



SEND Information Report: 2026/27

At Ormiston Bushfield Academy, we are committed to providing an ambitious, inclusive curriculum that empowers all students, including those with Special Educational Needs and Disabilities (SEND), to achieve their full potential. Every student is entitled to a broad, balanced, and enriching education, and we ensure that learners with SEND can access the full range of subjects, including RSHE, through tailored teaching strategies, adapted resources, and personalised support.

Beyond the classroom, we actively promote inclusion in all aspects of school life—student voice initiatives, interview panels, and extensive enrichment opportunities. We provide targeted guidance during key transition points, such as moving from Year 6 to Year 7, selecting options in Year 9, and progressing to Post-16 education or training. Careers advice is integral to this process, helping students and families explore aspirations with confidence. By amplifying student perspectives, we ensure they play a meaningful role in shaping our academy's culture. Through high expectations and personalised interventions, we enable SEND students to thrive academically, socially, and emotionally while remaining fully integrated into our vibrant school community.

Our graduated approach to SEND support follows four stages:

1. **Assess** – Gather detailed information through assessments and discussions.
2. **Plan** – Create a tailored support plan with clear, achievable targets.
3. **Do** – Implement interventions, classroom strategies, and adaptations.
4. **Review** – Evaluate and refine support to ensure progress.



Local Offer

The Local Offer is designed to make SEND support clear, accessible, and transparent for families. It brings together information about services available in the local area for children and young people with Special Educational Needs and Disabilities (SEND), from birth to 25 years. Its purpose is to help parents and carers understand what support is available, how to access it, and what to expect from education, health, and social care providers.

Through the Local Offer, you can find:

Education support – how schools, colleges, and nurseries meet SEND needs.

Identification and assessment – processes for recognising and assessing SEND.

Health and social care services – including therapies and specialist support.

Transition guidance – support for moving between key stages and preparing for adulthood.

Decision-making and complaints – how to raise concerns and access mediation.

You can access Peterborough's Local Offer here: [SEND Information Hub \(Local Offer\) | Peterborough City Council](#)

SEND Information, Advice, and Support Service (SENDIASS)

SENDIASS is part of the Local Offer and provides free, impartial, and confidential advice to parents, carers, and young people. They can help with:

Understanding SEND processes and rights.

Preparing for meetings and reviews.

Resolving concerns through mediation and support.

Contact Details: Phone: 0300 365 1020

Email: sendiass@peterborough.gov.uk

[How OBA Supports Families to Access the Local Offer](#)

September 2026

At Ormiston Bushfield Academy, we actively guide families in using the Local Offer to ensure they can access the full range of SEND services and support available. Our SEND team provides:

- Signposting and guidance during meetings and reviews, including sharing relevant links and resources.
- Practical support for navigating the Local Offer website and understanding available services.
- Personalised advice on how the Local Offer can complement the support provided by the academy.
- Information sharing for parents to explore local SEND provisions and transition planning.

By working in partnership with families, we ensure they feel informed, empowered, and confident in accessing the right support for their child.

A GUIDE TO OUR PROVISION - Ormiston Bushfield Academy

Identification of SEND at our School	
At Ormiston Bushfield Academy, we use a range of strategies and sources of information to identify students with Special Educational Needs and Disabilities (SEND). These include:	• Primary Transition Information – shared by feeder schools and managed by the Senior Leadership Team, SENCO, and Transition Staff. • Parental Concerns and Pupil Self-Referral – we value input from families and students to ensure early identification. • Professional Advice – information from external specialists such as ASD and ADHD Outreach Workers, GPs, Educational Psychologists, and other agencies. • Screening and Assessments – detailed assessments upon entry and ongoing monitoring to identify emerging needs. • Education, Health and Care Plans (EHCPs) – implementing the necessary support as outlined in statutory plans. • Stakeholder Collaboration – working closely with professionals and agencies involved in the student’s care and education.
How to Raise a Concern	We encourage parents and carers to share any concerns about their child’s needs or provision as soon as possible. You can do this through: • Parents’ Evenings – speak directly with staff during scheduled meetings. • Contacting the SEND Department –

