

ANNUAL REVIEW

SEND Information Report 2021-22

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Ormiston Chadwick Academy
School website address:	www.ormistonchadwickacademy.co.uk
Type of school:	Secondary
Description of school:	Ormiston Chadwick Academy opened in September 2014 and serves the community of Widnes. The Academy's sponsors are the Ormiston Trust. It is an average sized secondary school. 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 is of a minority ethnic heritage. The proportion of students supported at SEN Support is slightly below average (when compared to other secondary Academies). The proportion of students with an Education Health Care Plan is below the national average, at 1.3% . The Academy exceeds the government's current floor targets, which set the minimum expectations for students' attainment and progress.
Does our school have resource base? Yes or No If Yes please provide a brief description.	OCA houses an LA Speech and Language resource base with an allocated specialist Speech and Language (S & L) co-ordinator, Mrs Jackie Rathbone, who was appointed in September 2015. Classroom support is available for pupils accessing the S & L Resource Base. In addition, personalised and targeted speech and language programmes for individuals and small groups are offered through enrichments and interventions, including targeted 1:1 phonics/reading interventions. Referrals are made to the Educational Psychologist for a communication check list to be completed. SLCN
Number on roll:	964
% of children at the school with SEND:	21.5%
Date of last Ofsted:	Dec 2016 Outstanding
Awards that the school holds:	IQM Inclusion Quality Mark – Centre of Excellence (awarded June 2015 and reviewed July 2016 and 2017). Artsmark Gold - Arts Council England (awarded February 2015). Cultural Diversity Award- July 2016

Accessibility information about the school:	The academy is accessible to wheelchair users and a school Accessibility Plan is in place.
Please provide a web link to your school's Accessibility Strategy	http://www.ormistonchadwickacademy.co.uk/academy-information/policies/
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>The Academy has a commitment to continuous staff training and development with regard to meeting the individual needs of all students. Staff members have access to the SEND Policy, the SEND Register, Additional Needs Registers, SEND individual progress plans, and Pupil Passports. The SEND team are available to provide advice, information and strategies for meeting the needs of a variety of learning, sensory and mental health difficulties.</p> <p>The SENDCo at OCA is Mr R Laughton, who holds the National Award for Special Educational Needs. He works closely with other Ormiston Trust SENDCos and has developed good links with OCA's Governors. Mr Laughton can be contacted via email at: laughtonr@ocacademy.co.uk</p> <p>Assistant SENDCo is Mrs G Eastaugh.</p> <p>OCA provides in-house Teaching & Learning training for all staff, which includes SEND training. In the last year, such SEND training has included: Understanding the Code of Practice, SEND Registers-Understanding & Using Information, using Adult/Teaching Assistant Support in the Classroom, using SEND Individual Progress Plans to Inform Teaching, SEND Reforms, Differentiation and How to Meet the Needs of Different Learners (including ADHD, Dyslexia and ASD).</p> <p>The Senior Leadership Team regularly discuss the needs and training requirements of whole school staff who, in addition to whole school set training, are given the option to decide which training they would like to access during evening Twilight Training sessions and weekly Continual Professional Development sessions (CPD). Such personalised training is designed to ensure staff needs are met, including teaching pupils with SEND. The SENCo has delivered in-service SEND training to staff at OCA.</p> <p>Each week, teaching staff are given a specific teaching and learning focus. The Teaching and Learning team then conduct daily patrols to monitor and evaluate teaching standards and general classroom practise in order to ensure teaching standards are high throughout the Academy. This year, we have focused on using SEND individual progress plans to inform teaching, differentiated success criteria to meet the needs of all learners, including SEND students, and consideration of their needs within the learning environment. The SENDCo liaises closely with Mrs L O'Rourke, who leads Teaching and Learning and Mrs O Wyss, who is the Academy's Director of Literacy throughout the Academy in order to promote SEND issues through teaching, learning, staff development opportunities and during daily Teaching & Learning patrol.</p> <p>In addition to timetabled and set training, teaching, pastoral and support staff are encouraged to speak to members of the SEND Team to discuss any specific issues</p>

