

Ormiston Bolingbroke Academy

Special Educational Needs (SEN) Information Report

Last reviewed on:	September 2026
Nex review due:	September 2027



Introduction

The aim of this information report is to explain how we implement our SEND policy.

We hope parents of current and prospective children find the following information helpful and we encourage you to contact the academy for more information.

If you want to know more about our arrangements for SEND, please read our SEND policy. You can find it on our website [here](#).

At Ormiston Academies Trust, we are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

Our vision at OBA is for every child to dare to shine. To be able to do this they need to have the courage to dare, to act boldly, to venture forwards and to take risks in their pursuit to shine. To dare to shine our children need courage and choices.

These form the basis of our vision. Courage is a character attribute and one that is embodied in our motto. To dare you need to be courageous.

While we want our children to be polite and respectful, it is only through having the strength of courage to go further than anyone else that they will be successful. Being courageous is hard enough though, and at OBA we build this explicitly into our curriculum – our learning journey for every child.

If you would like to have this report read aloud as an audio, you can use a free reader at: <https://www.naturalreaders.com/>. If you have any difficulties accessing this report, please contact the academy and we will support you.

If there are any terms we've used in this report that you're unsure of, you can look them up in the glossary at the end of the report.



Name and contact details of key staff

SENCO Miss Sheryl Money Penny S.Moneypenny@ob-ac.co.uk	Assistant SENCO Mrs Sarah Cooke S.Cooke@ob-ac.co.uk	SEN Manager and Safeguarding Ms Maria Sothern M.Sothern@ob-ac.co.uk	I-Zone Lead Mrs Rebecca Townley R.Townley@ob-ac.co.uk
TA, Speech and language lead Mrs Jen Moody J.Moody@ob-ac.co.uk	TA, Autism and sensory lead Mrs Destiny O'Sullivan D.O'Sullivan@ob-ac.co.uk	TA, SEMH lead Mrs Emma Miller E.Miller@ob-ac.co.uk	TA, SEMH lead Miss Lauren Mather L.Mather@ob-ac.co.uk
6th form support Mrs Hannah Collier H.Collier@ob-ac.co.uk	Student wellbeing services Mrs Sam Crane S.Crane@ob-ac.co.uk	TA, Young carers support Mrs Margie Wall M/Wall@ob-ac.co.uk	Teaching assistant Mr Rhys James R.James@ob-ac.co.uk
Teaching assistant Mrs Rachel Musgrave R.Musgrave@ob-ac.co.uk	Teaching assistant Miss Lauren Newby L.Newby@ob-ac.co.uk	Teaching assistant Miss Paige Warburton P.Warburton@ob-ac.co.uk	Teaching assistant Miss Paige Stanley P.Stanley@ob-ac.co.uk

Teaching assistant Miss Abby Shannon A.Shannon@ob-ac.co.uk	Teaching assistant Miss Lauren Fisher L.Fisher@ob-ac.co.uk		



The kinds of SEND we provide for in our academy

At our academy, we provide support for children with a range of needs, including the following:

Cognition and learning needs

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulty (PMLD)

Communication and interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder/Condition (ASD/ASC)

Social, emotional and mental health needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating disorders
- Attachment disorder

Sensory and/or physical needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Physical disability (PD)



Here is our SEND data, correct at time of publishing

	Number	% of cohort
No SEND	178	25.9
SEN Support (K)	154	22
EHCP (E)	24	3.4

	EHCP (number)	SEN Support (K) (number)	Total (number / %)
Cognition and learning	4	33	37/20.8%
Communication and interaction	4	51	55/30.9%
Social, emotional and mental health	15	65	80/44.9%
Sensory and/or physical	1	5	6/3.4%

