

## SIXTH FORM PROVISION & SEND INFORMATION REPORT 2019-20

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 number of students on roll is increasing because of the increase of students' entering at Year 7, as well as those staying on or 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 Sixth Form with 206 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 & 2019. 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 9 lessons per fortnight 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 daily basis to support them with non-qualification activities.			
<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. Some 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>			

<p>The edibility criteria for entering sixth form is that students have 5 GCSEs. Some courses may also have additional 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.</p>	
<p><b>What is the planned outcome for young people, progression routes and how are young people supported to progress from the course?</b></p> <p>The planned outcomes for young people is for them 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.</p>	
<p><b>Incentives /Bursaries for young people?</b></p> <p>Some 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.</p>	
<p><b>If applicable what work experience opportunities are available?</b></p> <p>Work experience is offered to all students in year 12. Students are required to undertake 1 week of work experience in the first week of July.</p> <p>Students will also have access to work placements dependent on the subjects they opt for.</p>	
<p><b>Year 11 Transition Support?</b></p> <p>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. There will be an internal taster day after student's mock exams to establish which courses they would like to study; followed by meetings with SLT and mock results to identify whether students will be able to access the subjects they want to, based on their mock grades. In the summer term there is a taster day for all 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.</p>	
<p><b>What 3 things would you want a provider/service to mention if discussing the provision with a young person?</b></p> <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>	
<p><b>Does the school have a resource base?</b></p>	<p>No</p>
<p><b>Number on roll:</b></p>	<p>1192</p>
<p><b>% of children at the school with SEND:</b></p>	<p>10.65%</p>
<p><b>Date of last Ofsted:</b></p>	<p>October 2017</p>
<p><b>Awards that the school holds:</b></p>	<p>Inclusion Quality Mark – Flagship Status 2019  Investors in People (IIP)  SSAT Cultural Diversity Award (Gold)  Parental Engagement Quality Standard Award (Gold)  Healthy Schools Halton 2019</p>
<p><b>Accessibility information about the school:</b></p>	<p>OBA provides facilities and physical access including; ramps, disabled toilets, ICT facilities, filters for computer screens, iPads, raising chairs and the Academy has a lift installed. 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.</p>
<p><b>Please provide a web link to your school's Accessibility Strategy</b></p>	<p><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></p>

<p><b>Expertise and training of school-based staff about SEND. (CPD details)</b> Please comment specifically in relation to autism and include dates.</p>	<ul style="list-style-type: none"> <li>• SENCO affiliated training completed 2011.</li> <li>• Assistant SENCO affiliated training to be completed 2019</li> <li>• 2 Teaching Assistants trained at NVQ Level3</li> <li>• SEND Manager holds 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> <li>• All teaching assistants champion specific areas of additional need.</li> </ul>		
<p><b>Documentation available:</b></p>	<p><b>Are the following documents available on the schools website? If yes please insert the link to the documents page.</b></p>	<p><b>SEND Policy</b></p>	<p>✓</p>
		<p><b>Safeguarding Policy</b></p>	<p>✓</p>
		<p><b>Behaviour Policy</b></p>	<p>✓</p>
		<p><b>Equality and Diversity</b></p>	<p>✓</p>
		<p><b>Complaints procedure</b></p>	<p>✓</p>
		<p><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></p>	
		<p><b>Pupil Premium Information</b></p>	<p>✓</p>
		<p><a href="https://www.ormistonbolingbrokeacademy.co.uk/page/?title=Pupil+Premium&amp;pid=91">https://www.ormistonbolingbrokeacademy.co.uk/page/?title=Pupil+Premium&amp;pid=91</a></p>	

<p><b>Range of Provision and inclusion information:</b></p>	
<p><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></p>	<p>At OBA we endeavour to identify students with SEND at the earliest opportunity through close contact with parents and feeder primary schools and liaison with the local authority SEND services.</p> <p>During transition, information on students with special educational needs or disabilities is passed on from primary schools to the SENCO/SEND manager and strategies are shared prior to year 6 students joining the Academy. The students then visit the Academy for transition visits during year 6. Staff from OBA may be invited to attend multi-agency meetings and parents/carers are also welcome to visit the school or speak to members of the inclusion team prior to transition.</p> <p>At the start of year students are tested for cognitive ability and reading ages.</p> <p>New pupils arrive in year 7 with a pupil profile that has been written by the students themselves prior to entry.</p> <p>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.</p> <p>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.</p>