	Phone: 01733 233014 Email: SEND@Bushfield.co.uk • Emailing Staff or Requesting a Meeting – contact your child’s tutor or relevant staff member to arrange a discussion. • Review Meetings – raise concerns during scheduled SEND reviews or email the SEND Department to arrange one. • Tutor/Head of Year Contact – communicate via your child’s form tutor or Head of Year for initial queries or support. We value open communication and work in partnership with families to ensure every student receives the support they need.
Support for your Child/ Young Person	
Who Oversees Your Child’s Education Plan	The education plan for your child or young person will be explained to you and is overseen by the SEND Department, led by the SENCO and Deputy SENCO. Our team works in partnership with parents, carers, and teaching staff to ensure that the plan/student passport is tailored to meet individual needs and reviewed regularly to support progress.
Staff Who May Work with Your Child or Young Person	At Ormiston Bushfield Academy, a range of staff and professionals may be involved in supporting your child’s learning and wellbeing. These include: • SENDCO/Deputy SENCO – responsible for overseeing SEND provision and coordinating support. • Form Tutors – providing daily pastoral care and monitoring progress. • Classroom Teachers – delivering high-quality teaching and adapting lessons to meet individual needs. • Pastoral Team – supporting emotional wellbeing and behaviour. • Higher Level Teaching Assistants (HLTAs) – delivering targeted interventions and classroom support. • Teaching Assistants – supporting learning in class and through small-group work. • Year Support Assistants – offering pastoral and organisational support. • Attendance Officer – monitoring attendance and working with families to promote engagement. • Alternative Provision Coordinator – manage and oversee personalised learning pathways for students accessing alternative provision.

	• Outside Agencies – such as Educational Psychologists, ASD/ADHD Outreach Workers, Speech and Language Therapists, and other specialists.
How We Monitor the Effectiveness of Our SEND Provision	At Ormiston Bushfield Academy, we regularly review and evaluate our SEND arrangements to ensure they meet the needs of all learners. This includes: • Data Analysis – tracking progress, attainment, and engagement of students with SEND. • Classroom Observations – monitoring teaching strategies and support in practice. • OAT Quality Assurance – following Ormiston Academies Trust standards and review processes. • Multi-Agency Reviews – working collaboratively with external professionals to assess impact. • Student Voice – asking children and young people about the support they receive and its effectiveness. • Parental Feedback – gathering opinions from parents and carers to inform improvements. This ongoing evaluation ensures that our provision remains effective, responsive, and aligned with best practice.
Roles and Responsibilities of Our Governors	Roles and Responsibilities of Our Governors Our governing body plays a vital role in ensuring high-quality provision for students with SEND. Their responsibilities include: Overseeing and Monitoring – ensuring the quality and effectiveness of SEND provision across the academy. Quality Assurance – our designated SEND Governor works closely with the SENCO and leadership team to: Review SEND practice and provision. Monitor compliance with statutory requirements. Challenge and support the academy to drive continuous improvement. Strategic Support – contributing to the development of SEND policy and ensuring resources are allocated effectively to meet the needs of all learners. The SEND Governor meets regularly with the SENCO, reviews reports, and provides feedback to the full governing body. This ensures accountability and a strong focus on inclusion and achievement for all students.

Curriculum Concerns	
Our Approach to Teaching Children and Young People with SEND	We have high aspirations for every child and are committed to providing an inclusive learning environment where all students can thrive. Our approach includes: • Personalised Planning – lessons are planned according to individual needs using Edukey Provision Map to ensure targeted support. • Whole-School Awareness – all staff are informed of pupils’ requirements through detailed profiles and regular updates. • Quality First Teaching – teachers apply strategies recommended in professional reports, meetings, and training sessions to meet diverse needs effectively. • Adaptive Teaching and Scaffolding – personalised approaches enable students to participate fully in learning and make the best possible progress. • Additional Resources and Equipment – provided where necessary to remove barriers to learning. • Targeted Interventions – specific programmes or strategies recommended by external agencies are implemented to support access to the curriculum. Our goal is to ensure every student with SEND experiences success academically, socially, and emotionally through high-quality, inclusive teaching.
How Extra Support Is Allocated	Extra support is allocated based on the individual needs of each student, with a strong focus on promoting independence wherever possible. Our aim is to provide the right level of support to enable students to access learning effectively while developing the skills and confidence to work independently over time.
Partnership: Planning, Monitoring and Review	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or or programmes.	We are committed to working collaboratively with parents, carers, children, and young people to ensure that provision is effective and meets individual needs. In addition to our standard reporting arrangements, we offer a range of opportunities to discuss progress, plan support, and review specific approaches or programmes. These include: • Annual Reviews

