the support they are receiving. This helps children take ownership of their learning and feel more motivated to reach their goals.

How we involve children with special educational needs (SEN) in their education at Oreston Community Academy (2)



Regular check-ins:

Teachers and support staff have regular check-ins with children with SEN to see how they are feeling about school, both academically and socially. These informal chats provide a chance for children to express any concerns or share successes in a relaxed setting.



Celebrating achievements:

We celebrate children's achievements and progress, no matter how small. This boosts their confidence and helps them feel proud of their efforts. We encourage children to reflect on their successes and recognise how far they've come.



Creating a safe space:

We make sure that children feel comfortable sharing their thoughts and opinions. Our staff are trained to listen carefully and respond sensitively, creating a trusting environment where children feel valued and heard.

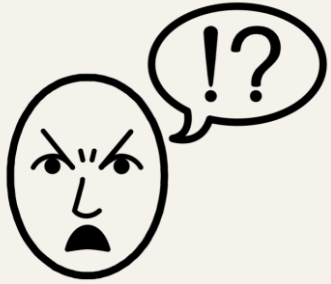
How we handle complaints about special educational needs (SEN) provision at Oreston Community Academy



We aim to work closely with parents to ensure their children receive the best possible support. However, we understand that sometimes parents may have concerns or complaints about the SEN provision in place. If this happens, we have clear steps to follow, set by the school's governing body, to make sure complaints are dealt with fairly and quickly. Here's what to do if you have a concern:

- 1. Talk to the class teacher or SENDCo:** If you have a concern about your child's special educational needs provision, the first step is to talk to your child's class teacher or the school's SEN Co-ordinator (SENDCo), Stuart Armley-Jones. They will listen to your concerns, review the support in place, and work with you to find a solution.
- 2. Contact the headteacher:** If the issue is not resolved after speaking with the class teacher or SENDCo, or if you feel the concern needs to be addressed at a higher level, you can speak with the headteacher. The headteacher will investigate the issue and work with you to ensure your concerns are fully addressed.

How we handle complaints about special educational needs (SEN) provision at Oreston Community Academy



Formal complaint:

If the issue is still not resolved, you can make a formal complaint. The school's formal complaints procedure is outlined in our Complaints Policy, which can be found on the school's website. In this case, the complaint will be reviewed by senior leaders or the HAB. The HAB will ensure the complaint is handled in a fair and thorough way.

Involvement of the HAB:

If you are not satisfied with the outcome of the formal complaint, you can request that the complaint is reviewed by a panel of governors. This panel will include members of the school's HAB who have not been directly involved in the matter. They will carefully consider all aspects of the complaint and aim to resolve it.

Further support:

If you feel that your complaint has not been resolved after following the school's procedures, you may seek further support through the local authority or independent mediation services. These services can provide additional help in resolving disagreements.

We encourage open communication and aim to resolve any concerns quickly to ensure that children with special educational needs continue to receive the support they need to thrive.

How we work with other organisations to support children with special educational needs (SEN) at Oreston Community Academy

We know that supporting children with special educational needs (SEN) often involves working with experts and organisations outside of the school. Our governing body helps make sure that we work closely with these other bodies, including health and social services, local authority support services, and voluntary organisations, to provide the best possible care and support for children with SEN and their families. Here's how we do this:

Health services:

We regularly work with health professionals, such as speech and language therapists, occupational therapists, and physiotherapists, to help meet the specific needs of children with SEN. These specialists come into school to work with children and give staff advice on how to support them in the classroom.

Social services:

For children and families who need extra help outside of school, we work with social services to ensure that children are safe and their wellbeing is supported. This might involve family support, safeguarding, or help with accessing additional services.



How we work with other organisations to support children with special educational needs (SEN) at Oreston Community Academy (1)

We have strong links with our local authority's SEN team, which provides advice and support to the school and families. This includes working with educational psychologists, the Communication and Interaction Team, and other specialists who help us assess and meet the needs of children with SEN. We also work with the local authority to arrange Education, Health, and Care Plans (EHCPs) where needed.

Voluntary organisations:



We also work with voluntary organisations and charities that offer additional support for children with SEN and their families. These organisations might provide resources, run support groups, or offer specialist advice on particular conditions, such as autism or dyslexia. We make sure that families are aware of these organisations and can access the help they need.

Support for families:



We understand that supporting a child with SEN can be challenging for families, so we work closely with other bodies to ensure that parents and carers receive the guidance and help they need. This might include offering information about local services, arranging meetings with specialists, or helping families access additional support, such as counselling or respite care.

