ANNUAL REVIEW - SEPTEMBER 2017

SEND Information Report 2017/18

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND
The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:
1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs
For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Ormiston Bolingbroke Academy
School website address:	www.ormistonbolingbrokeacademy.co.uk
Type of school:	Secondary Academy
Description of school:	Ormiston Bolingbroke Academy is a high achieving Academy in Runcorn. It was the first Academy in Runcorn and is backed by our sponsors, the Ormiston Academies Trust. Officially opened on the 3rd September 2010, Bolingbroke Academy has since enjoyed a growing reputation as an improving school with high standards and expectations.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	1070
% of children at	10.56 %

the school with SEND:			
Date of last Ofsted:	2012		
Awards that the school holds:	The academy's specialisms are English, Mathematics and Applied Learning. SSAT Cultural Diversity Standard Award Parental Engagement Quality Standard Awards IQM (Centre of Excellence) IIP Healthy Schools Halton Gold School Games Sports mark award		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	OBA provides Facilities and Physical Access including; ramps, disabled toilets, ICT facilities, filters for computer screens, iPads, raising chairs. Where students have physical and/or learning disabilities, The Academy will ensure that: (i) whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and (ii) The Academy works effectively with local services and agencies, providing coherent support.		
Expertise and training of school based staff about SEND. (CPD details)	The Academy has a commitment to continuous staff training and development with regard to meeting the individual needs of all children within the classroom and the academy. All staff are made aware of their responsibilities towards students with special educational needs whether or not students have a statement of special education needs. All staff have access to the SEND policy, the register of special educational needs, Individual SEND Support Plans and are provide with a toolkit of information and strategies for meeting the needs of a variety of learning, sensory and mental health difficulties. The SENCO and other Special Educational Needs staff keep up to date with new developments in Special Educational Needs by: reading relevant Special Educational Needs literature, SSAT SEN magazine, regular access to Special Educational Needs web sites, informal advice from external agencies and the local authority and through accredited training. Teaching Assistants champion different areas of SEND (ASD, ADHD, visual/hearing impairment, access arrangements, dyslexia, dyscalculia). CPD is ongoing and continuous to maintain this expertise.		
Documentation available:	Are the following documents available on the schools website? If yes please insert the	SEN policy	http://www.ormistonbolingbrokeacademy.co.uk/academy-information/policies
		Safeguarding Policy	http://www.ormistonbolingbrokeacademy.co.uk/academy-information/policies
		Behaviour Policy	http://www.ormistonbolingbrokeacademy.co.uk/academy-information/policies

	link to the documents page.		
		Equality & Diversity	http://www.ormistonbolingbrokeacademy.co.uk/academy-information/policies
		Pupil Premium Information	http://www.ormistonbolingbrokeacademy.co.uk/parents/the-pupil-premium
		Complaints procedure	http://www.ormistonbolingbrokeacademy.co.uk/academy-information/policies

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	At 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. During transition visits, students are tested for Literacy and Numeracy and in September, they have further assessments for cognitive ability and reading ages. New pupils arrive in year 7 with a pupil profile 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.
What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social	Pastoral support is available to all students through the Inclusion Teams and at OBA support and training is also available from specialist teachers and professional agencies to enable students with additional needs to access the curriculum. These include: local authority services, school health, educational psychologist, speech, language and communication, visual and hearing impairment services,

care, local authority support services and voluntary sector organisations.	occupational therapy, physiotherapy, disabilities team, Young Addaction, positive behaviour team and Halton SENDIAS, formerly known as parent partnership. Multi-agency meetings may be held with relevant professionals, parents and students in order to plan and review the student's support and intervention. At these meetings the discussions may focus around how we will work together to make teaching and learning more effective for the student, review how well the student is doing in relation to agreed targets, agree on what has worked well, what could be further implemented to support the student, next steps and an agreed future review date. The information from all meetings will be recorded and shared with the parent/carer to ensure accountability. In more complex cases, Team Around the Child (TAC) meetings take place to set up action plans and interventions.
How we provide access to a supportive environment; ICT facilities/equipment/resources/ facilities etc.	Students may be supported through specialised equipment and ICT facilities. Computer suites, including Apple computers and PCs, as well as laptops, are widely available and used imaginatively throughout the academy, providing access to a wide range of ICT learning opportunities. All students have access to iPads. Individual work spaces and break-out areas are used to vary the learning environment and allow for small group work, which may be supported by TAs and GTAs. A virtual overlay is provided for students with Irlen Syndrome.
What strategies/programmes/ resources are available to support speech & language and communication including social skills?	Speech and language, communication and social skills intervention may be provided with advice from a speech and language therapist. Timetabled oracy lessons help develop speech and language within a structured lesson environment and P4C sessions take place during ECM time.
Strategies to support the development of literacy (reading /writing).	All students follow an Accelerated Reader programme with timetabled lessons and regular diagnostic reading testing. CLOZE reading tests are used to target students with lower reading ages or those who are reluctant readers. Some students are offered daily one-to-one reading opportunities. An enrichment programme (AUDE) is available to students to accelerate progress and close the attainment gap. Intervention groups for pupils who are not making expected progress take place during enrichment and as part of the Summer school intervention programme. Students with dyslexic traits are offered specific intervention support from a skilled teacher delivering a recommended programme. Handwriting support