	<p>or concerns they might have regarding the SEND students they teach or if they feel a student ought to be assessed/referred for additional need concerns.</p> <p>Support training/advice is also available from specialist teachers and professional agencies to enable students with additional needs to access the curriculum more readily. These may include: local authority services, school health/nurse, educational psychologist, visual and hearing impairment services, occupational therapy, physiotherapy and audiology (at Woodview Children's Development Clinic), disabilities team, ASD Outreach, cognition and learning services, specialist Literacy assessment team, Young Addaction, positive behaviour team, Orthoptist/specific learning difficulties clinic, speech and language therapy, travel training service and the SEND assessment team (based at Rutland House).</p> <p>In addition, OCA houses a Speech & Language Resource Base which is led by Mrs J Rathbone who is our Speech and Language Co-ordinator. She is also available to guide and advise staff as and when necessary. She can be contacted via email at: rathbonej@ocacademy.co.uk to answer any queries parents and carers may have regarding their child's speech and language skills. Mrs Rathbone attends termly Speech and Language Resource Base meetings with other practitioners in order to share best practise, discuss current provisions and share information regarding available resources to help students develop their speech and language skills.</p> <p>The Academy holds an in-house 'Team around the Child' meeting on a weekly basis. This addresses concerns relating to SEND, attendance, welfare and behaviour. This feeds in to a half termly Pastoral RAP meeting that focusses on the progress of identified students.</p> <p>Both the SENDCo and SLCN Coordinator attend regular training workshops and services delivered by Halton LA's SEND Services. Such training allows us to keep abreast of new reforms and legislation as well as allow us to network with other SEND professionals in the local area.</p> <p>All staff members have access to Hays online Safeguarding Training, which is conducted and completed annually alongside a face to face session on current issues and the procedures in the Academy and across the LA. New members of staff are required to undertake Safeguarding Training within 5 working days of their start date.</p>		
Documentation available:	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p> <p>http://www.ormistonchadwickacademy.co.uk/academy-information/policies/</p>	SEND Policy	Y
		Safeguarding Policy	Y
		Behaviour Policy	Y
		Equality and Diversity	Y
		Pupil Premium Information	Y
		Complaints procedure	y

Range of Provision and inclusion information:

How we identify special educational learning	At OCA, we endeavour to identify students with
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<p>needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>SEND at the earliest opportunity through close contact with parents and feeder schools and liaison with Local Educational Authority SEND Services.</p> <p>Prior to admission, parents of SEND children are given time to share any information and concerns regarding admission & transition arrangements with the SENDCo, and, Transition Leader and Director of Key Stage 3, Mrs L Barratt and Heads of Year. This allows for open discussions regarding the suitability of placement and the necessary arrangements and resources that would need to be put in place to best meet the child's needs.</p> <p>When requested, the SENDCo and Transition Leader will organise and provide individualised transition arrangements for more vulnerable SEND students in order to alleviate any anxieties they may have during this important time (such students may be highlighted by concerned parents or primary professionals/SENDos).</p> <p>At OCA, we believe consulting and working with parents of SEND students is of paramount importance. Addressing recent changes in legislation (Code of Practice 2014) the SEND team actively promote parent/carers voice by operating an open door policy whereby parents can request a meeting with members the SEND Team, via the office, with the SENDCo at a time that suits. Parents are advised to phone: 0151 424 5038 if they wish to make an appointment via the office.</p> <p>The SEND team will always request parental permission before making a referral to other agencies for support/assessment. Where parents do not wish to have their details passed onto third parties their wishes will be respected.</p> <p>The SEND Team and Heads of Year arrange several meetings per academic year, attended by both parent and child, for pupils supported by SEND Individual Progress Plans. These plans are designed to support SEND pupils in their learning. At these meetings, both student and parent/carers have the opportunity to record their opinions and thoughts as well as work collaboratively with staff in order to set new targets and review interventions attended and progress made.</p> <p>Parents/carers are invited to Annual Review meetings for pupils supported an Education Health Care Plan - EHCP or those with Enhanced Provision</p>
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funding. At these meetings, parents' views and comments are greatly valued and play an important part in the process of reviewing and setting targets and ensuring best provision is made.

