

Hunnyhill Ormiston Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	September 2025
Next review due:	September 2026

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children find the following information helpful and we encourage all interested parties to contact the academy for more information.

What is SEND?

SEND stands for Special Educational Needs and Disabilities.

The SEN Code of Practice (2015) states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We provide for the following kinds of special educational needs (SEN):

Under the 2015 Code of Practice SEND are categories under the following four headings:

Communication and Interaction needs

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

Hunnyhill Ormiston Academy offers the following support:

- Six members of staff trained in ELKLAN
- Little Listeners Phonological Awareness for Pre-School & EYFS
- Big Listeners Phonological Awareness for Pre-School & EYFS
- IsleAttend - Attention & Listening (Bucket) for Pre-School, EYFS & KS1
- NHS Speech and Language Therapy Service for children in Pre-School & EYFS (and learners with complex needs).
- Schools Speech and Language Service for pupils with an EHCP
- Communication & Language Team (CAL) for pupils with more complex speech and language needs – no requirement for having an EHCP to access this service.

Cognition and Learning needs

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

Hunnyhill Ormiston Academy offers the following support:

- Take 5 Multisensory Phonics Programme
- Rapid Reading, Rapid Writing and Rapid Maths
- Nessy Phonics Intervention for KS2
- Active Literacy
- Hatcher Sound Linkage for pupils in KS2.
- Precision Teaching
- Personalised Learning Plans for all children identified as requiring special educational provision to be made.

Social, emotional and mental health needs

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

Hunnyhill Ormiston Academy offers the following support:

- Hunnyhill Ormiston Academy has an SEMH Resource Provision which supports pupils with social, emotional and mental health needs that cannot be met in a mainstream school. Placements in the SEMH RP are agreed by the Local Authority. Pupils accessing the SEMH Resourced Provision will access the mainstream classes as much as is possible depending on the level of need.
- School based interventions include:
 - ELSA (Emotional Literacy Support Assistant)
 - Access to the school's Nurture Suite
 - Early morning 'Wake Up, Shake Up' or Sensory Circuit
 - Friendship and Social Skills groups
 - Self – Esteem groups
- An Inclusion Lead, to support families and children; the Inclusion Lead also fulfils the role of Lead Professional for families receiving Early Help.
- We liaise closely with the School Nursing Team.
- We also refer to Barnardos / YMCA Counselling and CAMHS for external support; referrals must meet agency criteria.

Sensory and/or physical needs

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

Hunnyhill Ormiston Academy offers the following support:

- Academy based interventions include:
 - Sensory Circuit
 - Write from the Start / Speed Up (Handwriting)
 - Bubble Writing Handwriting Intervention
- Physiotherapy for children under the care of a physiotherapist.
- We liaise with closely with Paediatricians.
- Health Care Plans are created and up-dated annually for children with health / medical needs.

The table below shows the number of children identified as having SEND within Hunnyhill Ormiston Academy. This data was correct at the time of reporting (1st October 2025).

Need	Number	% of whole academy	% of SEND pupils
Communication and Interaction	30	7.46%	40.54%
Cognition and Learning	21	5.22%	28.37%
Social and Emotional Mental Health	21	5.22%	28.37%
Sensory and/or Physical	2	0.50%	2.7%
SEN Support	52	12.94%	70.27%
EHCP	22	5.47%	29.73%
SEN Total	74	18.41%	

We identify and assess children with SEN using the following methods:

How can I let the academy know I am concerned about the progress of my child?

- We recognise parents and carers as partners in a child's education. We are happy to discuss any concerns you have about your child's progress at any time. However, it is important to follow the correct procedure to ensure you speak to the correct member of our team.
- The first point of contact should always be your child's current class teacher or the Pre-School Manager. All class teachers are happy to speak to parents at the end of the day, either informally or by prior arrangement. If requested, teachers can telephone parents or make contact via Class Dojo or email.
- There are two parents' meetings per year, providing opportunities to discuss progress and raise concerns.
- Interim reports to parents are issued termly. A full report is issued at the end of the Summer Term.
- If you feel your concerns regarding your child's progress has not been responded to effectively then you can contact the SENCO via Class Dojo, email or telephone.