	<p>We share results of any assessments with parents/carers in order to agree next steps on how we can support your child. The SENCO attends progress evenings for students in years 7 – 11 and is available to discuss any concerns. Further points of contact are available through the half termly 'Drop In' sessions.</p>
<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>	<p>Pastoral support is available to all students through the pastoral and inclusion teams who collaborate to provide wrap around support for our students.</p> <p>Staff are involved in regular in-service training with regards to SEND and inclusion.</p> <p>In-class support from a Teaching Assistant or Graduate Teaching Assistant may be available to enable students to access the curriculum. Additional support and interventions may be identified through regular inclusion meetings.</p> <p>OBA utilise 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, the Virtual School, school health, educational psychologist, speech, language and communication, Chatterbugs, visual and hearing impairment services, occupational therapy, physiotherapy, disabilities team, N-Gage, Night Stop, KOOTH, young addaction, the Positive Behaviour Team, Halton Behaviour Team, Halton SENDIAS. And other voluntary organisations.</p> <p>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.</p> <p>Each student with SEN has a support plan, detailing areas of strengths and weaknesses and sharing targets for improvement. This plan is shared with all teachers and is reviewed three times each academic year to be reflective of the ever-changing needs of our students. In more complex cases, 'Team Around the Child', (TAC), meetings take place to set up action plans and interventions to support a graduated approach.</p>
<p><b>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</b></p>	<p>Students may be supported through specialist equipment and IT facilities 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.</p> <p>Class sets of iPads are available for use.</p> <p>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.</p> <p>Individual work spaces and break-out areas are used to vary the learning environment and allow for small group work. Students</p>

	<p>may be supported by Teaching Assistants. Full-time IT support is provided by technicians.</p> <p>A virtual overlay is provided for students with Irlen Syndrome and all have access to appropriately coloured paper in their books. Organisation is encouraged where appropriate by the use of visual prompt and reminder cards.</p>
<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>	<p>Speech, language and communication development takes place within structured lesson environments and P4C sessions during lessons and tutor time activities.</p> <p>Speech and language, communication and social skills intervention may be provided with advice from a speech and language therapist.</p> <p>Referrals to the Educational Psychologist allow for communication checks list to be completed.</p> <p>Personalised and targeted speech and language programmes are available for individuals and small groups.</p>
<p><b>Strategies to support the development of literacy (reading /writing).</b></p>	<p>All students in KS3 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. Where appropriate small group teaching takes place. Some students are offered daily one-to-one reading opportunities.</p> <p>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.</p> <p>Handwriting support can be offered on a one to one or small group basis.</p> <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>	<p>Students who are struggling with mathematics are withdrawn for small group and/or one-to-one teaching. Where appropriate small group teaching takes place. 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.</p> <p>The 'Catch Up' Numeracy programme is available to support students who have not made expected progress in Primary School.</p> <p>The Academies extensive enrichment programme offers further opportunities to develop numeracy skills.</p> <p>Online Maths resources may be accessed by the student to support learning in class and at home.</p>
<p><b>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</b></p>	<p>All students have access to a broad and balanced curriculum. 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. Where appropriate, small group teaching takes place.</p> <p>Some classes may have Teaching Assistants attached. Assistants attached will focus on supporting specific students.</p>

	<p>Resources are modified according to students' learning requirements. Specialised equipment may be provided to support specific identified needs.</p> <p>Individual support plans for students with SEND support are used by teachers to inform their planning and classroom management. Planning and assessment is evaluated through the Academy's QA system. During regular in-service training, teachers share the best practice and are kept informed of the most effective approaches and strategies to facilitate access. Personalised timetables and access to the Inclusion Zone and Learning Centre support may be available.</p>
<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>	<p>Regular assessments take place by all teachers and information is fed to all faculties and inclusion teams. Any students highlighted as being 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.</p> <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, CIN, CP and PEP meetings.</li> <li>refer students 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 Programme</li> <li>The Leadership Programme at KS3</li> <li>Student Parliament</li> <li>Anti-Bullying Ambassadors</li> <li>The Duke of Edinburgh Award Scheme at KS4</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> <li>The OBA Way (Ready, Respectful and Resilient), introduced in 2018, promotes the development of student culture and character through a comprehensive tutor time and ECM programme.</li> </ul>
<p><b>Support /supervision at unstructured times of the day including personal care arrangements.</b></p>	<p>An early morning 'drop-in' and breakfast is available for students. SEND support plans may specify break and lunch time provision for students. Keyworkers offer support as necessary on an individual basis. Lunchtime club is available for all year groups. The Inclusion Zone and the Student Wellbeing Services offers a safe environment that students are able to access throughout the day.</p>
<p><b>Extended school provision available; before and after school, holidays etc.</b></p>	<p>All staff are allocated duties before school, at breaktime, at lunchtime and at the end of the school day.</p>

