

SEND Information Report for Open Academy 2024-2025

Introduction

Welcome to our SEND information report for the academic year 2024-2025 which is part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEND).

At Open Academy, we are committed to working together with all members of our community. This local offer has been produced with students, parents/carers, governors, and members of staff. We welcome your feedback and future involvement in the review of our offer, so please do contact us.

Key staff:

Jon Ford - Principal

Sally-Ann Hewitt-Coleman - SENCO

senco@open-academy.org.uk or telephone on 01603 481640

Kate Wenlock – SLT Lead for SEND

Callum Perry-SEND Governor

Steph Gallard – SRB Lead

How we Identify SEND

At different times in their academy career, a child or young person may have a Special Educational Need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory academy age, or a young person has a learning difficulty or disability if they:

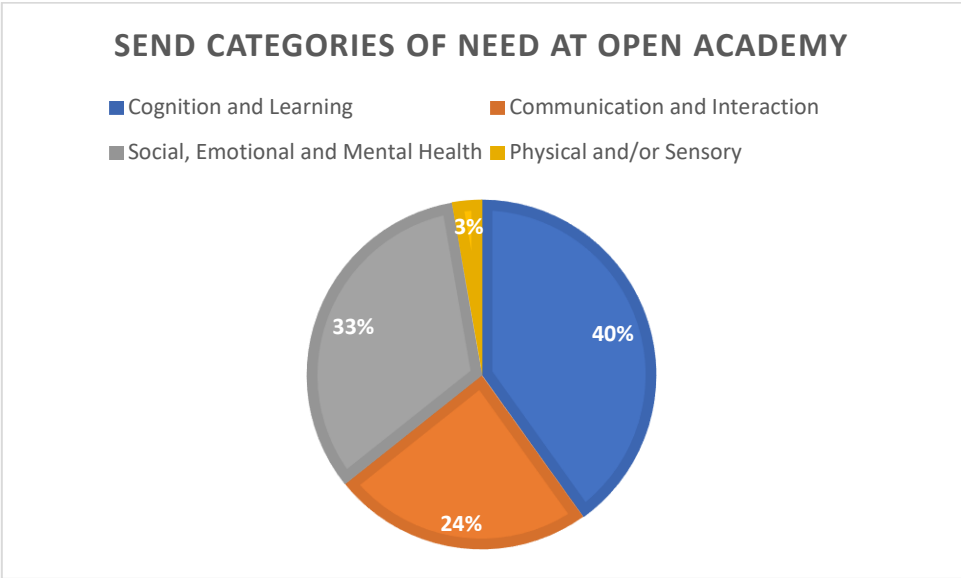
(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post16 institutions.”

If a learner is identified as having SEND, we will deliver provision that is “additional to or different from” the normal differentiated curriculum, and which is intended to overcome the barrier to their learning.

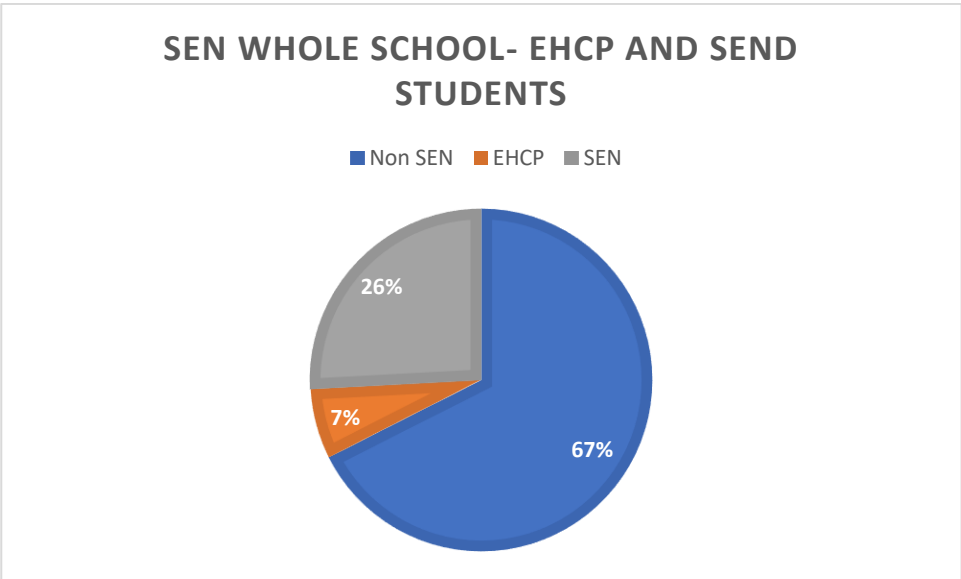
Learners can fall behind in the academy for lots of reasons. They may have been absent, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about things that distract them from learning.

