

Ormiston Six Villages Academy

Special Educational Needs (SEN) Information Report

Last reviewed on: 29.09.2026

Next review due: 29.09.2027



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website: [SEND Policy](#)

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

At Ormiston Six Villages Academy we provide 'excellence for all because there is excellence in all.'

Here at Ormiston Six Villages Academy, we are committed to encouraging the highest standard of academic learning, alongside the growth of character and personality.

A Six Villages' education develops the following skills and qualities in every student under the umbrella of Excellence for All. These values are equally applicable to students, staff and the work of the academy itself.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

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The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

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

Communication and interaction needs

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

Social, emotional and mental health needs

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

Sensory and/or physical needs

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



Here is our SEND data, correct at time of publishing

		Number	% of cohort
	No SEND	488	66.3%
	SEN Support (K)	162	22.00%
	EHCP (E)	31	4.2%

	EHCP (number / %)	SEN Support (K) (number / %)	Total (number / % of children on SEND register)
Attention Deficit Disorder	0	8	8 / 4.1%
Autistic Spectrum Disorder	5	24	29 / 15.0%
Cognition and learning	9	68	77 / 39.9%
Other difficulty/Disability	0	2	2 / 1.0%
Speech, Language and Communication Needs	9	26	35 / 18.1%
SEN Support with No Specialist Assessment	0	5	5 / 2.6%
Social, emotional and mental health	9	44	53 / 27.5%
Sensory and/or physical	0	11	11 / 5.7%



How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

Parent/ carers are welcome to contact SENCO by Teams, telephone, email or meet in person. The SENCO is contactable by telephone 01243 546814, by email OSVA_SEND@ormistonsixvillages.org.uk to discuss concerns, success or share information.

We follow a graduated approach at OSVA and teachers discuss their concerns with Directors of Learning and Heads of Departments who can refer to the Vulnerable Learner Panel for enhanced screenings, interventions and referral for support by external agencies. Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

Speaking to their ‘Trusted Adult’

Regular student voice opportunities

Student panels

EHCP annual reviews

Enhanced screening such as ‘Tricky Moments plans, Mapping the Landscape, strengths and difficulties questionnaires etc.

Through the student council

Referrals through the safeguarding online reporting

It is important that parents are able to share concerns and to discuss next steps. We welcome working in partnerships with parents through telephone conversations, scheduled meetings as well as the:

- Parent-carer consultation evenings
- Head of School and SENCO forums
- Year 7 settling in checks
- Enrichment activities such as school discos, summer exhibition, sporting fixtures.



How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

The SENCO meets termly with locality primary and secondary SENCOS to discuss contextual factors impacting local cohorts of pupils.

We use the CLAWBA (Children's Learning and Wellbeing Audit) to collect information from primary schools about each individual child. This information is then used to inform meetings between Six Villages' school staff and the feeder school.

We work closely with primary feeder schools and other professionals involved in the support of a child throughout the spring and summer terms in order to discuss the needs of pupils coming to the academy. We also meet with families to ensure their voice is heard when planning for these pupils. As part of the academy's transition programme, the SEND team offers additional small group and 1:1 visits.

To help children be prepared for a new school year we:

Publish key information on our Six Villages transition hub

Send out regular communications from the Head of School

Visit the children in their primary school

Hold parent-carer open days and information evenings

Run additional visits for children

Hold additional information sharing meetings

Engage children through getting to know us quizzes

Run a summer experience to help children familiarise themselves with the academy and staff.

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

We support children with SEND to prepare for adulthood by:

Offering additional careers advice.

Supported application for work experience and post 16 education and training

Provide visits to local colleges

Support attendance of the Six Villages annual careers events

Providing links to local business such as Dare to Dream scheme

Educational enrichment opportunities such as the Fontwell maths challenge and West Sussex Growers, RISE etc

Through a carefully created food technology curriculum

Support in purchasing food in the canteen and attending extra curricular clubs and events



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found here: [Curriculum Overview](#)

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

Pre-teaching

Small group interventions, such as Lexonik, study skills, Talkabout, Drawing and Talking

Multi-sensory resources

Adult support

Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding

Access to digital devices such as laptops

Specialist equipment, such as writing slopes, pencil grips

Programmes set by external specialists



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.



At Six Villages we measure progress through:

- Termly meetings

- Annual Reviews (if your child has an EHCP)
- Analysing data from standardised score tests such as the NGRT (New Group Reading test), PASS (Pupil Attitudinal Survey) etc
- Analysis of the SPARX reader, maths and science weekly data
- The specific start and end point assessments of interventions such as Lexonik Leap and Advance, Anxiety Gremlin, Drawing and Talking and Language Link.
- Reward, attendance and behaviour records
- Pupil progress meetings



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.

At Six Villages our core values promote community, kindness and respect. Assemblies and tutor time activities are used to promote these explicitly. We additionally promote that each child has a trusted adult that they can ask for support and guidance. Speaking up, asking for help for yourself or a peer is a key message at OSVA.

Diversity, resilience and overcoming difficulties is celebrated visually through the murals throughout the school. We have sought to promote awareness of positive emotional wellbeing and mental health through awareness raising assemblies:

World Mental Health day,

Men's mental health,

The impact of social media on emotional wellbeing,

The annual Young Minds Wear It Yellow day in October

Snowdon residential for Boys/Men's Mental Health Awareness.

Staff have been trained to be vigilant and proactive in identifying changes in a pupil's presentation, recognising this could signify that they need a check in and offer of support.