Support services for parents of children with special educational needs (SEN) at Oreston Community Academy (2)



We understand that parents of children with special educational needs (SEN) may sometimes need extra support and guidance. There are a number of local services available to help you understand your child's needs, access additional support, and work closely with the school. Below are some key support services for parents:

Plymouth Information, Advice and Support for SEND (PIAS):

PIAS provides free, confidential advice and support for parents and carers of children with SEN. They can help you understand your child's needs, navigate the SEN system, and support you in meetings with the school or local authority.

Phone: 01752 258933 or 0800 953 1131

Email: pias@plymouth.gov.uk

Website: [Plymouth Information, Advice and Support](#)

Plymouth Local Offer:

The Plymouth Local Offer provides information about all the services and support available in Plymouth for children with SEN and their families. It includes details on education, health, social care, and voluntary organisations that offer help.

Website: [Plymouth Local Offer](#).

Support services for parents of children with special educational needs (SEN) at Oreston Community Academy



Special Educational Needs and Disabilities Independent Advice and Support Service (SENDIASS):

SENDIASS offers independent advice for parents and carers of children with SEN. They can provide guidance on Education, Health, and Care Plans (EHCPs), understanding SEN processes, and resolving any disagreements with schools or local authorities.

Email: sendiass@plymouth.gov.uk

Website: [SENDIASS](#)

Contact (for families with disabled children):

Contact is a national charity that supports families with disabled children. They provide practical advice, information about benefits, and emotional support to help families manage their child's needs.

Phone: 0808 808 3555

Website: [Contact](#)

Early Help and SEND Advice Line:

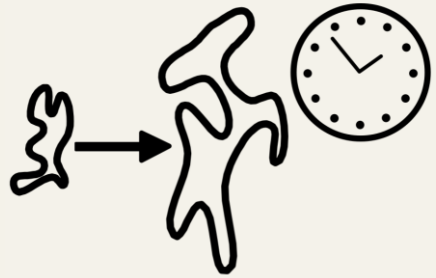
This local service offers advice to parents and carers on early help and SEN support available in Plymouth.

Phone: 01752 668000

Website: [Early Help and SEND Advice](#)

If you have any concerns or need further advice, please don't hesitate to contact these services. They are there to provide guidance and support to help you and your child get the most from their educational experience.

How we support children with special educational needs (SEN) during transitions and in preparing for adulthood at Oreston Community Academy (1)



Transitions, such as moving between year groups or schools, can be challenging for children with special educational needs (SEN). We make sure that every child is fully supported during these changes, as well as helping them prepare for adulthood and independent living. Here's how we do this:

Supporting transitions between year groups:

Transition meetings: Before a child moves to a new year group, we hold meetings between their current and future teachers. These meetings ensure that the new teacher understands the child's needs and the support they will require.

Familiarisation visits: For children who may find it harder to adjust, we arrange extra visits to their new classroom, so they can meet their new teacher and get comfortable in the new environment before the school year starts.

Visual support: We provide visual timetables, transition books, and other resources that show children what to expect in their new class, making the change less stressful. school.

How we support children with special educational needs (SEN) during transitions and in preparing for adulthood at Oreston Community Academy (2)



Supporting transitions to secondary school:

Early planning: We begin planning for secondary school well before the end of Year 6. This includes meetings with the secondary school's SEN Co-ordinator (SENDCo) to share information about the child's needs and any special arrangements they require.



Additional visits: Children with SEN often benefit from extra visits to their new secondary school. These visits allow them to meet new teachers, explore the school, and become more familiar with the routines.

Transition booklets: We provide booklets with photos of key staff, classrooms, and other important areas of the secondary school. This helps children feel more confident about the move.



Supporting independence: We focus on helping children develop skills for independence, such as organising their belongings, following timetables, and managing homework. This prepares them for the increased independence expected at secondary school.

How we support children with special educational needs (SEN) during transitions and in preparing for adulthood at Oreston Community Academy (3)

Supporting parents and carers:

Parent involvement:

We work closely with parents to ensure they feel supported throughout the transition process. We provide information about new settings, offer advice on how to help their child adjust, and involve parents in all transition planning.

Continuing support:

We keep in regular contact with secondary schools to make sure that the transition has been successful and the child is receiving the right support. If any issues arise, we work with the new school and family to address them.