How will the academy let me know if they have any concerns about my child?

- Class teachers or the Pre-School Manager will keep parents informed of any concerns regarding their child's progress. They will gather information and involve parents (and where appropriate, pupils) in an early discussion to develop a good understanding of pupil's areas of strength and difficulty. This does not necessarily mean that your child will be identified as requiring 'SEN Support'.
- If the class teacher or Pre-School Manager feels that your child requires support that is 'additional to or different from' the universal support offered, they will invite you to a meeting to discuss whether your child requires 'SEN Support'. The class teacher will agree outcomes and identify the support to be provided for your child so that the academy and home can work together in partnership. It may be appropriate for the SENCO to attend this meeting.
- If your child is identified as requiring SEN Support, he/she will be placed on the SEN Register, at SEN Support level. You will receive a Personalised Learning Plan (PLP) outlining the agreed outcomes and the additional support that your child will receive.

How is extra support allocated to children?

- If a pupil is highlighted for not meeting age related expectation or not achieving expected rates of progress, then he/she may be incorporated into an Intervention Programme. Pupils accessing an intervention programme will be carefully monitored to ensure that they achieve the expected progress.
- If your child accesses additional support and does not achieve the agreed outcomes or expected levels of progress, then your child's class teacher will initiate an initial concern and refer to the Inclusion Team for further investigation. A member of the Inclusion Team may observe your child or undertake additional assessments to identify your child's areas of strength and difficulty.
- Pupils with an identified SEN will have their outcomes and support documented on a Personalised Learning Plan; PLPs are 'working documents' and as such are constantly up-dated with a child's progress and next steps by the class teacher. They are formally reviewed termly; the class teacher will share reviewed PLPs with parents, informing parents of their child's progress towards outcomes and agree new outcomes.
- We follow an 'Assess, Plan, Do, Review' cycle when supporting children with SEN.
- It may be that your child will only need temporary SEN Support to address specific needs and ensure they achieve the expected levels of progress. At this point your child would be removed from the SEN Register and you would be informed that your child no longer requires SEN Support.
- If your child is receiving SEN Support and does not achieve expected levels of progress then it may be necessary to refer your child to an outside agency to seek further assessment, advice and support.
- For a minority of pupils with severe and complex SEN; the school or parents may request an Education Health and Care (EHC) needs assessment from the Local Authority. This may result in the pupil receiving an Education, Healthcare Plan (EHCP).
- It can often be challenging for parents/carers if pupils require significant SEN Support at home as well; in some cases, parents/carers express the need for support. The Inclusion Team can signpost parents to agencies who may be able to offer support.

We evaluate the effectiveness of our SEN provision in the following ways:

Progress of all pupils will be monitored by the class teacher and Senior Leaders half termly. If pupils are not making expected levels of progress, the SENCO will be the first to be consulted. The SENCO and teacher will review the approaches used within the classroom. If additional support over and above 'ordinarily available provision' is required, then interventions will be initiated to increase the rate of progress. To determine whether expected progress has been made the following criteria will be used to measure the impact:

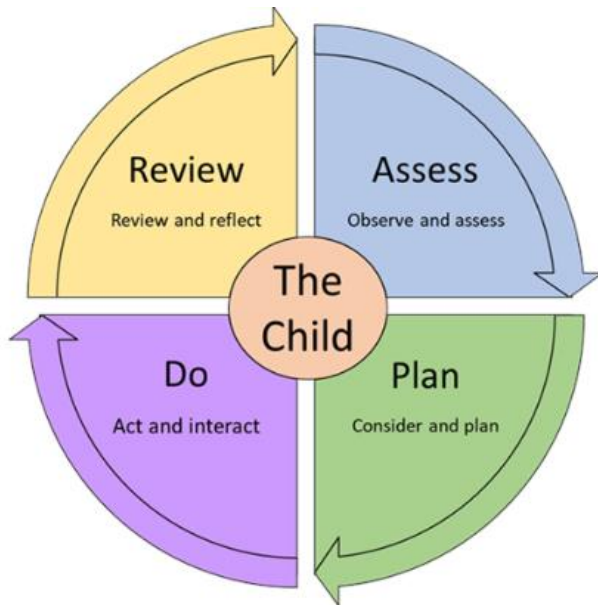
- Is the gap between pupil and their peers growing? Has the support prevented the attainment gap increasing? Does progress equal or improve the pupil's previous progress rate?
- Is there evidence of an improvement in self-help, social or personal skills?
- Is there evidence of improvements in the pupil's behaviour?

