

## SIXTH FORM PROVISION & SEND INFORMATION REPORT 2018-19

PRE-ENGAGEMENT	RE-ENGAGEMENT PROVISION	FULL-TIME EDUCATION OR TRAINING	(✓)
MENTORING	ESF PROVISION	STUDY PROGRAMME	
OTHER:	OTHER:	TRAINEESHIP	
		APPRENTICESHIPS	
<b>Name of School/College</b> Ormiston Bolingbroke Academy		<b>Who is the key contact to discuss applications?</b> Mr S Easton & Mr S Fenner (6 <sup>th</sup> form)	
<b>Website address:</b> <a href="https://www.ormistonbolingbrokeacademy.co.uk/">https://www.ormistonbolingbrokeacademy.co.uk/</a>			
<b>Type of School/College:</b> Secondary Academy			
<b>Description of School/College:</b> Ormiston Bolingbroke Academy opened in September 2010 and serves the community of Runcorn new town with a catchment in the lower 3% of the index of multiple deprivation. The academy's sponsors are the Ormiston Trust. It is an average sized secondary academy. The numbers of students on roll is increasing because of the growing numbers entering at Year 7, as well as those staying on and joining the popular sixth form. The proportion of students known to be eligible for the pupil premium, (additional government funding), is above average. A much lower than average proportion of students are of a minority ethnic heritage. The proportion of students accessing SEN support is above average.			
<b>Brief overview of the POST 16/SIXTH FORM provision</b> Ormiston Bolingbroke Academy has a large and Sixth Form with 230 students on roll. Whilst the sixth form was graded requires improvement by Ofsted in November 2017 progress since has been significant, with strong results in 2018. We now judge our Sixth Form as good, and are working for it to be outstanding. We have an inclusive recruitment policy which has seen many students with a low GCSE point score progress on to level 3 courses and provided opportunities for students of varying abilities to progress on to A level courses. Leaders within the Sixth Form plan and manage individualised study programmes that build on learners' prior attainment, meet the requirements of 16 to 19 provision and prepare them well for future employment or higher education. Students who require resits in maths and English do so based on the grade they achieved at the end of KS4. All students studying level 3 qualifications have 5 lesson per week for each subject and allocated study periods on their timetable to support the course requirements in a new purpose built sixth form study support centre. Students also have a form tutor who they see on a regular basis.			
<b>How do young people apply?</b> Students apply to sixth form through an online application and meeting with a member of the sixth form team or SLT. Internal students have an interview with SLT to establish their subject choices at the beginning of year 11, these are then followed up with another meeting after their mock examinations to establish if students are still able to access certain subjects based on current performance. Students have the opportunity to attend open evening in October and then a taster day in July before final sign up to sixth form on GCSE results day, whereby they complete a full application with a member of SLT.			
<b>For pre-engagement/re-engagement provision who is the programme funded by?</b>		<b>When does funding end?</b>	

