

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 and Interaction: this can include speech, language and communication needs and autism spectrum difficulties

Cognition and Learning: this can include moderate, severe, and profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia

Social, Emotional and Mental Health Difficulties: this can include behaviours that reflect underlying mental health difficulties such as anxiety, depression or eating disorders. It also includes other disorders such as attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs: this can include visual, hearing, or multi-sensory impairment and physical disabilities. 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 SEN team 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 pastoral team prior to transition.

At the start of the year, students are tested for cognitive ability and reading ages. 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 the child. A member of the SEN team attends progress evenings and is available to discuss any concerns.

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

The SENCO works closely with the OAT SEN lead to ensure the SEND support provided is appropriate. We regularly gather parent/carers and student voice to assess the effectiveness of our provision and make adaptations where appropriate.

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.

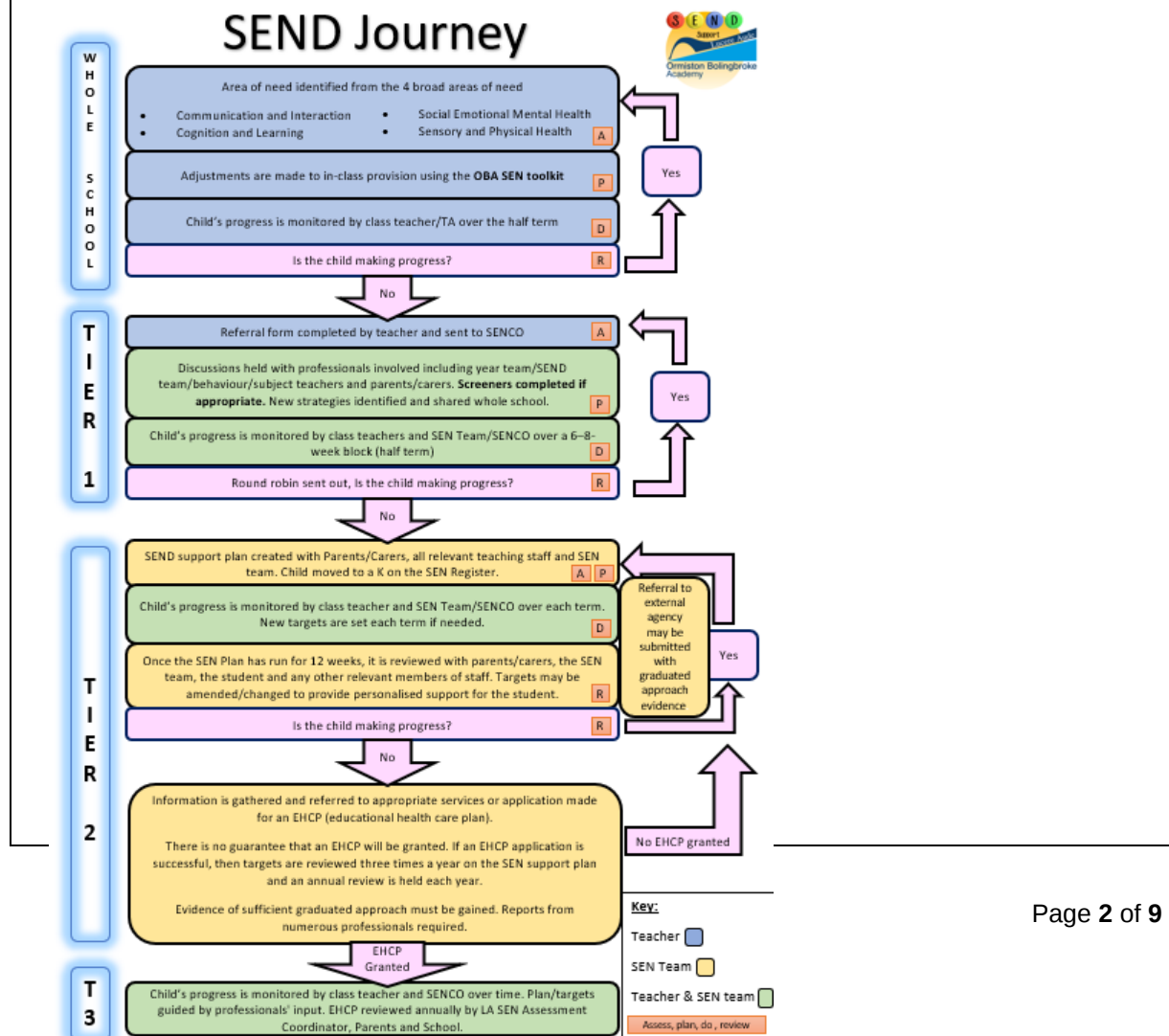
Following our last Ofsted inspection in January 26, the report states

“Pupils’ individual needs are identified accurately and promptly, including those of disadvantaged pupils, pupils with special educational needs and/or disabilities and those who are known or previously known to children’s social care. This information is shared effectively with staff, enabling appropriate adaptations and support to reduce barriers to learning and wellbeing.”