	<p>Breakfast Club and early morning ‘drop in’ sessions are available for vulnerable students. Enrichment activities are available after school, including sports clubs. These are also open to years 5 &amp; 6 students from within the community. Saturday Academy is available for both OBA and primary students and OBA runs a Summer School programme. The opportunity is available for students to access educational day trips and residential visits. The Academy runs its own Duke of Edinburgh Award Scheme, Student Parliament and a Junior Leadership Award. Students have access to Camp Project Wales which is supported by members of OBA staff.</p>
<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>	<p>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. Tasks are differentiated to meet the needs of all students in the class in order to both support and challenge. Students are encouraged to participate in the activities on offer. All trips and visits undergo risk assessments and often students 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.</p>
<p><b>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</b></p>	<p>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. Staff receive training to support student’s emotional health and wellbeing, e.g. homophobic bullying, Hays safeguarding training, FGM and the ECM curriculum, tutor time activities, ‘thought for the week’ and assembly themes supports students to be more tolerant and to celebrate diversity. The Anti-Bullying Ambassadors role is to help educate their peers on bullying and to lead on anti-bullying campaigns. The Inclusion Zone offers support to our most vulnerable students and this facility links closely with the Student Wellbeing Services. In addition; N-Gage offer one to one and group sessions session’s for students via referrals and Head Salad provides group work sessions to students in years 7, 8 and 9, as well as to key groups of older students. Social communications groups are included in our enrichment programme. Parents/carers or students may be signposted to external agencies for additional support and where appropriate referrals can be made by the Academy.</p>
<p><b>What strategies can be put in place to support behaviour management?</b></p>	<p>A clear, consistent approach to behaviour management is understood and used across the academy. This forms part of the induction programme where the focus is on being ‘Ready, Respectful and Resilient’, creating a positive culture in the Academy and promoting the character of the OBA student. The ‘Ready to Learn’ system adopted by the Academy promotes the positive behaviour of the students.</p>

	<p>The pastoral teams monitor the behaviour of students and, in liaison with faculties, may use the following strategies to support behaviour management:</p> <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> <li>The C.A.R.E. schedule is completed for students at risk of exclusion which follows the graduated approach to interventions. Close liaison with parents is imperative to the success of this.</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>	<p>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. All families have a personal meeting with a member of the Senior Leadership Team.</p> <p>For key students a more personalised transition package is planned. This might include; parental meetings, multi-agency meetings, information sharing with the Local Authority, attendance at CAF, CIN and PEP reviews and CP meetings. Key staff are available to meet with parents / carers and students before the start of term. Saturday Academy, Summer School, enrichments and lessons in OBA give prospective students the opportunity to experience what life will be like in the Academy.</p> <p>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'.</p> <p>Parents / carers are always encouraged to contact school with any concerns no matter how small and a regular 'Drop In' is available every half term.</p> <p>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.</p> <p>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.</p> <p>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.</p>



<p><b>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</b></p>	<p>Close links are maintained with the services provided by the Local Authority including: school health, inclusion nurse, asthma nurse, visual and hearing impairment services, occupational therapy, physiotherapy, SEND disabilities team and other organisations in order to access strategies and resources to support our students e.g. chairs, writing slopes, high visibility tape etc. Where appropriate care plans are in place and available to all staff and these are reviewed and updated on a regular basis. Notices for Asthma and Anaphylaxis are displayed in all classrooms and all staff participate in annual training from school health. Additional transition visits can be held to address any mobility requirements.</p> <p>The Student Wellbeing Services offers triage for first aid and administers medications and we have our own medical room and disabled toilets. The Academy houses defibrillators. Named staff are trained in first Aid and for the administration of EpiPen for allergy sufferers.</p> <p>The Academy has an ‘administration of medication’ policy and staff training for managing specific medical needs takes place as necessary.</p>
<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>OBA endeavours to forge links with parents/carers in order to support the students and often call parents into the Academy 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 along with those in receipt of discretionary top up funding.</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 review evenings, transition evenings and options evening.</li> <li>Feeding information into the ‘working together meeting’ on request.</li> </ul> <p>Parents / carers are always encouraged to contact school with any concerns no matter how small and an open invite is available to the parental ‘Drop In’ every half term.</p>
<p><b>How additional funding for SEND is used within the school with individual pupils.</b></p>	<p>The Academy receives funding for all pupils including those with SEND and we meet student’s needs through this. Additional funding contributes to teaching assistant in class support, one-to-one tuition, staffing of the inclusion zone, student Wellbeing Services and LCS, small teaching groups, modifying resources, adaptive technology, specialised resources and equipment.</p> <p>The L.A. may provide additional funding for those whose needs meet their threshold. Additional funding may be used to provide specialised equipment and resources to support students with SEND.</p>
<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>Students who are looked after by a local authority are supported by the pastoral teams under the guidance of the Designated Teacher for LAC. PEPs are held every term in accordance with local authority practice and students are supported with PP+.</p>

	<p>Examples of how PP+ is used includes:</p> <ul style="list-style-type: none"> <li>Purchase of Laptop's</li> <li>Study guides and texts for exam revision</li> <li>Reading materials</li> <li>1 to 1 tuition</li> <li>Handwriting support materials</li> <li>Educational visits</li> </ul> <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> </ul>
<p><b>SENCO name/contact:</b> Mrs Mandy Wallace <a href="mailto:m.wallace@ob-ac.co.uk">m.wallace@ob-ac.co.uk</a></p>	
<p><b>Headteacher name/contact:</b> Mr Emlyn Wright <a href="mailto:e.wright@ob-ac.co.uk">e.wright@ob-ac.co.uk</a></p>	
<p><b>ANNUAL REVIEW 2019-20</b>  <b>Completed by:</b> Mrs M Wallace <span style="float: right;"><b>Date:</b> 29/09/2019</span></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.