How we support disabled pupils at Oreston Community Academy



At Oreston Community Academy, we are committed to ensuring that all children, including those with disabilities, can access and fully participate in school life. We follow the guidelines set out in the Children and Families Act 2014 and the Equality Act 2010 to make sure that disabled pupils are treated fairly and supported. Here's how we do this:

1. Arrangements for the admission of disabled pupils:

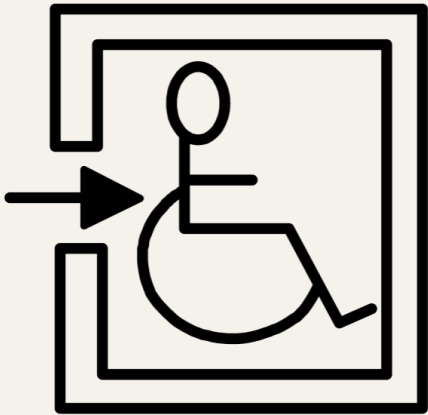
We welcome applications from all children, including those with disabilities. The school's admission policy ensures that disabled pupils are not disadvantaged in the admissions process. If your child has a disability, we will work closely with you to understand their needs and make any necessary adjustments to help them settle into school life.

2. Steps to prevent less favourable treatment of disabled pupils:

We take all necessary steps to ensure that disabled pupils are not treated less favourably than other pupils. This includes:

- Making reasonable adjustments to lessons, activities, and the school environment to ensure all pupils can participate.
- Providing additional support where needed, such as one-to-one assistance or adapted materials.
- Promoting a culture of inclusion, respect, and understanding among staff and pupils to ensure that disabled pupils feel welcome and valued in all aspects of school life.

How we support disabled pupils at Oreston Community Academy



3. Facilities to assist access for disabled pupils:

We have made several adjustments to the school to ensure that disabled pupils can easily access all areas of the building. These facilities include:

- **Ramps and wide doorways** for wheelchair users.
- **Accessible toilets** and changing facilities.
- **Adjustable furniture** in classrooms to accommodate children with physical disabilities.
- **Visual aids** and **hearing loops** for pupils with sensory impairments.
- **Quiet areas** and **sensory rooms** for children who need a calm space to regulate their emotions or take a break from busy environments.

4. Accessibility plan:

We have prepared an **Accessibility Plan** in line with the Equality Act 2010, which sets out how we will continue to improve access to the school for disabled pupils over time. This plan includes actions to:

- Improve the physical environment of the school for disabled pupils.
- Increase the accessibility of information for disabled pupils and their families.
- Ensure that teaching and learning are accessible to all pupils, regardless of their needs.

You can read our full **Accessibility Plan** by following this link: [Oreston Community Academy Accessibility Plan](#).

Where to find the local authority's Local Offer



The **Local Offer** provides information about all the support services available in our area for children with special educational needs and disabilities (SEND). This includes details on education, health, social care, and voluntary organisations that can help children and their families.

You can find our local authority's Local Offer on the **Plymouth Online Directory** website. The Local Offer outlines the services available in Plymouth, how to access them, and what support you can expect for your child.

Here's the link to the Local Offer: [Plymouth Local Offer](#).

If you need help understanding or navigating the Local Offer, please feel free to contact the school, and we will be happy to assist you.

Oreston Community Academy's contribution to the Local Offer (1)



At Oreston Community Academy, we are proud to be part of the Local Offer, which provides information on the services and support available for children with special educational needs and disabilities (SEND) in Plymouth. Our school contributes to the Local Offer by offering a range of support and resources for children with SEND and their families. Here's how we contribute:

1. Inclusive education: We are committed to providing an inclusive learning environment where every child, regardless of their needs, is valued and supported. We adapt our teaching methods and provide individual support to ensure that children with SEND can fully participate in school life.

2. SEN support: Our Special Educational Needs Co-ordinator (SENDCo), Stuart Armley-Jones, works closely with teachers, parents, and external agencies to ensure that each child with SEND receives the right support. This includes creating personalised learning plans and providing additional help in areas such as speech and language, social skills, and emotional wellbeing.

3. Collaboration with external services: We work with a range of external specialists, such as speech and language therapists, educational psychologists, and occupational therapists, to provide tailored support for children with SEND. This ensures that children have access to the expertise they need to thrive.

Oreston Community Academy's contribution to the Local Offer (2)



4. Parent involvement: We believe that parents play a key role in their child's education, especially for children with SEND. We work closely with families, offering regular meetings, termly parent forums, and ongoing communication to ensure that parents are fully involved in decisions about their child's support.

5. Transition support: We provide additional support for children with SEND during transitions, such as moving to secondary school or between year groups. This includes extra visits, transition booklets, and meetings with new teachers to ensure that children feel confident and prepared for the next stage of their education.

By contributing to the Local Offer, Oreston Community Academy helps ensure that children with SEND receive the right support at school and can access the services they need. You can find more information about our contribution and the wider Local Offer here: [Plymouth Local Offer](#).