<b>Where is the venue(s) that the programme is delivered from?</b>	
The majority of 6 <sup>th</sup> form provision takes place at Ormiston Bolingbroke Academy. Students have support of £25 per week bursary to help with travel and education expenses. This is based on household income.	
<b>What are the eligibility criteria for young people?</b>	
The edibility criteria for entering sixth form is that students have 5 GCSEs. Depending on the courses students want to study will then have specific entry requirements. Students have the opportunity to return to the academy if they leave for another destination but do not feel it is right for them.	
<b>What is the planned outcome for young people, progression routes and how are young people supported to progress from the course?</b>	
The planned outcomes for young people is to gain employment, an apprenticeship or place at university. Students are supported through this by their form tutors who they see on a daily basis, as well as the opportunity to speak to many external companies and universities on a termly basis. This is done through, market stalls, careers fairs, conventions and open days. There is a strong CEIAG programme in place in the sixth form.	
<b>Incentives /Bursaries for young people?</b>	
Students are provided with a £25 per week bursary dependant on attendance, behaviour and work rate. This bursary is means tested and based on household income.	
<b>If applicable what work experience opportunities are available?</b>	
Work experience is offered to all students in year 12. Students will also have access to work placements dependent on the subjects they opt for.	
<b>Year 11 Transition Support?</b>	
All year 11 students will have an interview to determine plans for continuing into 6 <sup>th</sup> form whether at OBA or another provision. An Open Evening takes place in the Autumn Term where faculties and departments showcase courses and highlight entry grades essential to embark on the courses available. There is a mentoring programme that Year 11 access through members of staff and discuss their options ongoing throughout the academic year. In the summer term there is a taster day for students to try out the subjects they wish to study in sixth form, Following GCSE results interviews are held for both OBA students and those from other schools to identify future study pathways.	
<b>What 3 things would you want a provider/service to mention if discussing the provision with a young person?</b>	
<ul style="list-style-type: none"> <li>• High expectations and new sixth form facilities</li> <li>• A variety of courses to study</li> <li>• The quality of care, guidance and support as reflected by the success of previous OBA sixth form students</li> </ul>	
<b>Does the school have a resource base? Yes or No If Yes please provide a brief description.</b>	<b>No</b>
<b>Number on roll:</b>	1141
<b>% of children at the school with SEND:</b>	10.7%

<b>Date of last Ofsted:</b>	October 2017		
<b>Awards that the school holds:</b>	Inclusion Quality Mark – Flagship Status 2018 Investors In People SSAT Cultural Diversity Award (Gold) Parental Engagement Quality standard Award Gold) Healthy Schools Halton		
<b>Accessibility information about the school:</b>	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 students with disabilities can gain access to the curriculum, and (ii) the Academy works effectively with local services and agencies, providing coherent support.		
<b>Please provide a web link to your school's Accessibility Strategy</b>	<a href="https://www.ormistonbolingbrokeacademy.co.uk/page/?title=Policies&amp;pid=85">https://www.ormistonbolingbrokeacademy.co.uk/page/?title=Policies&amp;pid=85</a>		
<b>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</b>	<ul style="list-style-type: none"> <li>• SENCO affiliated training completed 2011.</li> <li>• 2 Teaching Assistants trained at NVQ Level 3</li> <li>• SEN Manager Degree in Teaching &amp; Learning</li> <li>• 1 Teaching Assistant ASD level 3 training completed.</li> <li>• All staff complete Hays online safeguarding training</li> <li>• Some pastoral staff CAF trained</li> <li>• Pastoral staff complete PEP's</li> </ul>		
<b>Documentation available:</b>	<b>Are the following documents available on the schools website?</b>	<b>SEND Policy</b>	✓
		<b>Safeguarding Policy</b>	✓
		<b>Behaviour Policy</b>	✓
		<b>Equality and Diversity</b>	✓
	<b>If yes please insert the link to the documents page.</b>	<b>Pupil Premium Information</b>	✓
		<b>Complaints procedure</b>	✓

<b>Range of Provision and inclusion information:</b>	
<b>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.</b>	<ul style="list-style-type: none"> <li>• New pupils arrive in year 7 with a pupil profile that has been written by the students themselves prior to entry.</li> <li>• Many of our students arrive with identified SEND and through transition meetings with primary schools, information is gathered and strategies shared. 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.</li> <li>• Students are tested during their first term in the</li> </ul>