--

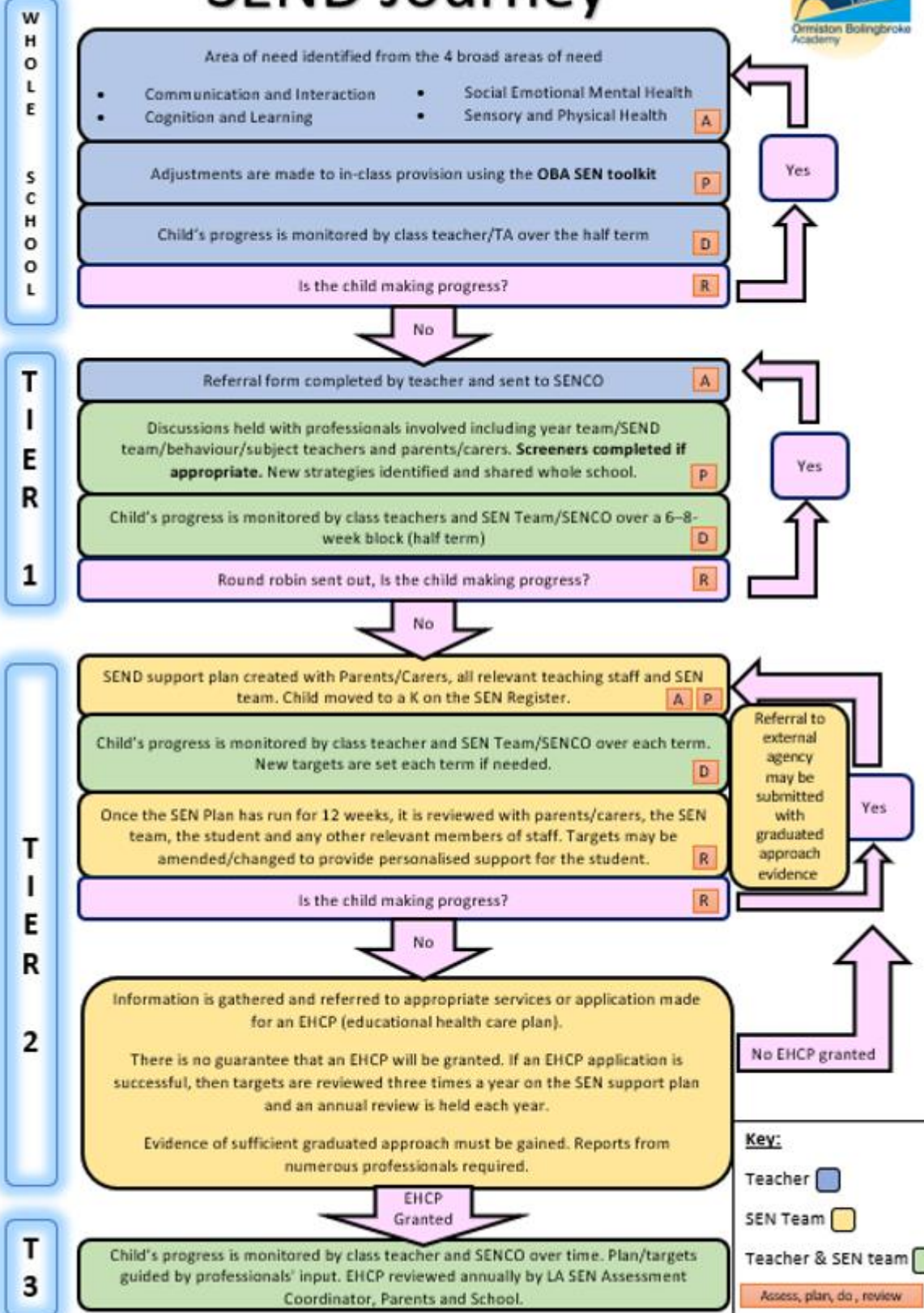


How we identify SEN and assess needs

Our teachers are trained to identify any barriers that may hinder a child making progress. We aim to identify support as early as possible to overcome these. If this doesn't help, we will work with the child and their parents to consider the next steps. Our SENCO will support this process.

Assessment and identification flow chart:

SEND Journey



Staff can raise any SEN queries through the SEN concerns form accessible on every staff members splash screen.

Parental concerns can be raised via email, telephone, or during open evenings. Concerns can be raised to any member of the pastoral team who are trained to support.

We use a range of data to support in identifying SEN needs, this includes attendance, behaviour, PASS, NGRT, dyslexia and dyscalculia screeners.

We work with a range of external agencies to support students:

- 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
- MHST

Your child may be identified as having a special educational need. The first stage of additional or different support is called SEN Support. If, under SEN Support, your child has still not made expected progress, we and/or you may consider requesting an Education, Health, and Care (EHC) needs assessment. This is coordinated by the local authority. Some children will have an Education, Health and Care Plan (EHCP) – this is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.