In addition, the SENDCo attends all Parent Evenings held at OCA (from Year 7 through to Year 11) and is available to discuss any concerns parents/carers may have regarding the educational needs of their child; if follow up meetings are required, they will be arranged at a time that suits all parties.

We have introduced a system whereby SEND Team support staff will make regular weekly contact with parents/carers of SEND students (either by telephone or email) whom they support in the classroom, if requested.

Many of our students arrive with identified SEND and through transition meetings with primary schools, including consultations with Year 6 teachers and SENDCOs, information is gathered and strategies shared. Staff from OCA 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/SEND teams prior to transition.

Each year, every pupil at OCA completes a one-page Pupil Profile. The Profile is written by students, enabling them to record 'pupil voice': their likes, dislikes, support they may need, strengths, difficulties, friendships, hopes and aspirations.

Students are tested for Literacy and Numeracy during the transition visits. In September, they will have further assessments for cognitive ability and reading ages.

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 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. As a reflection of quality first teaching, teachers will plan for differentiated work, designed to accelerate progress and address any gaps. It may be that alternative classroom strategies are planned for and trialled during a specific period of time. At all times, the

	<p>'Assess, Plan, Do, Review' approach is adopted.</p> <p>If parents inform us that they think their child has additional needs, we will discuss this with them and investigate and where appropriate. We will share results of any strategies/ assessments with parents/carers in order to agree next steps on how we can best support their child.</p>
<p>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.</p>	<p>The Inclusion Team, comprising pastoral staff, SEND and the attendance team, are available to support staff and students in order to maximise opportunities for learning and ensure an accessible curriculum for our students. In addition, we have support and training from specialist teachers and professional agencies to enable students with additional needs to access the curriculum. These include: local authority services such as Family Support through the Schools Project-early intervention support, School Health and Young Addaction as well as educational psychology services, speech, language and communication, visual and hearing impairment services, occupational therapy, physiotherapy, disabilities team, positive behaviour team and Halton SENDIAS (formerly known as parent partnership).</p> <p>Multi-agency meetings may be held with relevant professionals, LA Case-Workers, 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>Children who are looked after by the Local Authority have a termly Pupil Education Plan (PEP) co-ordinated by school and Children and Social Care. It focuses on the academic attainment of the student and assesses the progress made. Further support can be accessed via the application for Pupil Premium Plus. Targets to measure the impact of this funding are noted in the PEP.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Computer suites, including class sets of iPads, are widely available within all subject departments and used imaginatively, providing access to a wide range</p>

	<p>of ICT learning opportunities. All students have access to iPads, if needed. Staff are encouraged to seek e-learning opportunities whenever appropriate to enrich the curriculum, provide interest and support in the curriculum and to reduce barriers to learning.</p> <p>The izeone provides an alternative and supportive environment, prior to the school day and during break and lunch times for our more vulnerable pupils. Students who access the izeone are provided with an izeone pass. The izeone also houses class teaching for Nurture Group pupils, allowing for smaller class work in a nurturing environment. A specialised reading programme, for pupils with significant reading needs, is also delivered in the izeone. (This facility is not fully available due to COVID- 19 restrictions).</p> <p>Full-time IT support is provided by our technician team.</p> <p>Overlays, coloured exercise books and paper are provided for students with Irlen Syndrome, dyslexic tendencies and/or visual stress. Staff use Teaching and Learning toolboxes and colourful, laminated resources to suit visual, auditory and kinaesthetic learning styles.</p> <p>Organisation is encouraged by the use of visual prompts and reminder cards.</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<p>We have trained members of staff with Autism awareness in the iZone. Programmes of support are individually tailored to the specific needs of students with Autism, which can include structured social time and social skills groups to support communication difficulties. Support in lessons will be also based on individual needs and can include the use of TA support or access to the 'nurture group'. Extra support can be found from the LEA's Specialist Teacher for Communication & Interaction, Ms A Mcnamee, who is readily available to advise and share her ideas and expertise. Parents are signposted to the NAS web site www.autism.org.uk/Autism_Charity/Autism_Support to seek further information.</p>
What strategies/programmes/resources are available to speech and language difficulties?	<p>At OCA we can offer support to pupils with Speech and Language delays, in both of the expressive and receptive areas. This is done by using several strategies and resources both within the classroom as well as the Izone where interventions and enrichments are delivered by the SEND Team.</p> <p>Such enrichment sessions focus on Speech and</p>