Senior Leaders will monitor the progress of pupils with SEND; progress will be measured using statutory assessments, informal testing and on-going teacher assessment.

For pupils with an EHCP, Reviews will be held at least annually to set targets for the forthcoming year.

Our arrangements for assessing and reviewing the progress of children with SEN are as follows:

As a school we follow the graduated approach of: Assess, Plan, Do, Review.



The class teacher will continually assess pupils' progress and plan learning activities according to individual needs.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

The SENCO will monitor progress of all pupils with SEND termly and report to Senior Leaders and Governors on the progress of children with SEN.

If your child is receiving SEN Support, you will receive a termly Personalised Learning Plan; this will include suggestions on how to support your child at home.

Teachers will formally review PLPs termly and share with you the progress that your child has made and set future learning outcomes. PLPs are working documents, and as such are constantly reviewed. Class teachers will be able to update parents on any progress related to the PLPs by prior arrangement.

Our approach to teaching children with SEN includes:

Evidenced Based Intervention Programmes If a pupil is highlighted for not meeting age related expectation or not achieving expected rates of progress, then he/she may be incorporated into an intervention programme. Interventions are 'catch up' provision for groups of pupils to close the gap in learning. Some pupils require one to one intervention offering more personalised, targeted support in their learning.

Small group support from the class teacher or Learning Support Assistant (LSA) Any child that is identified through daily teacher assessment as requiring additional adult support within English and Maths will have access to the teacher or LSA for part or the whole lesson or activity.

High Quality Inclusive Teaching for all pupils Teachers will plan varied learning activities, considering pupil's unique learning styles. HQIT is the first step in responding to pupils who may have SEN. Lessons will be resourced to provide the support necessary. Your child will be included in all aspects of learning.

We adapt the curriculum for children with SEN in the following ways:

- The curriculum is matched to the needs of your child and is fully inclusive for all children.
- The class teacher will plan and work with each child with SEND in their class to ensure that progress is made.
- We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.
- We work closely with families and partners to determine what pupils with SEND might need before they start with us and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the academy environment and to obtain additional resources and support.
- Some lessons are taught by stage and not age.

We enable children with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- All pupils are encouraged to go on our residential trip(s) as this is an important part of our curriculum offer.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will use our best endeavours to make adaptations and complete risk assessments to ensure either full access to activities or a comparable activity is offered.

The following social, emotional and mental support is available for children with SEN:

- Hunnyhill has a full time, Inclusion Lead (Mrs Carol Ward-Reynolds) who can offer support to children and families and fulfils the role of the Lead Professional for Early Help.
- Hunnyhill has one fully trained Emotional Literacy Support Assistant (ELSA) who can offer social and emotional support.
- A number of extra-curricular clubs are available, such as Sensory Circuit, early morning and lunch time clubs and a range of afterschool clubs.
- Hunnyhill has a clearly defined Behaviour Policy which sets out the procedures and steps to be taken when behaviour falls short of that expected at Hunnyhill. Please refer to our Behaviour Policy on the school web-site.
- In some instances, children will have an Individual Behaviour Plan in place to support them to manage and improve their behaviour and avoid exclusion. The class teacher will consult with the Inclusion Lead to create and implement the Individual Behaviour Plan; the behaviour plan will be shared with parents.
- Pupils may also be offered, with parental consent, school-based interventions to support their Social, Mental and Emotional Health.
- The academy may request external support from the Regulation and Engagement Support Team (REST).
- Hunnyhill Ormiston Academy works closely with the Education Welfare Service to promote good attendance; we recognise the close link between good levels of attendance and your child making good progress. Where concerns with attendance develop, we will work with you as parents/carers to address the difficulties through Student Attendance Meetings (SAMs) with an Education Welfare Officer (EWO).