At Open Academy, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2024/25 shows that we have 145 learners identified as having SEND, and additionally 37 EHCPs. At Open Academy our SEND students are categorised into four broad areas of need:



- 40% learners are categorised under Cognition and learning
- 24% learners are categorised under Communication and interaction
- 3% learners are categorised under Sensory and /or physical needs
- 33% learners are categorised under Social, Emotional and Mental Health.



This data shows the proportion or percentage of students within each primary need, however, some of our SEND students also have secondary needs that are not represented in these figures but are supported as part of our provision.

Subject teachers, support staff, parents/carers and the learner themselves, will be the first to notice a difficulty with learning. At Open Academy, we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their subject teachers. The Special Educational Needs Co-ordinator (SENCO) will also support the identification of barriers to learning.

We have a range of assessment tools available within the academy.

For some learners, we may need to seek advice from specialist teams. In our academy and cluster, we have access to various specialist services but these may have to be commissioned from our academy budget.

Agencies working with the academy include:

- Access Through Technology
- Alternative providers, such as St Edmunds Training Centre and ACE ASD specialist support assistant team
- Attendance officers
- Benjamin Foundation
- CAMHS (Child & Adolescent Mental Health Service)
- Educational Psychology Support Service (including clinical psychologists, occupational therapists and SEMH outreach workers)
- Specialist teachers from EPSS who are qualified access arrangement assessors
- Nelson's Journey
- Norfolk Early Help
- Point 1 counselling service
- Speech and Language Therapists
- The Dyslexia Outreach Team
- Virtual Academy for Sensory Support

We also employ 2 HLTAs full time, 1 HTLA part time, 7 full time teaching assistants, 1 part time teaching assistant and an SEMH counsellor from the Eps service 40 days a year who help deliver the interventions with provision mapping co-ordinated by our SENDCO.

Please see below links below in relation to our policies for the identification and assessment of students with special educational needs:

- SEND policy - <https://www.open-academy.org.uk/assets/Uploads/SEND-Policy-Jan23-Updated.pdf>
- Accessibility plan - <https://www.open-academy.org.uk/assets/Uploads/Trustwide-Accessibility-Policy-Plan-Jan22-March-22.pdf>
- Safeguarding policy and procedures - <https://www.open-academy.org.uk/assets/Uploads/Trust-Safeguarding-Policy-Sept24-DNEAT.pdf>
- Behaviour policy - <https://www.open-academy.org.uk/assets/Uploads/Positive-Behaviour-Policy-September-2023.pdf>
- Complaints procedure statement - <https://www.open-academy.org.uk/assets/Uploads/DNEAT-Complaints-Policy-OPEN.pdf>
- How we support students with medical conditions - <https://www.open-academy.org.uk/assets/Uploads/Supporting-Pupils-with-Medical-Conditions-Policy-May-23.pdf>
- Admission arrangements –

Equality information:

- All staff at Open Academy work within the Equality Act 2010. This legislation places specific duties on academies / schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act, and to make “reasonable adjustments.” The Equality Act 2010 definition of disability is:
“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to day activities.”
- Section 1(1) Disability Discrimination Act 1995.
- This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions, do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.
- For more information about the Equality Act, protected characteristics or duties of public bodies, please see: <https://www.gov.uk/equality-act-2010-guidance>.
- Individual medical needs are also identified, and a care plan is agreed with parents/carers, as required.