	<p>Language development and promoting the pupils' self-esteem. These sessions are planned to meet the needs of the individual pupils, taking into account their own interests and abilities, resulting in 'language rich' activities that are built upon the pupils already acquired knowledge.</p> <p>Also, pupils are given the opportunity to read 1:1 with members of staff 2 or more times a week to help them with their pronunciation, fluency and speech sounds. It is then encouraged that the pupils read every day to build upon the 1:1 support alongside extending their vocabulary and phonic knowledge. A child who reads for 20 minutes a day will, in a year, be exposed to 1 million words as well as developing their grammar, spelling, punctuation and writing skills.</p> <p>Staff within the izone support the pupils in the classroom where strategies such as visual supports, PECs, (Picture Exchange Communication,) Makaton, Hanen, Elklan or TEACH strategies may be required to assist them with their communication skills and learning.</p> <p>The Izone is fortunate to have a Makaton Language Program Regional Tutor/ Speech & Language Therapist on staff, who can train both the pupils and staff or parents when/if required.</p> <p>Resources available at the Izone are: Makaton Signs and Symbols, Boardmaker, Vocabulary Enrichment Intervention Program, Narrative Intervention Program and Speechmark. The resource base has strong links with the LEA, Speech and Language Therapists, assistants and other Language Resource bases. The LEA's Specialist Teacher for Communication & Interaction, Ms A McNamee, is readily available to advise and share her ideas and expertise.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Where appropriate, small group teaching takes place. We advocate a 'Literacy Across the Curriculum' focus, whereby classrooms display word banks and vocabulary walls (specific to the subject being taught). Staff are advised to provide word banks for any new units of study the students will follow. Staff also provide regular opportunities for spelling tests to be conducted.</p> <p>CLOZE reading activities, allow English staff to further assess the reading skills and ability of all</p>

	<p>students. Such tests provide valuable information on a student's: literal comprehension, vocabulary, inference and analytical skills. We target students with lower reading ages for additional 1:1 reading sessions with a member of staff from the English Department and/or the librarian. Such sessions have proved to be highly beneficial and are designed for immediate impact and rapid improvement. Reading ages are shared and used by all teaching staff to set and differentiate pupils' work accordingly.</p> <p>Literacy intervention groups for pupils who are not making expected progress take place during enrichment time (3:00-4:00) weekly.</p> <p>Students with dyslexic traits are offered strategies to support them with their learning. In addition, specific support/advice from a SEN Specialist Teacher is provided. Handwriting support is offered as a weekly enrichment session by the SENDCo team and an additional Phonics intervention, handwriting and dyslexia intervention is delivered by 1zone staff.</p> <p>In KS4 (Years 9, 10 & 11) small group, highly targeted literacy interventions take place by members of the English/Communications Department in order to support students in their programmes of study/coursework/GCSE examinations.</p> <p>The year-long Enrichment Programme will offer further opportunities to develop literacy skills for students of all ages. Please visit the website to see the Enrichment Programme.</p> <p>The academy has class sets of Exam Reader Pens which helps students to access reading support independently and to feel empowered to help themselves with their reading. These pens are also used in exams and so use in class supports students in getting used to how they work.</p> <p>ACE dictionaries are available for students with Dyslexia to help them with spelling.</p>
Strategies to support the development of numeracy.	<p>Again, where appropriate, small group teaching takes place. We advocate a 'Numeracy Across the Curriculum' focus, whereby teaching staff maximise opportunities for the teaching and learning of numeracy skills in all subject areas. Staff are advised to regularly plan for opportunities to develop students' numeracy skills and this has been a recent</p>