The name of our SEN Co-ordinator (SENCO) is: Mrs. Claire Flawell

Listed below are the names of staff members possessing expertise related to SEN.

Name: Mrs. Carol Ward-Reynolds	Name: Mrs. Lorraine Savill
Job role: Inclusion Lead	Job role: ELSA
Expertise: Family Support and Behaviour	Expertise: Nurture, Thrive Practitioner
Name: Mrs. Amanda Winchcombe	Name: Mr. Graham Andre
Job role: SEMH Resourced Provision Manager	Job role: Year 5 Class Teacher. MAYBO Trainer
Expertise: Emotional regulation, MAYBO Trained	Expertise: MAYBO Trainer. De-escalation Strategies.

In addition, we use the services of the following specialists:

Directly funded by Hunnyhill Ormiston Academy

Inclusion Lead to support children and families

Centrally funded by the Local Authority

Statutory Educational Psychology Service
Schools Speech and Language Therapy Service for pupils with an EHCP
Regulation and Engagement Support Team (pre EHCP)
Teacher of the Deaf
Early Years SEN Team (Pre-School & EYFS only)

Provided and paid for by the NHS

School Nurse
CAMHS (Child and Adolescent Mental Health Service)
NHS Speech and Language Therapy Service for pupils in EYFS and pupils with complex needs
Referrals for Autism assessment (The Owl Centre)
Referrals for ADHD assessment (PSICON)
Occupational Therapy
Physiotherapy

We currently possess the following equipment and facilities to assist our children with SEN:



We have a fully accessible toilet, equipped with changing bed and Birdie Evo Hoist.

Multiple members of staff are trained in using the hoist to support wheelchair users to access the toilet.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

<p>1 Your first point of contact for your child is always the class teacher <i>(they know your child best)</i></p> <p>The quickest way to contact the class teacher is via Dojo message. We aim to respond within 24 hours on <u>weekdays</u> between 8.30 and 5.00pm.</p> <p>We will initially respond with a Dojo message.</p> <p>If needed, the class teacher will make an appointment to speak to you.</p> <p>The class teacher may also speak with a member of our SEN, pastoral or safeguarding team – they will let you know if they need to do this.</p>	<p>2 Assistant headteacher</p> <p>Mrs Morgan</p> <p>Your second point of contact is the assistant headteacher</p> <p>Please make an appointment via the office</p>	<p>You may also need:</p> <p>Inclusion</p> <p>SEN</p> <p>Pastoral</p> <p>Please make contact via Dojo or the office for a response.</p>
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- Parents are able to speak to class teachers or the SENCO, either informally at the end of the day or by prior arrangement.
- The academy employs a full time Inclusion Lead who can support families and lead on the Early Help process.
- We work with SENDIASS to support parents of children with SEND.
- We can help you to access further information and support through the Local Authority's Local Offer.



Our arrangements for ensuring the involvement of children and young people with SEN are as follows:



Children receiving SEN Support will be invited to contribute to their Personalised Learning Plan.

Pupils with an EHCP are invited to contribute to their Annual Review. This can happen in two ways; pupils can share their views prior to the Annual Review and be represented at the Annual Review or they may attend the Annual Review. If possible, we encourage pupils in KS2 to attend the review.

Our arrangements regarding complaints from parents of children with SEN are as follows:



If you have a concern...

Firstly, raise any concerns with your child's class teacher who can liaise with the SENCO.

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

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

Complaints Procedure

If you have concerns about the academy's SEND provision, please follow the complaints procedure as outlined in the complaints policy,

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 academy'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.

