Special Educational Needs and Disabilities (SEND)
Academy Information Report : Sep 2026

Ocean Academy Poole has the capacity for 360 children. Each year group has 3 mixed ability, mixed gender classes of up to 30 children per class. There is no nursery provision and no specialist provision units are attached to the school.

Our admissions are processed through Bournemouth, Christchurch and Poole council and can be viewed within the Academy website 'admissions' page.

At Ocean Academy we **welcome children with a range of special or additional educational needs or disabilities** in accordance with the budget and resources available and we aim to identify any specific needs as early as possible, ensuring effective provision and improved long term **outcomes** for each child. This provision may be short or long term depending on your child's needs or circumstance. A comprehensive transition programme from KS1 schools to Ocean Academy ensures previous SEND information is gathered from feeder schools. This same importance is placed on a robust transition from Ocean Academy to your child's secondary school. Information and support strategies will be shared with the receiving school SENCO.

PART 1:

	'SEN Support'	Education, Health and Care Plans – 'EHCP' (for further information see part 6 below)
How are levels of support decided upon and monitored ?	**DECIDED BY :** ● Staff working closely with your child recognise that he/she is not making expected progress or reaching set targets **over time** in relation to their assessed starting point when entering school, a new year group or through in-school assessment activities. This may include formal assessment, observation, SENCO assessment, work monitoring, intervention monitoring. ● Continued in school assessments (SATS, Phonics checklist, SENCO assessment, PIXL, Salford Reading test, Academy tracking systems) show lack of sustained progress or attainment over time. 'Gaps' in learning may also be identified. ● Outside agency advice. ● Parental concerns raised and discussed. ● Class teacher refers to the SENCO as your child is not able to access the curriculum within quality first teaching (QFT), additional resources being put in place, differentiated planning and execution of activities , language modification or reasonable adjustments having been made consistently within class. ● Additional support is needed in one or more of the following areas: cognition and learning, social, emotional and mental health, sensory and or physical, communication and interaction. ● SENCO in class observations over time. ● Additional resources funded by Ocean Academy are needed to support attainment and progress ● In school SALT TA observations. **MONITORED BY:** ● Regular Team Around the Child/Family Meetings, parent meetings and in school monitoring meetings , pupil progress meetings	**DECIDED BY** : ● A child who is not able to make progress (over time), achieve their full potential or is falling considerably behind their peers regardless of the support put in place at 'SEN Support' level or has ongoing complex needs, may require a more specific plan for support. ● IEP/IBP targets are not being met. ● Advice from one or more outside agencies will be requested with parental permission and parents, school and the child will be asked to contribute evidence for Statutory Assessment. A request for an Education, Health and Care Plan (EHCP) may be initiated. ● When agreement has been reached, the agency leading the request for Statutory Assessment will collate evidence from all agencies working with the child including parent / child views, This information will be forwarded to the Local Education Authority for consideration as to whether an EHCP should be awarded. ● To view an outline of the timeline in place for this process from the initial request to the final decision see page 154 of the SEND code of practice 0-25 years. ● Some children may come into school who have already been assessed at this level and they will have their needs met in accordance with the objectives set, the academy SEN Policy and the SEND Code of Practice. **MONITORED BY:** ● Support is then monitored, additional adult support as needed, regularly through IEP/IBP focus, annually through an EHCP review and

	● IEP (Individual Education Plan) and IBP (Behaviour Plan) reviews x 2 per year – with plans used as working documents within each year group. ● Regular in school progress meetings ● Boxall screening ● Monitored intervention groups – targets achieved and fluid movement and individualised learning planned for. ● Reading progress through Rapid Phonics/Reading scheme and Salford Reading tests ● SENCO / Class Teacher We have no additional rooms for specialist teaching or break out spaces due to the design of the building – additional groups often need to work in the library, in the corridor or in the SALT room.	through on-going in-school tracking and assessment procedures involving all staff. ● If your child is undergoing statutory assessment you will be supported by the Local Authority's SEN team (see part 6 for further information) who will monitor progress annually unless an interim review meeting is called. ● Regular meetings with outside agencies/ staff and parents to set and review targets and write action plans We have no additional rooms for specialist teaching or break out spaces due to the design of the building – additional groups often need to work in the library, in the corridor or in the SALT room. .

LOOKED AFTER CHILD (LAC):

- A child is most often 'Looked After' by the Local Authority because the child's parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her.
- Your child will have a detailed Personal Education Plan (PEP) which includes all aspects of their care and education. Our school will have designated teachers responsible for making sure the relevant parts of the plan are supported whilst your child is with us.
- Your child's support package will be monitored within school assessment and tracking procedures and also at regular meetings chaired by an Independent Reviewing Officer (IRO) / LAC designated advisor from BCP whereby all agencies / carers working with the child will be invited to participate.
- Funding is supplied to school to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called 'Pupil Premium' funding.

Should a child who is 'Looked After' have SEND needs also, they will have their needs met in accordance with the academy SEND policy. There will also be additional procedures in place to ensure they reach their full potential in academic, social and emotional areas.