	<p>Academy.</p> <ul style="list-style-type: none"> <li>• Regular monitoring and assessment of progress will be used to highlight where a student may be failing to make appropriate levels of progress compared with other children of a similar 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.</li> <li>• Students may be identified as having SEND through regular pastoral meetings and from information passed on by teaching staff. Staff at OBA are encouraged to discuss any student concerns with the inclusion team and this may lead to a referral to the SEND team.</li> <li>• If parents inform us that they think that their child has additional needs, we will discuss this with them and investigate where appropriate. We will share results of any assessments with them in order to agree next steps on how we can support their child. Progress evenings and half termly 'Drop In's' give further opportunity to highlight any concerns regarding SEND.</li> </ul>
<p><b>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</b></p>	<ul style="list-style-type: none"> <li>• The Inclusion Team, comprising of pastoral staff, SEND and the attendance team, are available to support students in school in order to enable them to access the curriculum.</li> <li>• Staff are involved in regular in-service training with regards to areas of SEND and inclusion.</li> <li>• In-class support from a Teaching Assistant or Graduate Teaching Assistant may be available to enable students to access the curriculum.</li> <li>• Additional support /interventions may be identified through regular pastoral meetings.</li> <li>• We utilize the support and training 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, occupational therapy, physiotherapy, disabilities team, young addiction, the positive behaviour team and Halton SENDIAS, formerly known as parent partnership.</li> <li>• 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</li> </ul>

	<p>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.</p>
<p><b>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</b></p>	<ul style="list-style-type: none"> <li>• At OBA we have computer suites, including Apple computers and PCs, as well as laptops, which are widely available and used imaginatively throughout the academy, providing access to a wide range of ICT learning opportunities.</li> <li>• Class sets of iPads are available for use.</li> <li>• Staff are encouraged to seek e-learning opportunities whenever appropriate to enrich the curriculum and to reduce barriers to learning. Specialist equipment is provided by specific curriculum areas.</li> <li>• Individual work spaces and break-out areas are used to vary the learning environment and allow for small group work. Students may be supported by Teaching Assistants.</li> <li>• Full-time IT support is provided by technicians.</li> <li>• A virtual overlay is provided for students with Irlen Syndrome.</li> <li>• Staff use Teaching and Learning toolboxes and colourful, laminated resources to suit visual, auditory and kinaesthetic learning styles.</li> <li>• Organisation is encouraged where appropriate by the use of visual prompt and reminder cards.</li> </ul>
<p><b>What strategies / programmes / resources are used to support pupils with autism and social communication difficulties?</b></p> <p><b>What strategies / programmes / resources are available to speech and language difficulties?</b></p>	<ul style="list-style-type: none"> <li>• Speech, language and communication development takes place within structured lesson environments and P4C sessions take place during lessons and tutor time activities.</li> <li>• Speech and language, communication and social skills intervention may be provided with advice from a speech and language therapist.</li> <li>• Referrals to the Educational Psychologist allow for communication checks list to be completed.</li> <li>• Personalised and targeted speech and language programmes are available for individuals and small groups.</li> </ul>
<p><b>Strategies to support the development of literacy (reading /writing).</b></p>	<ul style="list-style-type: none"> <li>• Where appropriate small group teaching takes place.</li> <li>• All students follow an Accelerated Reader programme with timetabled lessons and regular diagnostic reading testing.</li> <li>• CLOZE reading tests are used to target students with lower reading ages or those who are</li> </ul>