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.

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 adapting 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 needed to remove any 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. Staff are briefed regarding student's specific needs and how best to support them. Where appropriate, small group teaching takes place.

During regular in-service training, teachers share their 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:

All staff adapt their lessons as appropriate, ensuring they are accessible to all students as part of quality first teaching. 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 where appropriate, 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 and our strong pastoral support.

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 social, emotional and mental support is available for children 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, 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; Counselling sessions are available for students via referrals through the year teams. 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 Money Penny

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

Name: Mrs Sarah Cooke	Name: Ms Maria Sothern
Job role: Assistant SENCo	Job role: SEN Manager and safeguarding
Expertise: Primary trained teacher	Expertise: all areas of SEN and safeguarding
Name: Rebecca Townley	Name: Mr Rhys James
Job role: Inclusion Zone Lead	Job role: Teaching Assistant
Expertise: Emotional Literacy Support Assistant	Expertise: SEND support
Name: Ms Maria Murphy	Name: Ms Jen Moody

Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: SEND support	Expertise: SEND support, speech and language lead
Name: Mrs Margaret Wall	Name: Mrs Rachel Musgrave
Job role: Teaching Assistant	Job role: Teaching Assistant
Expertise: SEND support, young carers	Expertise: SEND support,
Name: Miss Destiny O'Sullivan	Name: Lauren Newby
Job role: Teaching Assistant and Sensory support co-ordinator	Job role: Teaching Assistant
Expertise: SEND support, ASC, Sensory lead	Expertise: SEND support
Name: Mrs Hannah Collier	Name: Miss Paige Warburton
Job role: 6th form SEN support	Job role: Teaching Assistant
Expertise: SEND support	Expertise: SEND support
Name: Miss Lauren Mather	Name: Mrs Emma Miller
Job role: Teaching assistant	Job role: Teaching assistant
Expertise: SEND support, SEMH lead	Expertise: SEND support external agencies lead
Name: Mrs Sam Crane	Name: Ms Paige Stanley
Job role: Student wellbeing services	Job role: Teaching assistant
Expertise: Student wellbeing and medical	Expertise: SEND support
Name: Miss Abby Shannon	Name: Miss Lauren Fisher
Job role: Teaching assistant	Job role: Teaching assistant
Expertise: SEND support	Expertise: SEND support
In addition, we use the services of the following specialists:	
- School health - Visual impairment services - Hearing impairment services - Occupational therapy - Physiotherapy	

- SEND disabilities team
- Speech and language team
- Educational Psychologist
- Woodview
- Specialist teaching
- LA SEN team
- CAMHS

We currently possess the following equipment and facilities to assist our children with SEN:

- Writing slopes
- Handwriting pens
- Laptops
- Overlays/colour paper
- Lift access
- Height adjustable desks
- Height adjustable cooking station
- PEG feed trained staff
- E reader pens
- ACE spelling dictionaries
- Barrington Stoke Books
- Ear defenders
- Concentration aids
- Inclusion zone (safe space)
- TA base (safe space)
- Gardening space
- Sensory circuits room

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

OBA endeavours to forge links with parents/carers in order to support the students, we also 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.

Additional support is offered by the Academy through:

- Referrals to Halton SENDIAS.
- Signposting to other external agencies.
- Seeking support and advice from iCART.
- Parent Governors.
- Parent review evenings.
- Transition evenings and options evening.
- Feeding information into the 'working together meeting' on request.

Throughout the year we also run coffee mornings/afternoons to share information with parents and carers on different areas of need, and how we can work together to support each student through bespoke interventions. The SEN governor also attends these sessions.

Parents / carers are always encouraged to contact school with any concerns no matter how small. A member of the SEN team attends all parent events to provide further opportunity for parental contact.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

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:

We strive to work together to resolve any concerns at the earliest opportunity, please contact the SENCo s.moneypenny@ob-ac.co.uk or Assistant SENCO s.cooke@ob-ac.co.uk if you wish to raise any concerns. 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
- Specialist teaching
- LA SEN team
- CAMHS

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

External agencies		
Role	Information	Contact Details
Educational Psychologist	Halton Educational Psychology Service	educationalpsyc@halton.gov.uk
Local SEND Information & Support Services	SEND local offer for Halton	https://localoffer.haltonfamilyhubs.co.uk/
Local Authority SEN Team	SEN team	senat@halton.gov.uk
Behaviour Support Team	Positive behaviour support services	PositiveBehaviourSupportService@halton.gov.uk
Sensory Impairment Service	Specialist Teaching and Advisory Service - STAS	STAS@halton.gov.uk
IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/

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 MAP, 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 SEN team during the summer term to begin building an individualised package of support. Visits to primary school will take place, and parents/carers may visit to OBA during the summer term.

Summer School (ran by HAF, an external company) 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 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.haltonfamilyhubs.co.uk/>

More information on SEND can be found in the OAT SEND Policy:

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