	can be offered on a one to one or small group basis. The Academies extensive enrichment programme offers further opportunities to develop literacy skills. One-to-one support from a maths specialist teaching assistant is available.
Strategies to support the development of numeracy.	An enrichment programme (AUDE) is available to students to accelerate progress and close the attainment gap. Intervention groups for pupils who are not making expected progress take place during enrichment and as part of the Summer school intervention programme. One-to-one support from a maths specialist teaching assistant is available.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	At OBA all students have access to a broad and balanced curriculum and the school adopts the graduated approach to teaching pupils through a wave intervention model: **Wave 1**: Quality inclusive teaching, which takes into account the learning needs of all the students in the classroom. All lessons are differentiated to meet the needs of the students in the class. Staff are kept informed of the varying needs of the students in their class and are updated with any changes. **Wave 2**: Students who are highlighted as not making expected progress and may need intervention and/or testing to identify any barriers to leading. **Wave 3**: Specific, additional interventions provided to help accelerate progress to enable the student to work at or above age-related expectations **Wave 4**: Targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. This includes students with statements and enhanced provision. Where appropriate, small group teaching takes place and targeted students in year 7 are taught within a core skills group offering a more nurturing environment. Some classes may have Teaching Assistants or Graduate Teaching Assistants attached who will focus on supporting specific students. Resources are modified according to students' learning requirements and specialised equipment may be provided. SEND support plans, along with Education Psychologist reports and Boxall profile analysis strategies are used by teachers to inform their planning and classroom management.
How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their	Regular assessments take place by all teachers and information is fed to all faculties and to the inclusion teams. Any students highlighted as a cause for concern are discussed at the Raising Attainment and Progress (RAP) meetings. Parents are kept informed of current assessment data. As part of this process, we: track progress against time, administer in-house testing for specific areas of need, conduct observations within the school setting, set individual targets as part of the academic mentoring programme, monitor and evaluate individual SEND support plans, set new targets and review with parent/carer and student, map provision for each student with a SEND support plan, initiate individual pastoral support plans and behaviour plans, support students through CAFs and PEPs, refer to external professionals for assessment. Student views

overall effectiveness.	are always taken into account and they have the opportunity to make comments during annual reviews and SEND support meetings
Strategies/support to develop independent learning.	All students at OBA are encouraged to develop into independent learners and strategies are embedded from year 7. The Philosophy for Children programme supports the development of these skills. Academic mentors are allocated to each student to offer support both academically and pastorally to target interventions, when required, and develop independence.
Support /supervision at unstructured times of the day including personal care arrangements.	Staff are allocated duties before school, at break, lunch and after school to ensure students' safety during unstructured times. For our most vulnerable students, additional facilities are made available during these times.
Extended school provision available; before and after school, holidays etc.	An extensive programme of enrichment activities takes place every evening and on Saturday (including Saturday Academy) http://www.ormistonbolingbrokeacademy.co.uk/11-16-years/enrichment Holiday schools take place, including an extensive summer school programme for year 6 students. Breakfast is available in school from 8.00 a.m. for students. All year 7 students are able to take part in a residential outdoor activity trip during their first week in school. Various residential trips take place during the school year.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	Teaching assistants are deployed to support our most vulnerable students and facilitate their learning to enable them to work alongside their peers. All students are encouraged to participate in the activities at OBA. Our pledge is shared with all students, with the aim that they will have a broad range of life experiences during their time in the academy.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	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 disciplined environment. We aim that all our students should be aware that to us 'every child does matter'. Each department within the academy is aware of the requirements of the Every Child Matters agenda as detailed in the Government paper of the same name (2003) and will meet its requirements within their individual schemes of work. The Academy aims for our pupils to: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-Being. Pastoral staff receive training to support students EHWB, for example, homophobic bullying.

	Social communications groups are included in our enrichment programmes.
What strategies can be put in place to support behaviour management?	A clear, consistent approach to behaviour management is understood and used across the academy. http://www.ormistonbolingbrokeacademy.co.uk/parents/behaviour The academy operates a detention and stage report system and where necessary, pastoral support plans are put in place. Close liaison with parents is imperative to the success of this. Alternative provision is utilised to support student behaviour in order to prevent exclusion.
How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.	At OBA, students with special educational needs and disabilities are treated as fairly as all other applicants for admission. The policy and guidelines for admission of all students is outlined in the Academy's Admissions Policy. Prior to admission, parents of SEND children are given time to share information and concerns regarding the transition with the SENCO and Heads of Year. This allows for necessary resources and arrangements to be put in place. In order to make transition from primary school as smooth as possible, year 6 students are offered opportunities to visit OBA for activities and induction. Support is offered at all key transition stages; from primary school to the academy, through option choices to GCSE coursework and into the 6th form or onto further training elsewhere.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Close links are maintained with local authority services, school health, educational psychologist, speech, language and communication, visual and hearing impairment services, occupational therapy, physiotherapy, disabilities team, in order to access strategies and resources to support our students.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	OBA forges links with parents in order to support the students and often call parents into school to discuss targets and interventions. Where multi agency working is involved, the information from meetings will be recorded and shared with the parent/carer to ensure accountability. Parent voice surveys are sought at all events for parents.
How additional funding for SEND is used within the school with individual pupils.	Additional funding contributes to teaching assistant support, one-to-one tuition, staffing of the inclusion zone, small teaching groups and specialised resources and equipment. http://www.ormistonbolingbrokeacademy.co.uk/parents/the-pupil-premium
Arrangements for supporting pupils who are looked after by the	Children in care are monitored in school through the PEP and pupil premium plus is applied for to support the child's progress and ensure that they achieve in line with their

local authority and have SEND. Including examples of how pupil premium is used within the school.	peers, taking the pupils' wishes and feelings into account through Pupil Voice.
SENDCO name/contact	Jeanne Walker 01928 711643 j.walker@ob-ac.co.uk
Headteacher name/contact	Mr Emlyn Wright 01928 711643 e.wright@ob-ac.co.uk
Completed by:	Date: **3rd October 2017**

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 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.

6.29 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 and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. 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.

6.31 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

6.32 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

6.34 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, or habilitation support. 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 (see the References section under Chapter 6 for a link).

6.35 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.