FACILITIES FOR CHILDREN WITH DISABILITIES:

Ocean Academy is committed to making any reasonable adjustment necessary within the physical and funding resources it has available to ensure full access to all learning and social opportunities.

- There are 4 toilets with disability access
- The ground floor is accessible from outside to inside the school, as the building meets the requirements in design. The upper floor is accessed by a wheelchair friendly lift and there is suitable equipment (Evac chair lift) to use in case of fire, on each landing.
- Handrails are situated in the toilets and on the stairs.
- Teaching Assistants are available when necessary (advised by medical professionals) to assist with physio and occupational therapy – in line with EHCP requirements and funding.
- There is very limited break out space or additional space for physical or emotional interventions.
- Chairs and tables are adapted when necessary or specialist equipment used following the advice of trained professionals.
- We have close working relationship with Poole Hospital Children's Therapy Services,
- Wide corridors – however these can become quite busy and are used for additional learning support (groups of children working around tables in the corridor).
- There is soundproofing to the hall.
- Physical classroom consideration is given to allow best accessibility for a child with disabilities – although classrooms are quite small and not easily accessible to move around freely.
- Adapted writing / recording resources (pens, slopes, pencil, font size etc.) are used where appropriate.
- Resources - wobble cushions/weighted lap pad, theraband to use as appropriate.

PART 2:

At Ocean Academy, we believe that effective teaching and learning should come as a result of quality first teaching where planning, scaffolding, resourcing and intervention (which is closely monitored by all staff) are paramount. Our teachers use a range of multi-sensory approaches to learning and provide practical activities to support this further. Our curriculum is carefully considered to support all areas of child development. We follow the 'Jigsaw' PSHE scheme and our assembly themes reflect this and celebrate

the achievement and efforts of our children. Pastoral support and ELSA, alongside a high ratio of adults being visible and interacting with children outside at playtimes, support social and emotional development.

Following whole staff involvement in the consistent tracking of progress and attainment, the following table shows how funding may be put in place to provide additional resources for any child who has been identified as not being able to access a broad and balanced curriculum within usual classroom practices or is not reaching their full potential at any given moment in time. Support under the term **'SEN Support'** may be short or long term depending on a child's needs, learning profile or circumstances:

ACADEMY FUNDED OR ACCESSED ADDITIONAL RESOURCES OFFERED:		
Pastoral Support Mrs A Simpson	ELSA (Emotional Literacy Support Assistant) A waiting list is currently in place due to high demand across the school.	Family Information Service 01202 093131 https://fid.bcpcouncil.gov.uk/welcome-to-the-fis
Programmed intervention groups as directed by the class teacher	Additional Teaching Assistants in class working 1:1 or with small group – where an EHCP is in place and funding secures this	Teaching Assistants available for physiotherapy, social development, motor skills programmes – where an EHCP is in place and funding secures this
BCP Link Educational Psychologist advice and support	Fluid and individualised intervention groups	Additional resources are provided as needed – in line with reasonable adjustments and budget available
Parent Liaison via school office	Speech and Language therapy trained Teaching Assistant works in school weekly alongside support from our link NHS Speech Therapist	TAs and resources available to support a sensory diet – where an EHCP is in place and funding secures this
Outreach Support Services	Friendship group support sessions	Referrals made to the school nurse
IEPs and IBPs written and monitored regularly - shared with parents 2 x annually	Additional outside agency referral and support	Adaptations to the school environment – visual displays, picture cues, colour, texture, calming etc
These resources could be accessed through or because :	***The responsibility of implementing and delivering these resources is:***	***Impact and outcomes are monitored by:***
● Initial in class observation by the SENCO leading to discussions with the Parent or Carer and class teacher ● Referral to the SENCO by any relevant member of staff who has been working closely with your child over time ● Advice from an outside agency ● Your child is not meeting expected targets / progress over time and has been identified through staff monitoring / assessment ● Following parent/carer discussion	● SENCO will oversee which children access which groups ● Speech and Language TA ● Class teacher / identified TAs responsibility to oversee impact and share with SENCO. ● The Senior Leadership Team (SLT) will discuss impact with staff at regular progress meetings ● Parents should endeavour to support the strategies put in place at home to ensure continuity of support.	● The class teacher in response to AFL (Assessment for Learning), tracking processes and regular meetings. ● The level of progress made - which is reviewed formally every term by the class teacher, Year Leader and a member of the Senior Leadership Team. ● End of Key Stage 2 tests assess all children who are required to be formally assessed using Standard Assessment Tests (SATs). This is not always the case if children are working significantly below the level of the test. ● Intervention record sheets which identify an entrance and exit score to show progress ● Child achieving potential. ● Movement within the SEN register ● Child's and parent's views recognise progress made ● Set IEP/EHCP targets are reached consistently ● No longer requiring additional resources / support ● 'Gaps' in learning or development are closing. ● Child demonstrating they are socially and emotionally able to access peer play and activities successfully.

PART 3:

CONSULTATION WITH PARENTS / CARERS:

How will the school let me know if they have any concerns about my child's learning in school?