How we evaluate the effectiveness of our provision:

There is a costed provision map that details the allocation of funding on page 9 of this document.

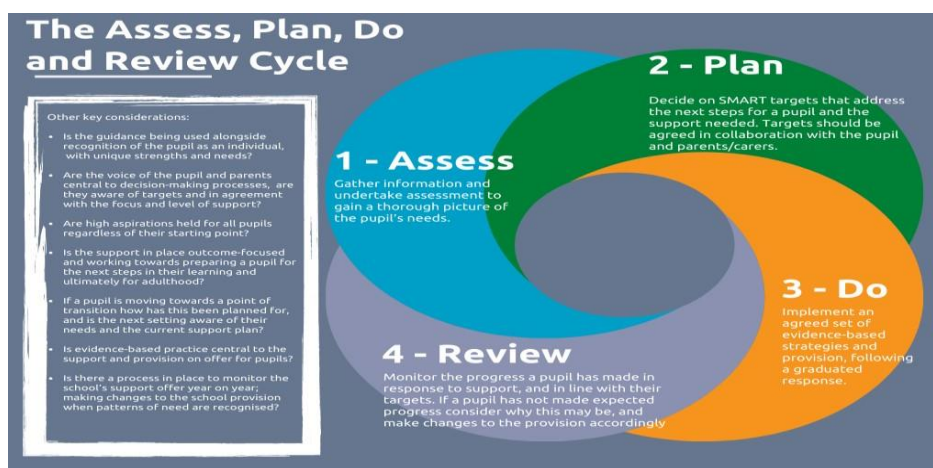
Monitoring progress is an integral part of teaching and leadership; parents/carers, students and staff are involved in reviewing the impact of interventions for our SEND students.

- At Open Academy baselines are recorded to ensure we can measure the impact of our provision. At KS3 we use universal assessments such as CAT and GL which is supported by spelling age and reading age tests within the English Faculty to understand further the potential and progress of our SEND students.
- We monitor the progress of all students formally twice a year to review their academic progress. We also use progress tasks and homework as methods of calendared assessments throughout the year.
- Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. This will include one to one tuition, interventions via the English Department and after school Hubs.
- Annually we assess the Exam arrangements for our key exam groups. The purpose of this more detailed approach is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEND support plan, and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

- We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used. With the use of provision mapper and analysis of data, a process of monitoring and information gathering takes place and is shared with Heads of Faculty to action. This helps our understanding of the barriers facing our SEND students in certain subjects and to respond in the classroom with Quality First Teaching.

Arrangements for assessing and reviewing the progress of students with special educational needs:

- We follow the "Assess, Plan, Do and Review" model and ensure that parents/carers and children are involved at each step. Before any additional provision is selected to help a child, the SENCO, subject teacher, parent/carer and learner, agree on what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. This is documented within a shared support plan for the learner.
- Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be as a formal meeting, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same review procedures take place, but the EHCP will also be formally reviewed annually and shared with Norfolk County Council.
- The SENCO collates the impact data of interventions in order to ensure that we are only using interventions that work.
- Progress data of is collated by the whole academy and monitored by teachers, senior leaders and governors. Our academy and cluster data are also monitored by the Local Authority and Ofsted.



Our approach to teaching students with special educational needs:

- At Open Academy we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our academy, and we aim to be responsive to the diversity of our children's backgrounds, interests, experience, knowledge and skills.
- Our staff follow the 'Open Way to Teaching and Learning' at the academy. Teachers plan lessons using an evidence-informed approach using the DFE guidance, the Ofsted framework and via the Education Endowment Foundation and Great Teaching Review

for example to ensure students with SEND can access and be challenged in their learning.