	<p>focus for Teaching and Learning patrol.</p> <p>In the Maths Department, students who are struggling to make expected progress are targeted for small group and/or one-to-one targeted teaching. Additional intervention groups, for pupils who are struggling to make expected progress, are offered as after school enrichment classes.</p> <p>Also, online Maths resources may be accessed by the student to support learning in class and at home.</p> <p>OCA proudly houses a Saturday Academy whereby Key Stage 4 students are invited into school during the hours of 9:00 to 12:00 on a Saturday morning in order to access additional, highly targeted teaching and small group/1:1 intervention programmes of study (includes English & Maths).</p>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<p>All students have access to a broad and balanced curriculum and work is differentiated to meet the needs of all students in the class.</p> <p>Staff are informed of the varying needs of the students in the Academy and are kept up to date with any changes. Records, SEND Individual Progress Plans, various information and data is stored electronically and paper copies of SEND registers are provided to all teaching staff, at the beginning of the academic year. As is the case, when information changes, staff are made aware of this via e-mail and weekly staff briefings. Where necessary, meetings with relevant staff may be required regarding a student's specific needs. Also, the SEND team attend various departmental meetings to discuss important SEND issues and individual students' needs.</p> <p>At OCA, we maximise opportunities for small class provision. We offer a 'Nurture Group' in Years 7 & 8 for our least able students. This has a primary school structure; students are taught Maths and English by specialist English and Maths teachers and have specialist subject teachers for the remaining subjects.</p> <p>Some classes may have Teaching Assistants or Graduate Teaching Assistants to support teachers. This allows for a greater focus on supporting the needs of specific SEND students who have varying and/or specific needs.</p> <p>Resources are modified according to students' learning requirements and specialised equipment is</p>

	<p>provided.</p> <p>SEND support plans for SEND students are used by teachers to inform their planning and classroom management. Planning and assessment is evaluated at the Raising Attainment and Progress (RAP) meetings where the progress of SEND students is closely tracked.</p> <p>In addition, lesson observations are conducted by the SENDCo with a specific focus on the teaching and learning of SEND students in order to monitor the effectiveness of teaching practice throughout the Academy.</p> <p>During regular in-service training, teachers share best practice and are kept informed of the most effective approaches and strategies to facilitate access for all students.</p> <p>‘Round Robin’ emails are sent to staff to gather information on a student’s performance in class or to share updates on their needs to further inform planning and differentiation of lessons.</p> <p>During transition to Key Stage 4, we provide a ‘Pathways’ approach whereby students are guided towards a pathway which is most suited to their academic ability. Each pathway has a different core package where the level and type of qualification is best suited to the learners’ ability, strengths and aspirations. There is also flexibility within this and pupils are able to move on to different qualifications depending on progress and attainment.</p> <p>OCA specialises in Applied Learning, so these opportunities are threaded throughout the curriculum.</p> <p>Some students (including those who may have SEND needs, although not exclusive to) may access alternative provision with one of our outstanding alternative provision providers:</p> <p>Everton Free School Harmonize</p> <p>Please email our Alternative Provision Co-ordinator, Ms U Miller, for further information and guidance: milleru@ocacademy.co.uk</p>
<p>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).</p> <p>What we do when provision or interventions</p>	<p>Regular half-termly assessments take place by all teachers and information is fed to all faculties and pastoral teams. Students highlighted as a cause for concern are discussed at the Raising Attainment and Progress (RAP) meetings. Here, strategies will be</p>