	• Parent/Carer Meetings • Email Communication • Parents' Evenings • Regular Contact with Tutors/Year Team • Review of Provision with Parents/Carers • Termly Telephone Calls Home Our approach ensures that families are fully involved in decision-making and that support is regularly monitored and adapted as required.
General Support for Wellbeing	
Our school is committed to supporting the pastoral, medical, and social needs of all children and young people.	We provide a wide range of support through: • Access to Key Staff: Tutors, Heads of Year, Year Support Assistants, and Teaching Assistants as key contacts • Health and Welfare Support: First Aiders, School Nurse, and Welfare Team • Links with External Agencies: To ensure specialist advice and additional support where needed • School Clubs: Including opportunities for social interaction and enrichment • Engage, Participate, Interact & Communication (EPIC) Clubs: Focused on developing communication and social skills • Small Group Interventions and Workshops: Targeted support for specific needs • Breakfast Club: Promoting wellbeing and readiness for learning • Designated spaces
We actively encourage all children and young people to contribute their views about the support they receive and their overall experience in school. This is achieved through:	• Student Council: Providing a platform for pupils to share ideas and concerns • Tutor Group and Year Representatives: Ensuring pupil voice is heard within their peer group • Meetings with Staff: Opportunities to discuss the help they receive, the support they would like, and to update and share their Pupil Passport This approach ensures that pupils are involved in decision-making and that their views inform the planning and review of provision.
Specialist Services/ Expertise Available	
We employ specialist staff in the following areas.	SENCO – Oversees the strategic development of SEND provision and ensures compliance with statutory requirements.

	Deputy SENCO – Supports the SENCO in managing day-to-day SEND operations and liaising with staff, students, and families. Medical Staff – Provides health-related support and ensures students with medical needs receive appropriate care and adjustments. In addition, we access support and advice from: OAT SEND Lead Practitioner – Offers guidance on best practice, policy implementation, and complex case management. We also work closely with external agencies and professionals to enhance provision, including: Educational Psychologists – For cognitive assessments and strategies to support learning. Speech and Language Therapists (SALT) – To assist students with communication needs. Occupational Therapists – For sensory and physical development support. Specialist Teachers for Hearing and Visual Impairments – To ensure accessibility and inclusion. Local Authority SEND Services – For statutory advice and additional resources.
Our academy accesses the following services	Autism Advisory Teaching Service (AATS) – Provides specialist strategies and support for students with autism. Educational Psychologist – Assists with cognitive assessments and recommendations for learning support. Safer Schools Police Officer – Works with the school to promote safety and wellbeing. School Nurse – Supports health needs and medical care planning. CAMHS (Child & Adolescent Mental Health Services) – Offers mental health assessment and therapeutic interventions. Sensory Support Services – Provides expertise for students with hearing or visual impairments. Occupational Therapist – Supports sensory and physical development needs. Social Care – Engages on an individual student needs basis to ensure safeguarding and welfare. Their services will be allocated according to need.
Teachers	All teachers receive training and support to enable them to understand and plan for the range of needs for the children in our academy. This includes: • Regular CPD sessions focused on SEND strategies and inclusive practice. • Guidance on adaptive teaching methods.

	• Access to specialist advice from the SENCO and Deputy SENCO. • Training on specific needs such as autism, ADHD, speech and language, and sensory impairments.
Training	
Staff Qualifications	NASENCo Qualification (4 members of staff) Nessie – Early Intervention Programme – My Feeling and Me (2 members of staff) Lexonik Leap and Lexonik Advance (8 members of staff) HLTAs (3 members of staff) Emotional Literacy Support Assistant (ELSA) (1 practitioner) Exam Access Assessor (1 member of staff)
Staff training	Staff have attended the following training: Safeguarding including PREVENT & Child Protection Making Sense of Autism The Inclusive Classroom including weekly training updates Whole School Approach to Handwriting Docs Plus (Writing support) training Access Arrangement information sharing Dyslexia training Effective TA deployment Using Scaffolding to support students (EEF guidance) TA specific training sessions
We plan to undertake the following training/ disability awareness sessions(s)	Relevant training for new staff SENCO specific training Emotionally Based School Avoidance (EBSA) ADHD strategies to support in the classroom
Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	We encourage and support children to access activities of interest to them or those that will enhance their learning. At OBA, we are committed to ensuring that all children and young people can access every aspect of school life. We provide a range of support and adjustments so that every student can participate fully in activities that interest them and those that enhance their learning.