- The curriculum choices and what students need to know are the starting point of the planning process, with a focus on the misunderstandings that all students could make. Planning is adapted to address this, with tasks carefully ordered and explained to support all students in accessing the content of the lesson. The Teacher Standards 2017 detail the expectations on all teachers, and we at Open Academy are proud of our teachers and their development. The Teacher Standards are at:
 - <https://www.gov.uk/government/publications/teachers-standards>
- Our teachers will use various strategies to adapt access to the curriculum. This might include using:
 - Quality first teaching of visual prompts-overlays/work on coloured paper.
 - Writing frames-scaffolding/chunking/repetition.
 - Laptops or other recording devices such as reading pens.
 - Peer buddy systems/seating plans/grouping.
 - Positive behaviour rewards system.
- Teachers use student specific information from support plans to understand the needs of SEND students so that instructions and resources are adapted appropriately. Teacher liaise with TAs to plan and deploy support effectively in the classroom.
- Learning is checked using a variety of methods; retrieval practice strategies such as quizzes, structured questioning, the use of whiteboards for example, allow in-the-moment learning to be checked and adjustments to be made. Timetabled homework, pre-planned and regular progress folder tasks and examination assessments provide regular feedback on the progress students are making and allow adaptations to provision and interventions to be identified and implemented.
- Students are grouped in mixed ability classes throughout the curriculum except in maths, where they are set according to ability.
- Students follow a two-week timetable at the academy. Hard-copies of timetables are given to students. Students can also check their timetables using Microsoft TEAMS and with their tutors each morning or any member of staff throughout the academy day. The timings of the school day are fixed and so predictable for each year group, with two minutes given for transition between lessons and social time. We ensure staff are visible and available to support students on lesson changeovers so that they clear and confident on where they need to be and how to move around the academy.

How we adapt the curriculum and learning environment for students with special educational needs:

- Students are generally placed in classes of 28. Where a TA is required, the class size is reduced to 27. The PAN of 110 students per year allows this.
- All information required at KS3 is printed and shared with the students every half term so students can access their knowledge at their own pace in their own time.
- At Key Stage 4 class sizes vary due to options. Where a subject is really popular an increase in the number of classes occurs in order to reduce class sizes this happens where lots of SEN students pick a subject in particular e.g. in year 10 there are 2 Health and Social Care classes and in Year 11 there are 2 Business studies classes.
- Additional classes are put on in KS4 in maths and English to reduce class sizes to support SEN learners.
- DOFE, COPE and catchup English and maths are offered to students as per need at Key Stage 4 and these lessons are titled DOFE/Key Skills.

- In Key Stage 3 students may be withdrawn to do additional literacy work to support their learning across the curriculum in our English Department.
- At Key Stage 5 adaptations to the curriculum are made in response to an individual student's EHCP.
- SEN students are carefully placed alongside support in classes. The distribution of SEN students across the 4 classes is even. All classes are mixed ability. SRB students are members of the curriculum classes wherever appropriate.
- All students are given full access to the national curriculum although this may be adapted where required for a particular student Technology is used to support learning:
- All students have access to Office 365.
- All students can use the immersive reader technology to support reading.
- All students will have homework published on TEAMS for easy access at any time, in any font and any font size.
- Students with hearing loss are supplied with appropriate equipment. Staff have been trained how to support this.
- Subjects create classnotes of key learning to support knowledge organisers that are accessible at any time. Classnotes have student friendly versions of the learning journey in every subject.
- These technologies, as part of our Microsoft Showcase School, enable all learners including SEN learners to access work when they are unable to attend due to medical issues. There is facility to communicate with teachers via TEAMS.
- Open Academy responds to the needs of the students within its care where possible. There are adjustable height tables in some practical rooms e.g., science in order to facilitate access. There are spaces for students to reflect and quieten to reduce emotional stress at times of difficulty including green spaces
- Please see the link to our accessibility policy and plan here:
<https://www.open-academy.org.uk/assets/Uploads/Trustwide-Accessibility-Policy-Plan-Jan22-March-22.pdf>

Examples of the additional support (interventions) for learning that is available to students with special educational needs:

Cognition and learning:

Scaffolding is used to ensure the development of literacy and numeracy skills, access to adults who are skilled in supporting students with general and specific learning difficulties, materials which reduce or support note taking, mind maps, diagrams and charts and alternative approaches to recording work, use of ICT to support learning for example laptops and reading pens.