How we work with children and their families

We always take into account the views of children and their families, when planning support for a child in the academy.

We ask children about the help they get in the following ways:

- Group pupil voice alongside peers
- One to one during their SEN plan review
- Student council

It is important that parents are able to share concerns and to discuss next steps. Parents and carers have opportunities to provide feedback:

- During support plan/EHCP reviews
- Progress evenings
- Coffee mornings
- SEND information evenings
- Open evenings
- Any concerns can also be raised with any member of the pastoral team



How we support children in transitions and in preparing for adulthood

Before a child joins our academy, we gather information in the following ways:

Year 6 into year 7:

- Through Halton transition events
- Meeting with primary schools
- Meeting with external agencies
- Meeting with the student and family

Joining mid year:

- Introductory meeting with transition lead
- Information shared by previous school

Joining sixth form:

- Introductory meeting with sixth form team
- Information shared by previous school

To help children be prepared for a new school year we:

- Provide a point of contact for each SEN student throughout the year, they contact parents upon return in September
- Provide opportunities for students to meet new teachers
- Provide opportunities for students to come in on INSET day to alleviate any anxieties

If a child is moving on to a new school, we ensure that any information is passed on in a timely manner.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. We provide all of our children with appropriate advice on paths into work or further education.

Careers guidance is tailored to individual needs and, where appropriate, supports with EHCP outcomes and Preparing for Adulthood targets.

Students with SEND may receive additional one-to-one careers guidance and are given more preparation time for careers 1-1 sessions, students are supported with employer encounters through things such as additional time during our career's convention, and early advice regarding further education, apprenticeships, supported internships and employment opportunities. Careers information is adapted where necessary to ensure it is accessible and meaningful.

We work closely with families, SEND team, external agencies and post-16 providers such as training attention, elevate EBP and local CICs to support successful transitions. This

may include additional college visits, transition meetings, application support, interview preparation and familiarisation activities, this is planned collaboratively with the SEND team.

Though additional support with finding tailored work experience placements, particular emphasis is placed on developing independence, self-advocacy, communication, employability and decision-making skills to help students prepare for adulthood and achieve positive destinations.

For students identified as vulnerable or at risk of becoming NEET, targeted interventions and enhanced transition support are provided to ensure they are able to progress confidently into education, employment or training.



How the curriculum and learning environment is adapted to meet the needs of all children and how we make sure teaching is effective for all children

We believe that an inclusive education begins with ambitious, accessible curricula and expert teaching. Leaders carefully design the curriculum to be flexible but rigorous, ensuring that all children can access challenging content.

Information on our curriculum can be found [here](#).

We aim to ensure every child has access to high quality teaching as we know this has the greatest impact on outcomes, especially for children with additional needs. CPD supports staff to design lessons with children with the highest needs in mind. We use a range of adaptive strategies that remove barriers to learning. In addition, children receive quality support and interventions that align with best practice and utilise a graduated approach.

Support might include:

- Small group interventions, such as Lexonik, Fresh Start, group reading
- Multi-sensory resources
- Adult support
- Classroom strategies such as learning scaffolds, additional time for processing, additional checking for understanding
- Access to digital devices such as laptops
- Specialist equipment, such as writing slopes, pencil grips
- Programmes set by external specialists, for example speech and language sessions



Arrangements for assessing and reviewing progress towards outcomes

We follow the “graduated approach” to meeting children’s needs. This is a four part cycle of Assess, Plan, Do, Review.

After a set period, the support is reviewed. You and your child are involved in discussing what's working, what might need to change and what progress your child is making.



The first step is to understand your child's needs. This may include input from teachers, your child, you as parents and, where needed, external professionals. The goal is to build a clear picture of your child's strengths and areas where they need support.

The planned support is put into place. Teachers and support staff work with your child using the agreed strategies. The class teacher remains responsible for your child's progress, even if other adults are involved.

In discussion with you and your child, we will decide on specific outcomes or goals. Support strategies and interventions are outlined—these might include extra help in class, small group work, or specialist resources.