The academy has a structured pastoral support system overseen by the Vice Principal with responsibility for Pastoral. Each year group has a Senior Leader, Director of Learning and form tutor to support the children on a day-to-day basis. The SENCo works closely with Pastoral, Behaviour and Safeguarding teams in supporting staff in ensuring they can meet the needs of the individuals across their year groups. Within school, we have an Intervention TA who has specific training in social, emotional and mental health needs and interventions.

In identifying the appropriate support mechanism, we use a variety of screening tools to ensure that the child's voice is heard.

We work with external agencies such as Thought-full, Youth Emotional Support and CAMHs, the West Sussex School Nursing and Community Mental Health teams to seek advice and support for pupils and their families.

As well as this additional support, all children have access to a well-planned [Personal, Social, Health and Economic \(PSHE\) curriculum](#).



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities that are provided for all pupils such as:

- lunchtime and after school clubs,
- Year 7 pantomime trip,
- Theatre trips,
- Halloween and Valentine discos,
- Year group Christmas meals,
- Duke of Edinburgh award, theatre trips,
- OSVA annual Colour Run,
- Year group team building days,
- Music for all scheme etc.

We also provide other opportunities to demonstrate their specific skills and talents in events such as:

- OAT's Got Talent,
- Chichester Literary quiz,
- maths challenge,
- Community art project,
- Chichester Corporate running challenging and fixtures.

Please see our Enrichment Charter for the full list of opportunities.

All pupils are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

Staff organising events carefully risk assess and plan to ensure the inclusion of all pupils.



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches.

As well as this we have staff trained in the following:

Autism

Emotionally based School Avoidance

Drawing and Talking

Lexonik Leap and Advance

Epilepsy

Tourette's

Specific learning needs such as dyslexia and dyscalculia,

Pathological Demand Avoidance.



Who else do we work with?

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:

- LBAT service (West Sussex Learning Behaviour Advisory Team)
- CAMHS (Child and Adolescent Mental Health Service)
- CMHL (Community Mental Health Liaison)
- IFD Integrated Front Door (West Sussex safeguarding and child protection referral.)
- SENAT (Special Educational Needs Assessment Team)
- ASCT (West Sussex Autism and Social Communication Team)
- SALT (West Sussex Speech and Language Therapists)
- SENDIAS (West Sussex Special Educational Needs Independent Advisory service)
- EHP (West Sussex Early Help services)
- Virtual Schools for Children Looked After
- YMCA (Dialogue counselling)
- YES (Youth Emotional Support service) SEN Information Report Page 5 of 8
- West Sussex Education Psychology Services
- West Sussex Occupational therapy and Physiotherapy
- West Sussex parent carer forum
- SPOA (West Sussex Single Point of Access)
- Thought-full (West Sussex Mental Health Support Teams in Schools service)



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress (see above) but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

Analysing data in a number of areas to monitor progress e.g. for a specific intervention.

Raising Attainment meetings across key stage 3 and 4
Classroom visits by middle and senior leaders
Using a SEND-specific evaluation toolkit
Monitoring visits from our trust that focus on SEND provision
Working with the Local Authority in consultation and review meetings
Child and parent questionnaires

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found here: [OSVA Accessibility plan](#)

To ensure that staff support the needs of the child, careful consultation is had with the child, parent-carer and with external professionals involved with them. Advice is sought and the suggested adaptations are made.

For example, laptops are provided to support young people with significant needs with written communication, large print resources and reading software are available. In science and technology rooms, adaptive seating is provided as required and students can access the lifts to enable ease of access to classes on the first floor.



How we make sure the admissions process is fair for children with SEND

Ormiston Six Villages Academy is an inclusive school and welcomes applications from children with Special Educational Needs and Disabilities (SEND). We work closely with families, previous schools and outside agencies to ensure that appropriate support and transition arrangements are in place for pupils joining the academy.

Children with an Education, Health and Care Plan (EHCP) that names Ormiston Six Villages Academy will be admitted to the school before any other places are allocated, in line with statutory guidance.

The academy's oversubscription criteria are applied fairly and do not disadvantage children with SEND or disabilities. Children with an EHCP naming the academy are allocated a

place through the statutory process and are not subject to the oversubscription criteria. For all other applicants, places are allocated according to the published admissions arrangements, which are transparent, objective and compliant with the Equality Act 2010.

The academy is committed to ensuring that all pupils, including those with SEND and disabilities, have equal access to educational opportunities and are supported to achieve their full potential.



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy.

[OSVA Complaints Policy](#)



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found here: [West Sussex Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [West Sussex Special Educational Needs Independent Advisory Service](#)

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

- [PACSO](#) - a charity that supports babies, toddlers, children and young people with disabilities from 0 - 25 years. Providing essential support and respite to parents and carers in the Chichester and Arun districts, and the surrounding areas in West Sussex.
- [ASPENS](#) - a charity that provides support to people on the autism spectrum and with learning disabilities and their families.
- [Reaching Families Navigation Service](#) – support for parent-carers of children undergoing assessment on the West Sussex Neurodevelopmental pathway.
- West Sussex Parent Partnership Service

- [West Sussex Parent Carer Forum](#)
- [AMAZE SENDIAS advice line](#)
- [West Sussex Find It Out Centres](#)
- [West Sussex Single Point of Access](#)

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
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [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 fact sheets about mental health and neurodiversity
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:
Academy to add/delete as appropriate

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.

- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.
- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.