Communication and interaction:

Reasonable adjustments to the learning environment appropriate seating plans, visual timetables, staggered breaks and lunch, use of timers, red/green card for class communications, question fan to help phrase responses.

Social, emotional and mental health:

An effective pastoral system with HOY/AHOY for each year group who can be available for students to talk to, Whole school Trauma Informed, THRIVE assessments are being used, Mentoring sessions with ELSA trained staff, SEMH counsellor from the EPSS available twice a week when referred, use of green cards and green space for student to decompress.

Physical and/or sensory:

Use of radio aids for HI in class as appropriate, VSSS involvement, staff have been trained by VSSS in how to support HI students, appropriate seating plan for students, extra time for students to process questions and form a response. For physical disability we do have lifts to

all floors and accessible classrooms as the school is built to support disabilities. Use of ATT where needed and OT guidance as requested.

Special educational needs (SEN) with English as an additional language (EAL):

Communication with the EAL team at County, EAL support in school for 1-1 sessions or to support in core lessons, buddy up with appropriate peers, use of technology to support students.

How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

There is information about how the following are used to make sure that students with SEND can engage in all activities (learning and extra-curricular) in the school:

Support: peer support, teaching support, strategies for independence, TA support, Pastoral support, Mental Health Support.

Therapies: Physiotherapy, speech and language therapy, occupational therapy.

Specialist equipment: hoist, adapted disabled toilet, sensory aids-head phones if required, communication aids- radio aids attached to a student, movement aids-lifts, assistive technology laptops, sports equipment all SEN friendly.

Physical environment: Quiet areas, green spaces, break out spaces, low stimulation areas, well-lit areas, ramps-no need, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, use of contrasting colours for areas e.g. Red area for English, circular school with rooms on 3 floors, lifts to each floor.

Support that is available for improving the emotional, mental and social development of students with special educational need:

- The purpose of the academy is to provide an education which is transformative for every child, developing a sense of self-worth, belief and positivity, inspired by our Christian ethos.
- Each SEN student is encouraged to engage in the Open Way. This links both the learning and behaviour of how we do things at Open. This is all underpinned by our core values, which include respect, teamwork, perseverance and courage. Our vision, inspired by Christian values, help to support SEN students and treat everyone as individuals.
- We celebrate diversity and difference in our community and foster positive relationships through our positive behaviour policy, focusing on being ready, respectful and safe.
- SEN students are encouraged and rewarded when taking student responsibilities such as sports leaders, prefects, library monitors and student council members. These students help shape our academy and support our continued commitment to improvement.
- Our pastoral system sees a Head of Year and Assistant Head of Year, who work together to support the challenges SEN students may face as well as challenge them to become positive role models for the future. Each Head or Assistant Head of Year will understand the needs of their students as individuals, sign post them to support and liaise with families to provide the upmost care and strategies to help students. Regular contact with parents is also a valuable part of our pastoral care, as we believe promoting positive relationships with home gives student's reassurance that home and school can work together in the interests of each individual.

- We are currently developing and becoming a Trauma informed school, which alongside our behaviour policy will support students, either facing trauma or simply raising the awareness that not everyone enjoys a positive childhood. We are also in the process of having an Assistant Principal trained as an Adolescent Years Licensed Practitioner via the Thrive approach. This will enable the academy to become fully aware of the issues and strategies needed for students as they complete their journey through our academy.
- Support services we offer students at the academy are: Use of green cards. These are cards provided to some students, who may require pastoral support for a multitude of reasons, such as anxiety, safeguarding, social issues or medical needs. These cards are unique to each student and allows students to visit their 'green space' which will invariably be their Head of Year office.
- Green cards can also be used to access our Open Ark, a space which allows students the chance to speak with our Chaplain, attend our social club and take part in social activities such as table tennis and board games. These cards are reviewed fortnightly and can be amended or adapted to suit the needs of students at varying stages of their education.
- As an academy we have access to a wide connection of external support for students. Notably, a new link with the Ormiston Families Mental Health Support Team (MHST). This service support students who are suffering with low mood or anxiety. Assessments of students take place, and advice and support is catered for each individual based on their needs. We also have access to counsellors, the school nurse and liaise with students' social workers to offer the best support and guidance possible.
- Some staff have been trained and regularly attended mindfulness sessions, using meditation. This will be a tool used to support students, in conjunction with yoga, which has been delivered through the PE curriculum.
- Through our Skills for Life curriculum (PSHE) we develop students' thinking around world issues, life choices and skills they may require for later life. This also covers, mental health, healthy choices, friendship and relationships.