To support this we:

- Hold termly meetings with all SEN students parent/carers to review plans
- Annual Reviews (if your child has an EHCP)
- Analyse behaviour and attendance data regularly
- Monitor pupil progress



How we support emotional and social needs

We provide a range of strategies, support and interventions to support children's emotional and social needs.

In addition, students have access to:

- Break out spaces at break and lunch times
- Key adult check ins
- i-zone access if needed

As well as this additional support, all children have access to a well-planned Personal, Social, Health and Economic (PSHE) curriculum.

OBA's PSHE provision is delivered through our Lessons for Life programme which is encompasses seven key focuses:

- Citizenship education
- Staying safe
- Careers education
- Physical health and development
- Mental health and emotional wellbeing
- Relationships and sex education (RSE)
- Financial literacy
-

All of the above areas of focus are underpinned by the fundamental British values. The curriculum is designed using the OAT aligned curriculum for PSHE/Citizenship which is then adapted to meet local needs and in response to stakeholder voice. Lessons for Life is a timetabled lesson with students receiving two hours of PSHE education each fortnight.

ORMISTON BOLINGBROKE ACADEMY LESSONS FOR LIFE PROGRAMME 2026 / 2027									
Term	Autumn 1 7 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 6 weeks		Summer 1 5 weeks
YR 7	This is Me	OBA Against Bullying	My Changing Body		Life in Modern Britain		Considering My Career		Protected Characteristics
YR 8	Life in Modern Britain		Personal safety		Controlled Choices - food and drink		Mind Matters - Wellbeing Warriors		Relationships and Identity
YR 9	Substances and Society		Street Safety		#ScrollSafety		Courage and Choices - Options Process		Money Matters
YR 10	Snagged		BodyWise: Choices for a Healthy Life		WE launch	Love, Control and Choices		Equality - Disrespect Nobody	Global Citizenship
YR 11	Prep for Employment	Dare to Shine	Mocks	Me and My Money	Keep Calm and Carry On	Me and My Money		Mocks	Ready for Adulthood
								Exam prep timetables	Exam prep timetables
									EXAM PERIOD



How we make sure that all children can access a wide range of activities

All of our extra-curricular activities and academy visits are available to all of our children. All children are encouraged to go on our trips, including our residential ones. We plan a wide range of exciting opportunities such as school plays, OAT sports days, Dance workshops and all children are encouraged to participate. No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

To support our students, we ensure all visits are accessible for all for those with physical disabilities, we can also provide additional adults to support students and encourage participation in all activities.



What expertise have our staff got and what training have we had?

We ensure that all of our staff feel confident in meeting the range of needs of our children. Inclusion runs through all of our training so that staff see SEND as a whole academy responsibility.

Any specific training is built into whole academy approaches. As well as this we have staff trained in the following:

- Emotion coaching
- ACEs training
- Specialist need specific training for the SEN team



Who else do we work with?

Sometimes we need extra help to offer our children the support they need. Wherever necessary we will work with external support services to meet the needs of our children and to support their families. These include:

- 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
- MHST



How we evaluate the effectiveness of our provision

We ensure that the provision we offer is effective by monitoring individual children's progress, but we also have a number of other mechanisms to evaluate whether what we offer is of high quality:

- Analysing data in a number of areas to monitor progress e.g. for a specific intervention
- Classroom visits
- Using a SEND-specific evaluation toolkit
- Monitoring visits from our trust that focus on SEND provision
- Child and parent questionnaires

Our Governor for SEND supports the academy in ensuring we implement the SEND policy effectively.



Information on our accessibility plan

We have an accessibility plan which outlines our plans to increase the extent to which children with disabilities can participate in the curriculum; how we improve the physical environment to increase the extent to which children with disabilities can take advantage of the educational benefits, facilities or services provided or offered; and improve the way children with disabilities can access information that is easily accessible to children who are not disabled.

Our accessibility plan can be found [here](#).

Those with physical disabilities have access to adaptations to support them such as adjustable tables, lift access, ramps onto the mini bus to ensure they can access all aspects of academy life.