Supporting Looked After Children with Special Educational Needs (SEN) at Oreston Community Academy



At Oreston Community Academy, we understand that children and young people who are **Looked After** (those in the care of the local authority) may have additional needs, especially if they also have special educational needs (SEN). We are committed to providing the right support to ensure they feel safe, valued, and able to thrive in their education. Here's how we support Looked After Children with SEN:

1. Designated Teacher for Looked After Children:

We have a **Designated Teacher** who is responsible for overseeing the education and wellbeing of Looked After Children. This is Mrs Parker. This teacher works closely with the SEN Co-ordinator (SENDCo) to ensure that Looked After Children with SEN receive the personalised support they need.

2. Personal Education Plans (PEP):

Every Looked After Child has a **Personal Education Plan (PEP)**, which outlines their educational needs, targets, and the support required. For children with SEN, this plan is developed alongside their SEN support plan or Education, Health, and Care Plan (EHCP) to ensure all their needs are addressed holistically. The PEP is regularly reviewed with the child, their carers, the school, and any involved professionals to monitor progress.

Supporting Looked After Children with Special Educational Needs (SEN) at Oreston Community Academy



3. Tailored SEN support:

Looked After Children with SEN receive tailored support based on their individual needs. This may include one-to-one help from a teaching assistant, small group work, or access to specialist support from external agencies like speech and language therapists, educational psychologists, or mental health services.

4. Emotional and social support:

We recognise that Looked After Children may have experienced trauma or instability, which can impact their emotional wellbeing. Our pastoral team provides emotional and social support to help these children build resilience and confidence. This might include sessions with our Emotional Literacy Support Assistants (ELSAs) or participation in social skills groups to help them manage their emotions and develop positive relationships.

5. Close collaboration with carers and social services:

We work closely with foster carers, social workers, and any other professionals involved in the care of Looked After Children to ensure they receive consistent and coordinated support. This collaboration helps us ensure that both their educational and emotional needs are being met.

Supporting Looked After Children with Special Educational Needs (SEN) at Oreston Community Academy



6. Regular reviews and monitoring:

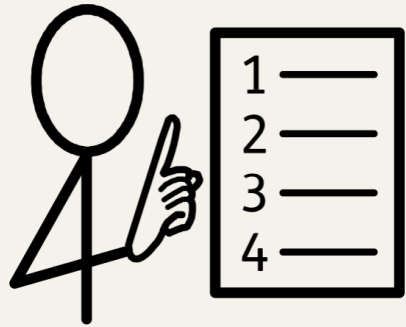
The progress of Looked After Children with SEN is carefully monitored through regular meetings, including reviews of their PEP and SEN support plan. We involve the child in these discussions, ensuring that their voice is heard and their needs are addressed.

7. Support during transitions:

We provide additional support during key transitions, such as moving to a new school or progressing to secondary school. We plan these transitions carefully, with extra visits and meetings with new teachers to help Looked After Children feel prepared and supported.

By offering this comprehensive support, we aim to help Looked After Children with SEN feel secure, valued, and able to reach their full potential in both their education and personal development.

Oreston Community Academy's SEN Policy and Who to Contact if You Have Concerns



At Oreston Community Academy, we are dedicated to supporting children with special educational needs (SEN) to help them achieve their potential.

Our **SEN policy** outlines how we identify and support children with SEN, ensuring they receive the help they need to succeed.

Where to find our SEN Policy:

You can read our full **SEN Policy** on our school website. It provides detailed information about how we support children with SEN, the different types of help available, and how we work with parents, carers, and external professionals to provide the best support for every child.

To view the SEN policy, visit: [Oreston Community Academy SEN Policy](#).

Oreston Community Academy's SEN Policy and Who to Contact if You Have Concerns



Who to contact if you have concerns:

If you have any concerns about your child's progress, their SEN support, or any issues related to their education, we encourage you to get in touch with us. Here are the key contacts:

1. **Class Teacher:**

The first point of contact if you have concerns is your child's **class teacher**. They know your child's day-to-day progress and can discuss any concerns you may have.

2. **SEN Co-ordinator (SENDCo):**

If you feel your child needs additional support or have specific questions about their SEN provision, you can contact our **SENDCo, Stuart Armley-Jones**.

Email: senco@oreston.com

Phone: 01752 402 050

3. **Headteacher:**

If your concerns are not resolved after speaking with the class teacher or SENDCo, you can reach out to the **Headteacher**, who oversees all aspects of the school, including SEN provision.

Phone: 01752 402 050

4. **Parent Forums:**

For ongoing discussions or general questions, we also host **termly SEND Parent Forums** where you can meet with staff and other parents to share experiences and discuss any concerns.

We are here to listen, work together, and ensure that every child receives the best possible support at Oreston Community Academy.