Information about the expertise and training of our staff in supporting students with special educational needs:

- The SENDCO holds the following qualifications: National Award of SEN Co-ordination, QTS, BA Hons degree in English and Education, Level 5 Trauma and Mental Health Informed Schools Practitioner status.
- Our staff regularly participate in a range of professional training to support the progress and engagement of our SEND students.
- We have dedicated INSET training days to SEND, led by our SENDCO and Senior Leadership Team focussed on the categories of need using case studies to identify, develop and share best practice for example.
- We also commission specialist expertise training in school, for example, inviting county experts into the academy to train staff on supporting and adjusting for students with hearing impairments.
- We are becoming a trauma-informed school and engaging in THRIVE; two key programmes to improve our response to students with SEMH.
- Our Teaching Assistants also participate in additional specialist training; ELSA, sensory circuits, working with students with Profound and Multisensory Learning Difficulties for example:
- We use quality assurance methods to monitor provision for SEND students and regularly use calendared staff training time to share findings and work together on improvements

- The SEND team also share the provision map with colleagues in the SENCO cluster, so that we can learn from each other and demonstrate what we offer for learners with SEND.
- We are also able to promote consistent practice across all the academies/schools in our cluster, ensuring equality of opportunity. Our provision map is also shared with governors, who are able to ensure that we monitor the impact of these interventions for learning across the academy.

Funding for SEND:

Open Academy receives funding directly from the Local Authority to support the needs of learners with SEND.

How we used the funding in the academic year 2024-2025 can be [found here](#).

This also includes how the academy used 'top-up' (Element 3) funding.

How we are spending our SEND funding in 2024-2025 can be [found here](#).

How we consult parents of children with SEN about, and involve them in, their education:

Parents and carers can contact the SENCO via email (senco@openacademy.org.uk) or call reception to organise a telephone call or appointment to meet.

Parents are invited to participate to support plan review meetings to inform plan writing and planning. There are also parents' evenings, SEND meetings, questionnaire, EHCP review meetings, Open evenings and meetings with professionals involved with the student for example, Educational Psychologist reviews, that we welcome parents to attend. Open Academy issues a weekly parents' newsletter to share whole-school and year-group news.

How we consult students with SEN about, and involve them in, their education:

Open Academy has an inclusive culture and we aim to be responsive to the diversity of student's backgrounds, interests, experience, knowledge and skills.

SEND students have opportunities to share their views via questionnaires across the curriculum, through their tutor programme and student council. Students with SEND are also invited to give their views and be involved in making decisions about their support before and during EHCP and support plan review meetings.

All SEN students are able to access all of the academy's activities and we seek specialist advice and guidance when planning trips to ensure they are accessible to all. We seek parental input into trips and visits for students with additional needs. Open Academy is committed to making reasonable adjustments to ensure participation for all. Please contact our SENDCO for additional information.

Have Your Say:

Open Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to "Assess, Plan, Do and Review" provision for SEND.

Should you wish to make a complaint, our complaints policy can be found at:

<https://www.open-academy.org.uk/assets/Uploads/DNEAT-Complaints-Policy-OPEN.pdf>

How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students.