	<p>reluctant readers.</p> <ul style="list-style-type: none"> <li>• Some students are offered daily one-to-one reading opportunities.</li> <li>• Intervention groups for pupils who are not making expected progress take place during enrichment and as part of the Summer school intervention programme.</li> <li>• Students with dyslexic traits are offered specific intervention support from a skilled teacher delivering a recommended programme.</li> <li>• Handwriting support can be offered on a one to one or small group basis.</li> </ul> <p>The Academy's extensive enrichment programme offers further opportunities to develop literacy skills.</p>
<p><b>Strategies to support the development of numeracy.</b></p>	<ul style="list-style-type: none"> <li>• Where appropriate small group teaching takes place.</li> <li>• Students who are struggling with mathematics are withdrawn for small group and/or one-to-one teaching.</li> <li>• Intervention groups for pupils who are not making expected progress are offered as after school enrichment classes and as part of the Summer school intervention programme.</li> <li>• The Academies extensive enrichment programme offers further opportunities to develop numeracy skills.</li> <li>• Online Maths resources may be accessed by the student to support learning in class and at home.</li> </ul>
<p><b>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</b></p>	<ul style="list-style-type: none"> <li>• All students have access to a broad and balanced curriculum.</li> <li>• 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 classes and are kept up to date with any changes. In certain cases staff will be briefed regarding a student's specific needs.</li> <li>• Where appropriate, small group teaching takes place.</li> <li>• Targeted students in year 7 and year 8 are taught within a more nurturing environment.</li> <li>• Some classes may have Teaching Assistants attached. Assistants attached will focus on supporting specific students.</li> <li>• Resources are modified according to students' learning requirements.</li> <li>• Specialised equipment may be provided to support specific identified needs.</li> <li>• Individual support plans for students with SEND support are used by teachers to inform their planning and classroom management.</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning and assessment is evaluated through the Academy's QA system. <ul style="list-style-type: none"> <li>• During regular in-service training, teachers share the best practice and are kept informed of the most effective approaches and strategies to facilitate access.</li> </ul> </li> <li>• Personalised timetables and access to iZone and Learning Centre support may be available.</li> </ul>
<p><b>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 overall effectiveness.</b></p>	<ul style="list-style-type: none"> <li>• Regular assessments take place by all teachers and information is fed to all faculties and inclusion teams. Any students highlighted as a cause for concern are discussed at pastoral meetings and may trigger a 'Team Around the Child' meeting to take place. Parents are kept informed of current assessment data.</li> </ul> <p>As part of the assessment process we;</p> <ul style="list-style-type: none"> <li>• track progress against time</li> <li>• administer in-house testing for specific areas of need</li> <li>• conduct observations within the school setting</li> <li>• set individual targets as part of the academic mentoring programme</li> <li>• monitor and evaluate individual SEND support plans</li> <li>• set new targets and review with parent / carer and student</li> <li>• map provision for each student with a SEND support plan</li> <li>• initiate individual pastoral support plans, behaviour plans and C.A.R.E. schedules</li> <li>• support students in CAF and PEP meetings.</li> <li>• refer to external professionals for assessment.</li> </ul>
<p><b>Strategies/support to develop independent learning.</b></p>	<p>The Academy provides opportunities to develop and nurture independent learners through:</p> <ul style="list-style-type: none"> <li>• The use of individual timetables and programmes of study</li> <li>• Accelerated Reader</li> <li>• The Leadership Programme at KS3</li> <li>• The Duke of Edinburgh Award Scheme at KS4</li> <li>• The use of pupil planners</li> <li>• The use of active tasks and group work in lessons</li> <li>• Set homework, including project based tasks, independent research, finding and collecting information.</li> <li>• Learners learning at their own pace, using ICT.</li> </ul>
<p><b>Support /supervision at unstructured times of the day including personal care arrangements.</b></p>	<ul style="list-style-type: none"> <li>• An early morning 'drop-in' and breakfast is available for students.</li> <li>• SEND support plans may specify break and lunch time provision for students</li> <li>• Keyworkers offer support as necessary on an individual basis</li> <li>• Lunchtime club for all years</li> </ul>

