

## SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

### We provide for the following kinds of special educational needs (SEN):

Each student is unique and there are a wide spectrum of special educational needs that are frequently interrelated; however, students will have needs and requirements that fall into at least one of these four broad areas of need:

#### **Communication & Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition & Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptations to the lesson. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Our accessibility and equality plan can be found [here](#).

### **We identify and assess students with SEN using the following methods:**

At OBA we endeavour to identify students with SEND at the earliest opportunity through close contact with parents/carers, feeder primary schools and liaison with the local authority SEND services. During transition, information on students with special educational needs or disabilities is passed on from primary schools to the SENCO/SEND manager and strategies are shared prior to year 6 students joining the Academy.

The students then visit the Academy for transition visits during year 6. Staff from OBA may be invited to attend multi-agency meetings and parents/carers are also welcome to visit the school or speak to members of the inclusion team prior to transition.

At the start of the year students are tested for cognitive ability and reading ages. New students arrive in year 7 with a student profile page titled All About Me, that has been written by the students themselves prior to entry.

Regular monitoring and assessment of progress is used to highlight where a student may be failing to make appropriate levels of progress compared with other children of their age. Where this is the case, further assessments and testing, both in school and by other professionals, may be used to identify possible barriers to learning. Parents/carers will be informed of any additional testing. All staff at OBA are encouraged to discuss any student concerns with the inclusion team and if parents/carers inform us that they feel that their child may have additional needs, we will discuss this with them and investigate where appropriate.

We share results of any assessments with parents/carers in order to agree next steps on how we can support your child. The SENCO attends progress evenings for students and is available to discuss any concerns.

### **We evaluate the effectiveness of our SEN provision in the following ways:**

Last year we completed a SEN review undertaken by OAT. This has given opportunity to reflect on the effectiveness of SEND within OBA and identify areas of improvement.

There are also learning walks which take place, these give opportunity to see how SEND students are progressing within lessons and ensure adequate provisions are in place to support each student with SEND.

Any interventions taking place within the academy are evaluated at the end of each term to ensure students are making progress.

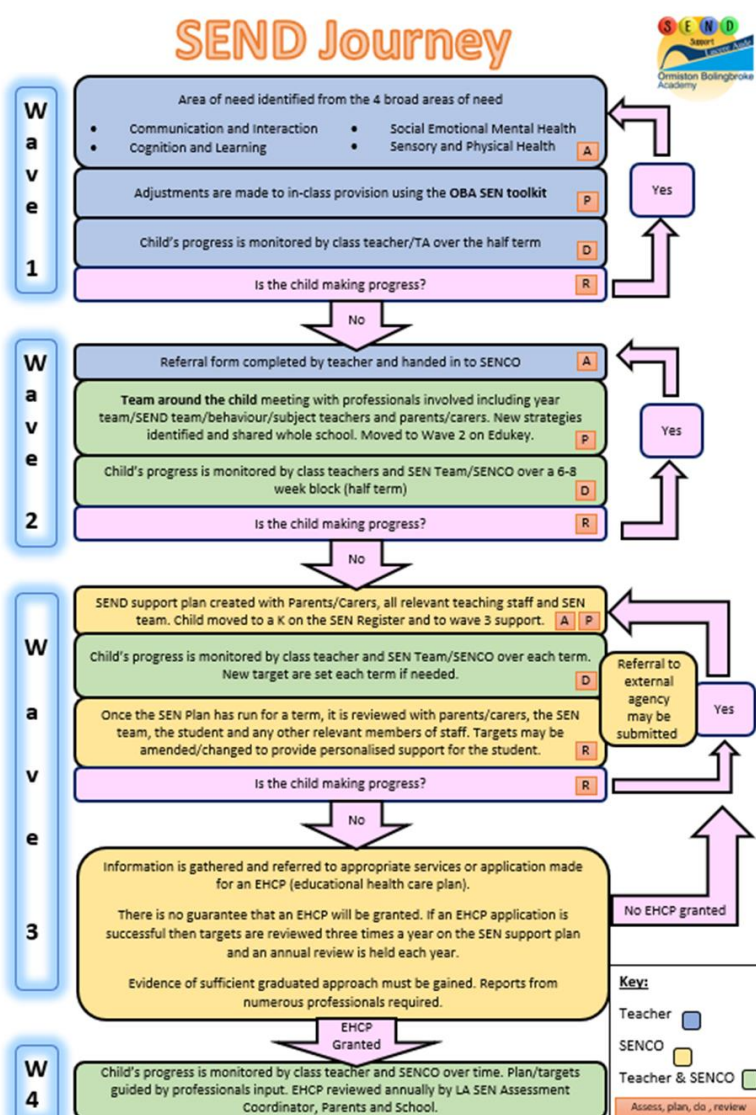
At the end of each term, student voice and parent/carers questionnaires will be sent out to give opportunity for feedback.

## Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

The Academy follows the guidelines within the SEN Code of Practice, this outlines a model of assess, plan, do and review to help students who have Special Educational Needs.

This approach recognises that there is a continuum of Special Educational Needs and where necessary, increased specialist expertise will be sought in order to support the difficulties that a student may be experiencing.

The below flowchart is used to assess and review SEND provision:



### Our approach to teaching students with SEN includes:

Most of our students with SEND have their needs met as part of high-quality teaching. This may include teachers differentiating learning to enable all students to have access to the curriculum. In some cases, additional interventions will be provided by the academy. If a student is identified (through the assessment process) as having special educational needs, their teachers and SENCO will consider everything we know about the student to determine the support that they need and remove their barriers to learning. Where additional provision for SEND is needed, we work with students and their families to plan the package of support to put in place.

All students have access to a broad and balanced curriculum. Staff are kept informed of the varying needs of the students in their classes and are kept up to date with any changes. In certain cases, staff will be briefed regarding a student's specific needs and how best to support them. Where appropriate, small group teaching takes place.

During regular in-service training, teachers share the best practice and are kept informed of the most effective approaches and strategies to facilitate access to the curriculum.

### We adapt the curriculum for students with SEN in the following ways:

Some classes may have teaching assistants attached. Teaching assistants will focus on supporting specific SEND students as identified within their SEND support plan. Resources are modified according to students' learning requirements. Specialised equipment may be provided to support specific identified needs.

SEND support plans are created for every SEN student, these are reviewed each term. The strategies and targets are shared with parents/carers via Edukey. All staff use the strategies to inform their planning of each lesson. Planning, teaching and assessment is evaluated through the Academy's quality assurance system.

Personalised timetables and access to the Inclusion Zone and Learning Support may be available depending on the student's individual needs.

To support students who may have physical disabilities, medical professionals work alongside the SEND team to ensure a suitable medical care plan is in place to meet those student's needs.

### We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

Teaching assistants and other support staff are deployed to support our most vulnerable students and facilitate their learning to enable them to work alongside their peers. Tasks are adapted to meet the needs of all students in the class in order to both support and challenge. Students are encouraged to participate in the activities on offer.

All trips and visits undergo risk assessments and often students with SEN are supported by a member of support staff. The attendance team offer intensive support to both students and the parents of students who are struggling to attend the Academy. Reintegration back into mainstream may seem difficult but can be supported through the use of the Inclusion Zone facility.

All students including those with SEN are encouraged to take part in our wide selection of after school enrichments, and also join teams within the academy such as student council and the debate team.

**The following emotional, mental and social support is available for students with SEN:**

At OBA, we strive to enable all students to develop their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and structured environment. Staff receive training to support student's emotional health and wellbeing, safeguarding training, FGM, IHASCO, the Lessons for Life curriculum, tutor time activities, and assembly themes support students to be more broadminded and to celebrate diversity.

The Inclusion Zone offers support to our most vulnerable students and this facility links closely with the Student Wellbeing Services and the local authority.

In addition; Nightstop offer counselling sessions for students via referrals through the year teams, and Head Salad provides group work sessions to students in years 7, 8 and 9. Parents/carers or students may be signposted to external agencies for additional support and where appropriate referrals can be made by the Academy.

**The name of our SEN Co-ordinator (SENCo) is: Miss Sheryl Moneypenny**

**Listed below are the names of staff members possessing expertise related to SEN:**

Name: Mrs Maria Sothern	Name: Miss Bethany Hughes
Job role: SEN Manager and safeguarding	Job role: Intervention Centre Lead
Expertise: all areas of SEN and safeguarding	Expertise: SEMH and sensory
Name: Miss Ellis Greenwood	Name: Mrs Mandy Wallace
Job role: Inclusion Zone Lead	Job role: Teaching Assistant
Expertise: SEMH and Mental health first aider	Expertise: Numeracy/nurture
Name: Mr Dean Allen	Name: Mrs Gemma Bagnall
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: KS3 SEND support	Expertise: KS3 SEND support
Name: Mrs Margaret Wall	Name: Mrs Rachel Musgrave
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: KS4 SEND support, young carers	Expertise: SEND support, SEMH, languages
Name: Miss Destiny O'Sullivan	Name: Mrs Rebecca Townley
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: KS3 SEND support	Expertise: KS3 and 4 SEND support