Accessibility Plan Ormiston-Bushfield-Academy-Accessibility-Plan-2023.pdf	Our Accessibility Features Inclusive Building Design: Our school building is fully accessible to students with physical disabilities. It includes: • A lift providing access to all floors. • Disabled toilets on both floors. • An Evacuation Chair for emergency situations. Curriculum Access and Support: • Literacy/numeracy interventions to support students who need additional help with reading and writing. • Laptops/ipad support for students (EAL) to help break down language barriers. • Assistive Technology to enable students to engage with the curriculum effectively. Medical and Wellbeing Support: • A Time-Out Card system for students who need to leave lessons early for medical or wellbeing reasons. • A designated First Aider who is available to support students with medical needs.
We enable children/ young people to access all activities by	Providing emotional support. Providing TA support. Providing carefully planned activities.
We involve parents and carers in the planning by	Providing a range of ways that they can communicate with us e.g. SENCO can arrange personal contact, phone or email contact for SEND children. All families on the SEND register have an allocated key contact home (3 times per year) We regularly ask for parental feedback during every termly telephone call home.
Parents and carers can give their feedback	By arranging a meeting, emailing or calling the academy or via letter.

Parents/carers can make a complaint by	Following the complaints policy - see link below. Complaints-Policy.pdf
Transitions	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	Open evening, primary day. Additional school visits. Contact is made with our primary feeder schools around April. The SENCO meets and identifies students that require extra support with primary school visits, visits by SLT/Head of Year and Year Support Assistant. OBA SENCO attends year 6 Annual Review Meetings Arrangements are put in place for additional visits to the school for those students most in need. Visits can extend into July. The 'move up' days are monitored by our staff and support is in place for our SEND students.
Transition support	At OBA, we are proud of the comprehensive support provided to students with Special Educational Needs (SEN) during key transition stages. Transition support is organised into the following areas: <u>Year 6 to Year 7 Transition</u> In addition to the standard transition programme for all students, SEN students receive tailored support based on individual needs: • Two after-school sessions focused on familiarisation activities (e.g., treasure hunt, scenario-based problem-solving). • Additional visits for students with physical or medical needs, arranged as required. • Extra familiarisation visits with primary school TAs to gather further information and ease transition. • Updated information packs and "Summer Holiday" guides provided to families. <u>Year 9 to Year 10 Transition</u> To support GCSE option choices, SEN students receive: • Individual interviews and guidance discussions. • Assistance with the application process where needed. <u>Post-16 Transition</u>

	We work closely with students, families, and colleges to ensure a smooth transition: • Post-16 planning integrated into EHCP reviews. • Regular communication between colleges and the academy. • Targeted college visits with the Deputy SENCo. • Specialist sessions delivered through PSHE (e.g., “Dream Big” workshops). • Drop-in support for online college applications with TAs and Transition Lead. • Bespoke arrangements for individual students (e.g., separate visits). • Liaison with colleges to provide Access Arrangement evidence. • Vocational Profiles (Preparing for Adulthood)
Resource Allocation	
Allocation of the SEND budget	Funding is allocated based on individual student needs identified through Education, Health and Care Plans (EHCPs) and our graduated approach. We follow statutory guidance and local authority funding arrangements to ensure resources are targeted effectively. This includes staffing, specialist interventions, resources, and access arrangements. SEND funding is typically used as follows: Staffing and specialist support: approximately 70% Targeted interventions and resources: around 20% Training and access arrangements: about 10% Additional funding for EHCP students is used to deliver the provision specified in their plan. The academy regularly reviews the use of SEND funding to ensure it improves outcomes for all students.
Our decision-making process when matching support to need is	A collaborative approach involving the SENDCo, senior leadership, teaching staff, and, where appropriate, external professionals. Decisions are informed by EHCP requirements, evidence from assessments, and reviews of pupil progress.
Parents/ carers are involved through	Termly review meetings, annual EHCP reviews, and ongoing communication via email, phone calls, letters, newsletters, and face-to-face discussions. Termly reviews may include calls home to discuss teaching strategies or possible interventions and support needed. We actively seek parental input when planning and reviewing support to ensure it meets the child’s needs.