<p>need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>discussed and agreed upon by key members of staff in order to accelerate and ensure progress.</p> <p>Parents are kept informed of current assessment data. As part of this process, we:</p> <p>Track progress against time Conduct internal/targeted testing for specific areas of needs Carry out observations within the school setting Appoint students an individual Academic Mentor to help guide and advise Feedback results to parents at Parents' Evenings, Open Evenings, Pupil Reports Maintain regular contact, where necessary via telephone and/or email</p> <p>Termly SEND Individual Progress Plan meetings provide an additional opportunity to feedback to parents and to discuss: progress, attainment, strengths, difficulties and effective support strategies for SEND students.</p>
<p>Strategies/support to develop independent learning.</p>	<p>The Academy provides opportunities to develop and nurture independent learners through:</p> <p>Use of individual timetables and programmes of study: In class opportunities for investigative work and problem solving Use of Pupil Planners and equipment Use of active tasks and Kagan principles for group work Homework including project based tasks Independent research, finding and collecting information Learners learning at their own pace, using ICT as an effective tool.</p> <p>Exam reader pens are used to help students with reading, but to also give them the opportunities to help themselves and to work independently.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Early morning, break and lunch time 'drop-in' is available for vulnerable students in both key stages, offering a calm and safe environment, in the izone. This is a fully staffed and monitored provision and has proved popular with students of all ages.</p> <p>Furthermore, break and lunch time Keyworkers offer support as necessary on an individual basis.</p>

<p>Extended school provision available; before and after school, holidays etc.</p>	<p>OCA provides extended provision through:</p> <p>Breakfast club (Not currently running due to COVID-19 restrictions)</p> <p>Enrichment & Intervention activities after school, including sports clubs</p> <p>Saturday Academy</p> <p>Early morning drop is available for vulnerable students (Not currently running due to COVID-19 restrictions)</p> <p>The opportunity for pupils to access educational day trips and residential visits</p> <p>OCA Summer School</p>
<p>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?</p>	<p>All students have access to pastoral support through the pastoral system and all students have a form tutor attached to their form group.</p> <p>Personal Development-PSHE, RE and Citizenship are delivered to pupils by form tutors to develop their awareness. Additional Personal Development lessons take place throughout the school year.</p> <p>All KS4 students have an allocated academic mentor and some students have an allocated keyworker to address their specific needs. Support staff are trained in EHWP.</p> <p>An early morning, break and lunch time drop in service is available for vulnerable students in the zone.</p> <p>If needed, planned support may be provided by a teaching assistant and vulnerable students can access a variety of SEND interventions and enrichments including: anger management, social skills and form-time mentoring.</p> <p>Support from a dedicated Attendance Team is available to students who are struggling with attendance issues, for various reasons. Strategies devised are intended to support students' attendance and punctuality, in consultation with parents/carers.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>The pastoral teams monitor closely any students who display any kind of anxiety or stress in school and refer them to our welfare team.</p> <p>There are trained 'Mental Health First Aiders' who are used to mentor students with mental health issues and reduce their anxiety in order to raise their self-esteem. We have a designated area for mental</p>