There is information about services used, including when and how they might be involved:

Education services: Virtual School SEND, Virtual School Sensory Support, Virtual School Looked

After Children, Educational Psychology Specialist Support, Inclusion Team, Dyslexia Outreach Service,

Specialist Resource Base outreach services, Thrive. On line safety – Securus, EHCP Team,

Health services: Just One Norfolk, Just One Number, Speech and Language Therapy Service, Occupational Therapy, mental health services, Norfolk and Suffolk Children and Young People's Mental Health Service, MAP, Mental Health Team, Point 1.

Social care services: Short Breaks, Early Help, Family Support Service, Family Support Process, Young Carer, Housing, CADS.

Third sector services e.g. Benjamin Foundation, Youth Services, Ormiston Families, Nelsons Journey, Young Minds, Kooth.

Useful links

www.norfolk.gov.uk/SEND

[Parent Partnership](#)

www.dfe.gov.uk

Contact details of the Norfolk SEND Information, Advice and Support Service (IASS):



Information, advice and support to children, young people and parents/carers around special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. You can [book an appointment online](#) to speak with one of our advisors. We offer training, a range of information booklets, termly newsletters and resources.

- Telephone number: 01603 704070
- Email address: norfolksendiass@norfolk.gov.uk
- <https://norfolksendiass.org.uk>

How the Open Academy supports students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Preparing for the Next Step:

- Transition is a part of life for all learners. This can be the transition to a new class in the academy, having a new teacher, moving on to another academy or training provider, or

moving in to employment. Open Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

- Planning for transition is a part of our provision for all learners with SEND. Transition to a secondary academy of children with an EHCP will be discussed in the summer term of Year 5, to ensure sufficient time for planning and preparation.
- The academy's arrangements for supporting students with special educational needs in transfer between phases of education or in preparation for adulthood and independent living.
- Transition for SEN students begin in negotiation with the primary schools. SEN students are invited to visit the academy with their families and in small groups ahead of the larger transition activities for year 6. SEND staff visit the primary schools to liaise with primary SENCOs.
- Information is shared with families in April once offers have been made. Transition booklets, videos and a transition evening support the journey from primary to secondary school.
- All schools are asked to provide information about all students via the common transfer document. This is supplemented with visits by senior staff and SENCO meetings. This takes place following the offers made by the local authority.
- Information is shared across the academy so that teachers can get to know about the new students including SEN students as soon as possible. Key information / training is passed to teachers on the training days in September. The Head of Year and Assistant Head of Year works with the SENCO ahead of the training days to ensure that provisions for SEN students is as good as possible from day 1.
- During the options process additional support is given to SEN students by TAs, SRB staff, careers leads and teachers as required. When transitioning to Sixth Form or College support is given to the students and information shared with key staff in the next phase.
- Information that is valuable is shared with universities via the UCAS form and is followed up in some cases with additional information and support.
- All students have access to Skills for Life lessons in Key Stage 3 and 4. These lessons teach a wide range of key skills including preparing for the next steps. In Sixth Form an extensive programme enables all learners to access high quality careers and progression education. This is in addition to the EHCP process that supports and encourages progression at the appropriate stage.

Information on where the local authority's local offer is published:

If you have specific questions about the Norfolk Local Offer, please look at the Frequently Asked Questions (FAQ) that can be found on the Norfolk County Council, SEND Changes website <https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>

Alternatively, if you think your child may have SEND, please speak to their form tutor or contact our SENDCO on 01603 481640.

Specialist Resource Base (SRB)

As part of Norfolk County Council's Local Offer for Children with Special Educational Needs and Disabilities, Open Academy is delighted to host a Specialist Resource Base for autistic students. SRB students are integrated into the main school wherever possible and access all the school's facilities.

About us

The SRB is a tutor group within Open Academy for up to 10 Key Stage 3 and 4 students. SRB students have a primary identification of autism or a related condition affecting communication, socialisation and flexibility of thinking. Most students who attend the SRB have an Education and Health and Care Plan (EHCP) but this is not essential.