Contact Details	
Your first point of contact is	Mr Leigh Drew – SENDCo for new admissions and OBA SEND students already on roll. 01733 233014 SEND@Bushfield.co.uk Carla Jones- Deputy SENCo 01733 233014 SEND@Bushfield.co.uk Sarah-Jane Bartlett – Key-stage Transition Support 01733 233014 Sarah-jane.Bartlett@Bushfield.co.uk
Our Special Educational Needs Coordinator is	Mr Leigh Drew
Other people in our setting/ school who might be contacted	Mrs Clare Gray – Senior Assistant Principal (safeguarding, welfare and child protection) Mr Dennis Kirwan – Principal (overall responsibility for the academy) Mrs Carla Jones – Deputy SENDCo (day-to-day SEND support and coordination) For students already on roll at OBA, please contact: Head of Year – for pastoral and academic support Form Tutor – for daily communication and initial concerns
External support services for information/ advice are conference	1. SEND Information, Advice and Support Service (SENDIASS) • Purpose: Impartial information, advice, and support for parents and young people (0–25) around SEND processes, EHCPs, and disputes. • Contact: Tel 0300 365 1020 Email sendiass@peterborough.gov.uk • Web: SENDIASS – Peterborough Local Offer [fis.peterborough.gov.uk], [send.cambridge.gov.uk] • Office: Sand Martin House, Bittern Way, Peterborough PE2 8TY [councilforchildren.org.uk] 2. Family Voice Peterborough • Purpose: Parent/carer forum and local charity; offers peer support, strategic advocacy, workshops, events, and service feedback. • Contact: 01733 685510 Email office@familyvoice.org • Web: familyvoice.org [familyvoice.org], [haypeterborough.co.uk]

	3. Educational Psychology Open Access Consultation • Purpose: Monthly open-access EP consultations for parents or young people (16+), providing advice on learning, emotional or social development. • Book: Email EPS@peterborough.gov.uk (via Microsoft Teams). • Web: Educational Psychology Service – Local Offer [fis.peterb...ugh.gov.uk] 4. Peterborough SEND Information Hub (Local Offer) • Purpose: Central directory of SEND services—education, care, health, early years, activities, and preparation for adulthood. • Web: Peterborough SEND Information Hub [peterborough.gov.uk], [haypeterbo...ough.co.uk] 5. Child & Adolescent Mental Health Service (CAMHS) • Purpose: Assessment and treatment for moderate to severe mental health needs in children and young people up to age 17. • Contact: Tel 0300 555 5810 • Web: Peterborough CAMHS Service [fis.peterb...ugh.gov.uk] 6. Mental Health Support Team (MHST) • Purpose: School-linked mental health support for mild to moderate anxiety and low mood, consulting with parents, pupils, and staff. • Web: Cambridgeshire & Peterborough MHST [cambspboro...lth.nhs.uk] 7. Early Help Hub • Purpose: Support for completing assessments, family support, early years assistance, and SEND transition coordination for Reception-aged children. • Contact: Tel 01733 863649 Email Sue Ishmael: susan.ishmael@peterborough.gov.uk • Web: Early Support & Hub – Peterborough [learntoget...ugh.gov.uk] 8. Disability Peterborough • Purpose: Local charity offering information, benefit support, mobility scooter hire, day-to-day assistance for physically disabled individuals. • Contact: Tel 01733 265551 Email info@disabilitypeterborough.org • Web: Disability Peterborough [disability...orough.org], [haypeterbo...ough.co.uk] 9. POhWER – Advocacy Services
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	• Purpose: Statutory and non-statutory advocacy (IMCA, IMHA, Care Act, community learning disability/autism advocacy) for Peterborough residents. • Contact: Tel 0300 456 2370 Email pohwer@pohwer.net • Web: POhWER Peterborough [pohwer.net]
Student Voice	All students, including those with SEND, are encouraged to contribute to school life through Student Voice activities. Representatives attend regular meetings with key staff, including the Principal, to share ideas and feedback. Students with SEND are supported to participate through accessible formats, additional adult support if needed, and opportunities to express their views in smaller groups or one-to-one sessions. Impact of SEND Student Feedback at Bushfield: • Transition Activities: Students suggested more practical familiarisation tasks, leading to the introduction of treasure hunts and scenario-based activities during Year 6–7 transition sessions. • Sensory Spaces: Feedback from students with sensory needs resulted in the creation of quiet areas and adjustments to classroom environments. • Exam Arrangements: Student input influenced the provision of an increased smaller rooms (and alternate rooms) for those requiring access arrangements. • PSHE Content: SEND students requested more sessions on independence and life skills, which led to targeted workshops such as “Dream Big” sessions.