	<p>health support for students who need more intervention called the 'C Zone' with a specialist member of staff who delivers lessons in a calm and supportive environment. Referrals to school counselling and CAMHS are submitted where necessary.</p> <p>OCA has an in-house counsellor who provides 1-1 sessions with students when needed and can give support strategies to staff.</p>
What strategies can be put in place to support behaviour management?	<p>A 'Behaviour for Learning' policy is in place across the Academy with clear routine, structure and consequences. The policy is based on the belief that promoting positive behaviour is the responsibility of the community as a whole.</p> <p>The pastoral teams monitor closely the behaviour of students, in liaison with departments, and the following strategies may be put in place by the Academy:</p> <p>Behaviour report stage tracking system Time out & reward system Isolation Room Boxall profiles Intervention from positive behaviour support team Stage report system Detentions Buddying systems within departments Regular parental contact/review meetings</p>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<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 and students to attend. For key and SEND students a more personalised transition package is planned. This might include: parental meetings, multi-agency meetings, information sharing with the LA, attendance at CAF's, PEP's, CIN or CP meetings. Risk assessments and care plans are shared, reviewed and updated.</p> <p>Key staff are available to meet with parents / carers and students before the start of term.</p> <p>Saturday Academy, Open Days/Evenings, OCA enrichments and lessons give prospective students the opportunity to experience what life will be like in the Academy.</p> <p>Links with the Halton Transition lead and work with Halton SENDIAS can be utilised if needed.</p>

	<p>Year 7 students start the new term before other year groups in order to provide a nurturing approach and</p> <p>parents / carers are always encouraged to contact school with any concerns, no matter how small.</p> <p>OCA has a dedicated on-site Careers Advisor, Mrs S Martindale, who is available to offer students advice regarding their individual hopes, plans and aspirations. Mrs Martindale can attend Annual Review Meetings for KS4 SEND students and for students with an Education, Health & Care Plan. She liaises with institutions of further education and will accompany students on college transition days, if required.</p> <p>During COVID-19 restrictions, transition plans are restricted to online meetings and discussions.</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<p>The Academy has a number of qualified first-aiders who operate on a daily rota basis in order to address the needs of students.</p> <p>The SEND and Inclusion teams liaise closely with: School Health – inclusion nurse, asthma nurse Physiotherapy / Occupational therapy team Outreach Inclusion Co-ordinator</p> <p>Transition visits are made to address any mobility requirements for those students who may require additional arrangements and specialised provision.</p> <p>In addition: Specialist equipment / resources are available Staff are trained for evacuation purposes Care Plans are in place and available to all staff - these are reviewed and updated on a regular basis. Notices are displayed around the school environment for asthma, anaphylaxis and allergies Named staff are trained in First Aid and for the administration of epi-pen A medication administration policy is available. The Academy houses a defibrillator. Assessments for visual impairments are conducted. Staff training is planned and delivered for managing students' specific medical needs. Several staff members in the academy have received Evac Chair training to support students with mobility issues in the event of an evacuation.</p>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<p>Extra support is offered by the Academy through: Referral to Halton SENDIAS Signposting to other external agencies Seeking support from the Early Intervention Team</p>

	<p>and iCART Parent Governors Parent voice group Parent review evenings, transition evenings, open evenings and options evening. OCA may feed information into the 'working together meeting' on request.</p> <p>Parents / carers are always encouraged to contact the Academy with any concerns no matter how small.</p>
How additional funding for SEND is used within the school with individual pupils.	<p>The Academy receives funding for all pupils including those with SEND and we meet students' needs through this. The LEA may provide additional funding for those students whose needs meet the LEA threshold.</p> <p>Additional funding may be used to provide specialised equipment and resources to support students with SEND. The Academy provides equipment and resources for student use including: overlays, exercise books with coloured paper, handwriting pens and iPads.</p>
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.	<p>Pupil Premium is used for:</p> <ul style="list-style-type: none"> Employing additional teaching and support staff Staffing to provide quality enrichment and Saturday Academy classes 1:1 tuition and/or small groups in literacy and numeracy The employment of additional staff to support non-academic interventions e.g. counsellor, careers and off-site provision Residential visits Subsidies to ensure all students have the opportunity to attend school trips Uniform vouchers Providing a quality enrichment program. Breakfast Club iPads
SENCO name/contact: Ryan Laughton 01514245038	
Headteacher name/contact: Jen Lowry 01514245038	
ANNUAL REVIEW 2021- 2022 Completed by: R Laughton Date: 09/09/21	

SEND Broad Areas of Need

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.