	<ul style="list-style-type: none"> <li>• The iZone and the Student Wellbeing Services offers a safe environment that students are able to access.</li> </ul>
<p><b>Extended school provision available; before and after school, holidays etc.</b></p>	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Enrichment activities are available after school, including sports clubs. These are also open to years 5 &amp; 6 students from within the community.</li> <li>• Saturday Academy is available for both OBA and primary students</li> <li>• OBA runs a Summer School programme</li> <li>• Early morning drop-in sessions are available for vulnerable students</li> <li>• The opportunity is available for students to access educational day trips and residential visits.</li> <li>• The Academy runs its own Duke of Edinburgh Award Scheme and a junior Leadership Award.</li> <li>• Students have access to Camp Project Wales which is supported by members of OBA staff.</li> </ul>
<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>▪ Teaching assistants or other support staff are deployed to support our most vulnerable students and facilitate their learning to enable them to work alongside their peers.</li> <li>▪ Tasks are differentiated to meet the needs of all students in the class in order to both support and challenge.</li> <li>▪ Students are encouraged to participate in the activities on offer.</li> <li>▪ Our Academy 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.</li> <li>▪ All trips and visits undergo risk assessments and often students are supported by a member of support staff.</li> <li>▪ The attendance team offer intensive support to both students and the parents of students who are struggling to attend the Academy.</li> <li>▪ Reintegration back into mainstream may seem difficult but can be supported through the use of the iZone facility.</li> </ul>
<p><b>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</b></p>	<ul style="list-style-type: none"> <li>• All students have access to pastoral support through the year system.</li> <li>• Additional staff are attached to each tutor group in years 7 - 11.</li> <li>• All students in year 11 are allocated an academic mentor.</li> <li>• Some students have an allocated keyworker to address their specific needs. Support staff are trained in EHWB.</li> <li>• The Student Wellbeing Services is available to support students throughout the Academy day.</li> <li>• An early morning drop-in is available for vulnerable students.</li> <li>• Planned support may be available from a Teaching Assistant.</li> </ul>



	<ul style="list-style-type: none"> <li>• All staff meet and greet students at the beginning of each lesson.</li> <li>• Parental contact is encouraged via the student planner and parents/carers are encouraged to contact the Academy at any time.</li> <li>• A Young Addaction 'drop in' service is available in the Academy each week and a counsellor is available for two days each week.</li> <li>• Emotional literacy and Social Skills groups are available.</li> <li>• Referrals may be made to CAMHS.</li> <li>• The iZone provides a more nurturing environment for those students with personalised timetables</li> <li>• Parental 'Drop In' is available every half term.</li> </ul>
<p><b>What strategies can be put in place to support behaviour management?</b></p>	<p>A 'behaviour for learning' policy is in place across whole Academy with a clear structure of consequences. Posters are displayed in classrooms.</p> <ul style="list-style-type: none"> <li>• The induction programme 'The OBA Way'</li> <li>• The pastoral teams monitor the behaviour of students and, in liaison with faculties, may use the following strategies to support behaviour management: <ul style="list-style-type: none"> <li>○ Time out &amp; reward system.</li> <li>○ 'Cool down' space within the iZone.</li> <li>○ Buddying system within faculties.</li> <li>○ Independent study in the iZone.</li> <li>○ Ready to Learn Room.</li> <li>○ Alternative Provision on site (LCS) and with external providers.</li> <li>○ Individual behaviour plans.</li> <li>○ 'Boxall' profile analysis.</li> <li>○ 'SNAP' together assessments.</li> <li>○ Pastoral support plans.</li> <li>○ Social skills group.</li> <li>○ Intervention from professionals including the positive behaviour support team.</li> <li>○ Strategies put in place to support students during unstructured times of the day.</li> </ul> </li> </ul>
<p><b>How we support pupils in their transition into our school and when they leave us and in preparing for adulthood.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Key staff are available to meet with parents / carers and students before the start of term.</li> <li>• Saturday Academy, Summer School, enrichments and lessons in OBA give prospective students the opportunity to experience what life will be like in the Academy.</li> <li>• 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 'Ready, Respectful and Resilient'.</li> <li>• Parents / carers are always encouraged to contact school</li> </ul>

