



SEND Information Report

OA – Thurrock

Document control table	
Title	SEND Information Report
Date approved	March 2026
Approved by	OA MAT Board (via EPS committee)
Date of next review	March 2027
Updates/revisions included:	
This is an OA central template but needs localising according to each academy. Local amendments should be submitted to OA central for filing.	

The person responsible for managing SEND at this academy is:

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SEND information report

This report provides information about how we work with and support children with SEND. It is updated on an annual basis.

The kinds of SEND that are provided for

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

- communication and interaction difficulties
- cognition and learning difficulties
- Social, Emotional and Mental Health (SEMH) difficulties
- and sensory and/or physical needs

Identifying students with SEND and assessing needs

- On entry to the academy, all students are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting.
- Information is sought from the student's previous school.
- The process is focused on the early identification of needs .
- We will liaise with other agencies as needed, and refer to other services for further assessment following discussion with parents, e.g. speech and language therapy, Educational Psychologist Service, Mental Health Support Team, CAMHS, etc.
- All students arriving at the academy previously having an Education, Health and Care Plan will retain their status.
- Classroom observations and book looks are carried out to ensure 'Quality First Teaching'.
- When a student arrives at the academy and goes on roll, they will automatically be added to SEND support under the SEMH category.
- Where a student does not make expected levels of progress, or if information comes to light, then we will consider applying for an EHCP.

Consulting and involving students and parents

Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis, at the point of referral into the school, at parent meetings, and through reports and, in the case of students with an EHCP, through the Annual Review process.

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

We follow the graduated approach and four-part cycle of **assess, plan, do, review** set out in the SEND Code of Practice when supporting students with SEND.

- Where appropriate those students with SEND are taught in small class sizes.

- Small, targeted support groups may be run by teachers, learning mentors or another professional using additional equipment and resources if required.
- The SENDCO and teachers may offer personalised programmes to support students with literacy, numeracy, speech and language and social, emotional and mental health needs.
- Specialist baseline testing and social and emotional assessments are carried out to support learning and emotional needs.
- There will be appropriate personalised planning/adaptations for students with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all.
- Outcomes will be set for each student, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress.
- Each student's individual targets for learning and behaviour will be jointly agreed by parents/carers, students and staff to inform student records and shared with all appropriate adults and regularly reviewed and amended at student progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum.
- We will include the student's views at all stages of the process.

Moving on - support for students moving between phases and preparing for adulthood

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

- Transition plans managed by support staff
- Visits to and from future placements
- Personalised reintegration programme to prepare for return to mainstream schools
- Post 16 transition meetings and college visits

Adaptations to the curriculum and learning environment

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

- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reader pens etc.
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

OA-Th has an experienced SENDCO. OA-Th has a team of staff and associates, including those specifically trained in counselling, therapeutic interventions and with expertise in SEND provision.

In the last academic year, staff have been trained in Therapeutic Thinking model, emotional regulation, literacy, autism, ADHD, mental health awareness and the SEND register. This has been delivered by means of regular twilight sessions, daily briefings for all staff and school inset days. The academy uses specialist staff to run literacy, mentoring, therapeutic targeted support and is a trauma informed academy following the Educational Psychology Service providing training for all staff.

Evaluating the effectiveness of SEND provision

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

- reviewing students' individual progress towards their goals each term
- reviewing the impact of targeted support on a regular basis
- monitoring by the SENDCO
- holding annual reviews for students with EHC plans

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

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

No student is ever excluded from taking part in these activities because of their SEND or disability, and all students participate in academy activities and expeditions.

Admissions are managed through the Fair Access Protocol and schools and we have agreed criteria for the basis on which a student is admitted to the academy. We work with mainstream schools and the local authority to ensure that any child with SEND has access to the relevant support within the academy and on transition out.

Within the academy we have a programme of PSHE training which includes education about equalities and treating others fairly and with dignity.

Support for improving emotional and social development

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

- All students have a coach who meets with them on a daily basis
- Students with SEND also meet with the SENDCO regularly
- SEND students and their parents/carers will have regular Student Support Plan reviews
- Timely dissemination of information to all appropriate staff
- Mentoring / counselling / therapeutic interventions from specialists

We have a zero-tolerance approach to bullying as outlined in our Anti-Bullying policy available on our website.

Working with other agencies

At the academy, we work with a wide variety of professional agencies to support all our children, including:

- Counselling services
- Education Welfare Officer
- CAMHS
- Mental Health Support Team
- Winstons Wish
- Educational Psychology Service
- Open Road
- Open Door
- School Nurse
- NELFT
- Goodman Project
- Compass Project
- Support from the local authority

Complaints about SEND provision

Complaints about SEND provision in our academy should be made to the headteacher using the academy's complaints policy available on our website.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our trust has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

- SENDCO – emma.carlisle@oliveacademies.org.uk 01708 853781
- You can access advice from the Parent Advisory Team, Thurrock, info@patt.org.uk, 01375 389894

Information about the local authority local offer

To see more about Thurrock's Local Offer [here](#).