- Ocean Academy endeavours to make regular contact with all parents and the class teacher will make an appointment to speak with you as soon as any concerns are raised or realised.
- The school has meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. If your child is not, the class teacher will contact you.
- If your child is identified as not making appropriate progress, the school will make a decision about whether this requires close monitoring, intervention support or a referral for outside professional support. Any decisions will be communicated to you.
- The class teacher and or SENCO will discuss any implemented support with parents/carers as and when necessary. This could be via a face to face meeting, phone call or letter.
- All information from outside professionals will be discussed with parents/carers and shared via a written report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- School work and homework will be differentiated to support your child and this will be communicated via the class teacher.
- Home/school communication book may be used, where appropriate
- IEP/IBP will be shared x2 per year. Parents/Carers will receive copies of these and are welcomed to contribute to them.
- Staff will be positioned at the pupil entrance in the mornings and at classroom doors at the end of the day where parents / carers can share any concerns or questions.

If parents or carers have any concerns or questions, please contact the following members of staff (preferably in the order shown) via the school office ; PHONE : 01202 606888 EMAIL: office@ocean-aspirations.org or at the end of the school day for a more informal chat.



Support for parents in HM Armed Forces:
Children who have been identified as having one or both parents in the armed forces will be offered the same opportunities as every other child at Ocean. Additional funding granted to the school (£360 per child) will be used to develop the social or emotional needs of the child as necessary.
Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website : https://www.gov.uk/childrens-education-advisory-service

TRANSITION ARRANGEMENTS:

How will we support your child when they are leaving this school or moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND or additional needs and so we take steps to ensure that any transition is as smooth as possible.

If your child is moving to Ocean Academy Poole or onto another school:

- We will contact the new school's SENCO and ensure they are aware of any special arrangements of support that needs to be made for your child. We will meet with staff from receiving infant schools to discuss your child's needs.

- We will make sure that all records are passed on or received as soon as possible adhering to strict confidentiality practices.
- We will arrange transfer meetings which will include agencies working with the child and the parents/carers.
- We will seek the views of the child to support any questions or concerns they may have. Additional visits will be arranged for those children who find change difficult.
- We will visit the infant school, where appropriate, prior to your child starting at Ocean Academy. We will make additional visits to the new school where appropriate.
- We will encourage meetings with class teachers, where appropriate.

When moving classes in the school:

- Information will be passed on to the new class teacher in advance.
- Where necessary, staff will make a book which will support the child to understand 'moving on'.
- Visits to the new class will be encouraged and children given the opportunity to meet new staff.
- Any resources or equipment necessary will be transferred to the new class.
- Parent/carer meetings will be encouraged.
- We will seek the views of the child, to support any questions or concerns they may have.

PART 4:

SEND DEVELOPMENT AND TRAINING:

- **STAFF TRAINING:** Staff are trained on a needs-led basis in response to the needs of the children already in school and for those children who will be joining school or in response to the SEND or Academy Improvement Plan. Staff may also request SEND training in areas of particular interest. Training can be school led or external training can be attended. Ocean Academy staff plan peer coaching and shared professional support to increase the skill base and knowledge across the school. Specialists in school will train staff across the school as required. Particular focus for training has been the SEND policy and practice, dyslexia, speech and language, motor skills and attachment, Quality First Teaching and Interventions. We have had specific training for staff in: Assessment of individual needs, ELSA, bereavement, ASD and challenging behaviours.

- **SEND DEVELOPMENT PLAN:** We will focus on the development of the use of assessment tools to assess individual needs, continued support for pupils with speech & language provision in place and new assessments, continuing to develop dyslexia friendly classrooms and training staff in effective strategies for children with Autism and or ADHD..

PART 5:

OUTSIDE AGENCIES INVOLVED IN SCHOOL:

- Educational Psychology Service: Local Education Authority
- Inclusion Team - Children, Young People & Learning
- Outreach Support**:** Longspee School, Winchelsea School, Montacute School, Mosaic, DV Outreach, SPACE, Safer Schools Team Teach and Linwood Training, Support and Advice
- Parent Partnership
- School Nursing Team
- CAMHS – Child and Adolescent Mental Health Service
- Social Care
- SALT (Speech and Language Therapy) - The Balanced System
- Hearing / Vision Impaired Service
- Counselling Services and Assessments via Total Children's Therapy

PART 6:

LINKS TO ADDITIONAL INFORMATION:

The **SEND Code of Practice** can be found at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	**Ocean Academy website** www.aatocean.org	**Total children's Therapy** http://www.totalchildrenstherapy.co.uk/	**Montacute School** http://www.montacute.poole.sch.uk/
Longspee School http://www.longspeeacademy.co.uk/	**Winchelsea School** http://www.winchelseaschool.co.uk/	**Linwood Training Support and Advice** https://www.linwoodtsa.org.uk/	**CAMHS** Child and Adolescent Mental Health service https://camhsdorset.org

PART 7:

ADDITIONAL SUPPORT NETWORKS:

SENDIASS	https://www.sendiass4bcp.org
Family Information Directory and SEND Local Offer - BCP Council	https://fid.bcpcouncil.gov.uk/welcome-to-the-fis
British Dyslexia Association	https://www.bdadyslexia.org.uk/advice/children
National Autistic Society	https://www.autism.org.uk