Name: Mrs Sarah Cooke	Name: Miss Kirsten Lamb
Job role: EHCP Teacher/interventions lead	Job role: Teaching Assistant
Expertise: Primary Teacher	Expertise: KS3 SEND support
Name: Mrs Sam Crane	Name: Ms Melanie Barzev
Job role: Student wellbeing services	Job role: Intervention centre support
Expertise: Student wellbeing and medical	Expertise: Speech and language, SEMH
<p><b>Our arrangements for ensuring the involvement of parents of children with SEN are as follows:</b></p> <p>OBA endeavours to forge links with parents/carers in order to support the students and liaise with parents at least once every term to discuss targets and interventions. All students on SEND support have a plan which is reviewed every term and those on an EHCP will have an annual review, both involving parental feedback and student views.</p> <p>Extra support is offered by the Academy through:</p> <ul style="list-style-type: none"> <li>▪ Referrals to Halton SENDIAS.</li> <li>▪ Signposting to other external agencies.</li> <li>▪ Seeking support and advice from iCART.</li> <li>▪ Parent Governors.</li> <li>▪ Parent review evenings.</li> <li>▪ Transition evenings and options evening.</li> <li>▪ Feeding information into the 'working together meeting' on request.</li> </ul> <p>Parents / carers are always encouraged to contact school with any concerns no matter how small. The SENCO attends all parent events to provide further opportunity for parental contact.</p>	
<p><b>Our arrangements for ensuring the involvement of children and young people with SEN are as follows:</b></p>	

All students across the Academy including those with SEND are expected to take part in all aspects of academy life. This includes enrichments and after school clubs, parliament and inter form championships.

All students including those with SEND will have opportunity to attend school trips and additional support will be provided when needed.

Our arrangements regarding complaints from parents of students with SEN are as follows:

The Academy's complaints policy can be found [here](#).

We work with the following bodies to ensure the best possible provision for our students with SEN:

- School health
- Visual impairment services
- Hearing impairment services
- Occupational therapy
- Physiotherapy
- SEND disabilities team
- Speech and language team
- Educational Psychologist
- Woodview

Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:

External agencies		
Role	Information	Contact Details
Educational Psychologist	Halton Educational Psychology Service	<a href="mailto:educationalpsyc@halton.gov.uk">educationalpsyc@halton.gov.uk</a>
Local SEND Information & Support Services	SEND local offer for Halton	<a href="https://localoffer.haltonchildrenstrust.co.uk/">https://localoffer.haltonchildrenstrust.co.uk/</a>
Local Authority SEN Team	Halton SEND Partnership	<a href="mailto:SENDPARTNERSHIP@Halton.gov.uk">SENDPARTNERSHIP@Halton.gov.uk</a>



		0151 511 7733
Behaviour Support Team	Halton Behaviour Support Service (HBSS)	<a href="mailto:hbss@halton.gov.uk">hbss@halton.gov.uk</a>
Sensory Impairment Service	Julie Metcalf: Lead Teacher of the Deaf and Teacher for Visual Impairment	<a href="mailto:Julie.metcalf@halton.gov.uk">Julie.metcalf@halton.gov.uk</a>
IPSEA	Independent Provider of Special education Advice	<a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>
Council for Disabled Children	Advice & resources for professionals and parents	<a href="https://councilfordisabledchildren.org.uk/">https://councilfordisabledchildren.org.uk/</a>

### Our transitional arrangements for students with SEN include:

A full programme of transition for year 6 students takes place in July which includes transition visits for the students and a transition evening for parents /carers and students to attend.

For key students a more personalised transition package is planned. This might include; parental meetings, multi-agency meetings, information sharing with the Local Authority, attendance at CAF, CIN and PEP reviews, and CP meetings. Key staff are available to meet with parents / carers and students before the start of term.

All parents/carers of EHCP students joining us in September will be contacted by the SENCo during the summer term to begin building an individualised package of support for those students. Visits to primary school will take place, and parents/carers will visit to OBA during the summer term.

Summer School and transition lessons in OBA give prospective students the opportunity to experience what life will be like in the Academy.

Year 7 students start the new term before other year groups in the Academy and follow a comprehensive induction into Academy life and the culture of OBA. Parents / carers are always encouraged to contact the academy with any concerns no matter how small. A year 7 settling in evening is held during the Autumn Term to allow parents/carers the opportunity to discuss any concerns they may have.

At OBA we are proud to be able to offer students the opportunity to remain in the Academy to further their studies in the 6th form. Careers advice is available in KS4 and KS5 to help support students choose appropriate courses for further study. Careers interviews are available and Work Experience takes place in years 10 and 12. The Lessons for Life curriculum introduces students of all years to the world of work and future progression pathways.

Halton's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://localoffer.haltonchildrenstrust.co.uk/>