	<p>with any concerns no matter how small and a regular 'Drop In' is available with the pastoral team. The Principal also holds a 'Drop In' session each half term.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• At OBA we are proud to be able to offer all our students the opportunity to remain in the Academy to further their studies in the 6th form.</li> <li>• 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.</li> </ul>
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<p><b>Access to strategies, resources, programmes, therapists to support occupational therapy/physiotherapy needs and medical needs.</b></p>	<p>The Academy has close liaison with:</p> <ul style="list-style-type: none"> <li>▪ School Health – Inclusion Nurse, Asthma Nurse, Physiotherapy / Occupational Therapy Team, Outreach Inclusion Coordinator.</li> <li>▪ Additional transition visits can be held to address ant mobility requirements.</li> <li>▪ Specialist equipment / resources are provided as required.</li> <li>▪ Identified staff are trained for evacuation purposes.</li> <li>▪ Care plans are in place and available to all staff. These are reviewed and updated on a regular basis.</li> <li>▪ Notices are displayed in classrooms giving information regarding asthma and allergy support. Staff training takes place annually.</li> <li>▪ Named staff are trained in first Aid and for the administration of Epipen for allergy sufferers.</li> <li>▪ The Academy has an 'administration of medication' policy.</li> <li>▪ The Academy houses defibrillators.</li> <li>▪ Staff training for managing specific medical needs take place as necessary.</li> <li>▪ Student Wellbeing Services provides a triage service to support students throughout the Academy day.</li> </ul>
<p><b>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</b></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 CART.</li> <li>○ Parent Governors.</li> <li>○ Parent voice group.</li> <li>○ Parent review evenings, transition evenings and options evening.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Feeding information into the 'working together meeting' on request.</li> <li>• Access to OBA's Hair and Beauty facilities are available to the public.</li> <li>• Parents / carers are always encouraged to contact school with any concerns no matter how small and an open invite is available to the parental 'Drop In' every half term.</li> </ul>
<p><b>How additional funding for SEND is used within the school with individual pupils.</b></p>	<ul style="list-style-type: none"> <li>• The Academy receives funding for all pupils including those with SEND and we meet student's needs through this. The LA may provide additional funding for those whose needs meet their threshold.</li> <li>• Additional funding may be used to provide specialised equipment and resources to support students with SEND.</li> <li>• The Academy provides equipment and resources for student use including; overlays, exercise books with coloured paper, handwriting pens.</li> </ul>
<p><b>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</b></p>	<p>Examples of how Pupil premium is used in the Academy:</p> <ul style="list-style-type: none"> <li>▪ Employing additional teaching staff and support staff</li> <li>▪ Providing quality enrichment and Saturday classes.</li> <li>▪ 1:1 tuition and/or small groups in literacy and numeracy.</li> <li>▪ The employment of additional staff to support non- academic intervention e.g. counsellor, careers and off-site provision</li> <li>▪ Subsidies for residential visits and Academy trips to ensure all students have the opportunity to attend.</li> <li>▪ Uniform vouchers</li> <li>▪ Providing a quality enrichment programme of activities</li> <li>▪ Free music tuition</li> <li>▪ Breakfast Club</li> <li>▪ iPads</li> </ul>
<p><b>SENCO name/contact: Mrs Mandy Wallace</b> <a href="mailto:m.wallace@ob-ac.co.uk">m.wallace@ob-ac.co.uk</a></p>	
<p><b>Headteacher name/contact: Mr Emlyn Wright</b> <a href="mailto:e.wright@ob-ac.co.uk">e.wright@ob-ac.co.uk</a></p>	
<p><b>ANNUAL REVIEW 2018-19</b></p> <p><b>Completed by: Mrs M Wallace</b> <b>Date: 11/11/2018</b></p>	

**SEND Broad Areas of Need**

<b>Communication and Interaction</b>	
<b>6.28</b>	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.
<b>6.29</b>	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.

<b>Cognition and Learning</b>	
<b>6.30</b>	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.
<b>6.31</b>	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

<b>Social, Emotional and Mental Health difficulties</b>	
<b>6.32</b>	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.

<b>Sensory and/or Physical Needs</b>	
<b>6.34</b>	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).
<b>6.35</b>	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.