How we make sure the admissions process is fair for children with SEND

As outlined above, our admissions process is:

Year 6 into year 7:

- Through Halton transition events
- Meeting with primary schools
- Meeting with external agencies
- Meeting with the student and family

Joining mid year:

- Introductory meeting with transition lead
- Information shared by previous school

Joining sixth form:

- Introductory meeting with sixth form team
- Information shared by previous school

Students whose EHCP names the academy will be admitted before any other places are allocated

The Academy's oversubscription criteria do not disadvantage children with disabilities or special educational needs (SEND). Applications are considered using clear, objective and transparent criteria that are applied consistently to all applicants. Priority is given first to Looked After Children and Previously Looked After Children, reflecting statutory admissions requirements.

Where there are more eligible applicants than available places within a particular criterion, places are allocated based on proximity to the academy. This distance-based measure is applied equally to all applicants and does not discriminate on the grounds of disability or special educational need. Where applicants are equidistant from the academy, an independently verified random allocation process is used to ensure fairness and transparency.

In addition, children with an Education, Health and Care Plan (EHCP) naming the academy are admitted in accordance with statutory requirements and are allocated a place before

the oversubscription criteria are applied. The academy is committed to complying with the Equality Act 2010 and the School Admissions Code, ensuring that admission arrangements do not directly or indirectly discriminate against children with disabilities or special educational needs and that reasonable adjustments are considered where appropriate.

Therefore, the oversubscription criteria are designed to be fair, objective, transparent and compliant with admissions and equality legislation, ensuring that prospective children with a disability or special educational need are not unfairly disadvantaged. For more information, please see the admissions policy [here](#)



What to do if you are not happy with the provision offered

If you have concerns about the academy's SEND provision, in the first instance we would ask that you contact an appropriate member of the academy staff team.

If you feel your concerns have not been resolved, please follow the steps outlined in our complaints policy which can be found [here](#).



What support is available to me and my family?

To see what support is available to you locally, have a look at the Local Authority's local offer, which can be found [here](#).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are [here](#).

Local charities that offer information and support to families of children with SEN [here](#).

National charities that offer information and support to families of children with SEND include:

- [Contact](#) - for families with a child who is disabled
- [Carers Trust](#) - for parent carers
- [Carers UK](#) - for parent carers
- [IASS Network](#) - information, advice and support services
- [IPSEA](#) - independent parental special educational advice
- [MENCAP](#) - for families with a child who has learning disabilities
- [Mind](#) - mental health charity
- [National Autistic Society](#)

- [Nip in the Bud](#) - films and fact sheets about mental health and neurodiversity
- [Royal Society for Blind Children \(RSBC\)](#)
- [SWAN UK \(Syndromes Without a Name\)](#) - for families with a child with a rare genetic condition
- [Downs Syndrome Association](#)
- [Caudwell Children](#)
- [Sense](#)
- [National Deaf Children's Society](#)
- [pdnet](#) – supporting learners with physical disabilities



Glossary

Here is a list of common SEN (Special Educational Needs) abbreviations and terms:

- **SEN:** Special Educational Needs.
- **SEND:** Special Educational Needs and Disabilities.
- **SENCo:** Special Educational Needs Coordinator.
- **EHCP:** Education, Health and Care Plan.
- **SLCN:** Speech, Language and Communication Needs.
- **MLD:** Moderate Learning Difficulties.
- **SLD:** Severe Learning Difficulties.
- **SpLD:** Specific Learning Difficulties.
- **ASD:** Autism Spectrum Disorder.
- **ASC:** Autistic Spectrum Condition.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **CAMHS:** Child and Adolescent Mental Health Services.
- **SEMH:** Social, Emotional, and Mental Health.
- **VI:** Visual Impairment.
- **HI:** Hearing Impairment.
- **MSI:** Multi-Sensory Impairment.
- **LA:** Local Authority.
- **EP:** Educational Psychologist.
- **OT:** Occupational Therapist.
- **SaLT:** Speech and Language Therapist.

- **TA:** Teaching Assistant.
- **LSA:** Learning Support Assistant.
- **EYFS:** Early Years Foundation Stage.
- **DfE:** Department for Education.
- **AR:** Annual Review.
- **EOTAS:** Education Other Than at School.
- **Access Arrangements:** special arrangements to allow children with SEN to access assessments or exams
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN.
- **Intervention** – a short term, targeted approach to teaching a child with a specific outcome in mind.