We work with the following bodies to ensure the best possible provision for our children with SEN:

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

- Children's Services
- Youth Trust
- Specialist Teacher Advisory team
- Occupational, Speech and Language and Physiotherapy
- Local authority SEN team
- Youth Crime Prevention
- Young Carers
- Mental Health Services
- MHST
- Paediatricians
- SENDIASS
- Educational Psychology
- Isle of Wight Neurodiversity Multidisciplinary Team
- Wave Project

Parents of children with SEN may find the following support services helpful, in addition to the academy's offer:

Isle of Wight Local Offer

To see what support is available to you locally, have a look at the Isle of Wight Local Authority's local offer, which can be found here: [IW Family Information Hub | Special Education Needs and Disabilities \(SEND\) Local Offer](#)

SEN Assessment & Review Team Email: EHCP.General@iow.gov.uk

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

SENDIASS, Orchard Street, Newport, PO30 1JZ

Tel: 01983 825548 Email: sendiass@iow.gov.uk

Local charities that offer information and support to families of children with SEN are:

[AIM Autism Inclusion Matters](#)

[IOW Youth Trust](#)

[Isle of Wight Family Centres & Early Help Support | Barnardos](#)

[Isle of Wight - The Wave Project in the United Kingdom](#)

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

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [CarersUK](#) - for parent carers
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)
- [Nip in the Bud](#) - films and factsheets about mental health and neurodiversity
- [Royal Society for the Blind](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities

Our transitional arrangements for children with SEN include:

- We are fortunate to have our own Pre-School and various transition activities are planned during the Summer Term.
- We have close links with all the secondary schools; additional transition arrangements are provided for pupils with SEND.
- We can create 'social stories' or 'transition books' with the children if they require additional support with transition. These would include photographs of the new teacher and classroom environment and key areas of the academy. Children can take the social stories / transition booklets home to share with parents to alleviate any worries.
- We liaise closely with the colleagues when receiving and transferring children to and from different settings; the SENCO ensures that all relevant paperwork is passed on and all needs are discussed and understood.
- Where appropriate, Transition Partnership Agreements (TPA) are facilitated between settings. TPA meetings involve parents and are reviewed at regular intervals.
- Transition between year groups and key stages within the academy will be dealt with as part of our annual programme of transition and handover to the next class teacher.

More information on SEND can be found in the OAT SEND Policy:

Hunnyhill Ormiston 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. [Special Educational Needs; Code of Practice 0 to 25 years](#)

Our SEND policy can be viewed under the SEND area of our website.

See below for Contacts and responsibility information. ↓

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

<https://hunnyhillormistonacademy.co.uk/admin/wp-content/uploads/sites/63/2025/10/SEND-Policy-September-2025.pdf> Last updated: 01/10/2025

Academy roles		
Role	Designated person	Contact Details
SENCO	Mrs. Claire Flawell	office@hunnyholloa.co.uk
Principal	Mrs. Lisa Steedman	office@hunnyhilloa.co.uk
SEND Governor		
Other senior leader with responsibility for SEND		
Pastoral support lead	Mrs. Carol Ward-Reynolds	office@hunnyhilloa.co.uk
Designated safeguarding lead	Mrs. Lisa Steedman	office@hunnyhilloa.co.uk
Designated teacher for looked after children	Mrs. Claire Flawell	office@hunnyholloa.co.uk
Mental Health Lead	Mrs. Carol Ward-Reynolds	office@hunnyhilloa.co.uk
Other		
Other		

External agencies		
Role	Information	Contact Details
Educational Psychologist		
Local SEND Information & Support Services	Isle of Wight Local Offer	IW Family Information Hub Special Education Needs and Disabilities (SEND) Local Offer
Local Authority SEN Team	SEN Assessment & Review Team SENDIASS	Email: EHCP.General@iow.gov.uk Orchard Street, Newport, PO30 1JZ Tel: 01983 825548 Email: sendiass@iow.gov.uk
Behaviour Support Team	Regulation and Engagement Support Team (REST)	IOW Regulation and Engagement Support Team Isle of Wight Council, County Hall, Newport, Isle of Wight, PO30 1UD Tel: (01983) 821000
Sensory Impairment Service	Specialist Teacher Advisory (STA) Team	Isle of Wight Council, County Hall, Newport, Isle of Wight, PO30 1UD Tel: (01983) 821000
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/