The SRB is located within the main Academy building, at the heart of the school. There are two classrooms, a sensory room and a lavatory reserved for the use of SRB students. In the classrooms there are individual workspaces for independent learning, break out areas for group teaching and social spaces.

Staff

The SRB is led by a Lead Teacher who is supported by an HLTA and three teaching assistants.

Additional staff may be employed to support individual students where a specific need is identified. Staff in the SRB are trained and experienced in working with autistic children and young people.

Teaching and Learning for SRB students

SRB staff provide a bespoke package of support for each student to enable them to attend up to

100% of the mainstream curriculum. They work closely with mainstream colleagues to ensure that SRB students are fully integrated and included in mainstream classes and activities such as trips. Individual Education Plans (IEPs), based on students' EHCP targets, are negotiated and agreed with all students and their parents. Meetings to discuss and review these targets are usually held termly.

Break and Lunchtimes

SRB students may choose to spend break and lunch times either in the SRB or with their mainstream peers. Following discussion and agreement by the SRB team, pupils may invite friends from mainstream to join them.

Personal, Social and Emotional Wellbeing

SRB staff work closely with students to help them learn to identify and regulate their feelings and emotions, manage their sensory needs and improve their ability to solve problems. Mainstream PSHE lessons are supplemented by autism-specific coverage of subjects such as puberty and travel skills.

SRB staff work closely with external professionals such as educational psychologists, occupational therapists and speech and language therapists.

Home School Links

Contact between home and school is a vital part of the support for SRB students. Each student has a named, key staff member who can be contacted by phone or email.

In addition to the Annual Review of each student's EHCP and mainstream Parent Teacher meetings, termly meetings are held to discuss student's IEPs. Where parents are unable to get in to the school, meetings can be held virtually or by phone.

SRB Network

Staff from the SRB are members of the Norfolk Autism SRB Network which allows them to liaise and share best practice with professionals working in similar settings. Staff can access professional development training organised by the network which also provides a specialist partner who supports the SRB staff.

SRB Applications

Applications for a place in the SRB are made by a student's current school or EHCP Co-ordinator by completing the online referral form on the Norfolk County Council website: <https://www.schools.norfolk.gov.uk/student-needs/special-educational-needs-and-disabilities/sendprovision-services/specialist-resource-bases-srbs/make-a-referral>

Admissions panel meetings are held half-termly to discuss the suitability of placements and to assign places where they are available. Priority for a place in the SRB is NOT given to existing Open Academy students. Admission to the main school has no bearing on admissions to the SRB.

Working with outside agencies (SRB)

Some learners may have additional learning needs which need specialist support, provided by outside services. These may include, but are not limited to:

Access Through Technology

Alternative providers, such as St Edmunds Training Centre

CAMHS

Clinical and educational psychologists

Nelson's Journey

Norfolk Early Help

Occupational therapists (OTs)

Physiotherapists

Point 1 counselling service

Speech and language therapists (SLT or SALT)

The Benjamin Foundation

The Dyslexia Outreach Team

More information about Norfolk County Council's SRB programme can be found here:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/specialist-education/specialist-resource-bases-srbs>

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-provision-services/specialist-resource-bases-srbs/make-a-referral>

Open Pathways

Open Pathways is a small supportive teacher led group supported by two teaching assistants. This is a new provision for 2023/24 designed to primarily address the challenge of transition for the most vulnerable learners. It also helps to ensure students are given the academic, social and emotional support they need at this hugely significant transition point. The students are carefully selected according to their individual holistic profile of needs identified from primary school, our transition processes, and parents/carers. A specific tailored and structured induction process is put in place for all students.

To ensure our Open Pathways students continue to make academic progress we have created a unique curriculum that teaches core knowledge and social and emotional skills. Our aim is to build on our inclusive ethos at Open Academy and work with our Open Pathways students with love and care to ensure they can access mainstream education with a range of improved skills and confidence.

For more information on Open Pathways, please contact Kate Wenlock at the Academy.

Date published: September 2024

Review date: April 2025 (following IPSEF review process as recommended by NCC)