

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for children with SEND. We hope parents of current and prospective children find the following information helpful and we encourage all interested parties to contact the academy for more information.

We provide for the following kinds of special educational needs (SEN):

Students at Ormiston Chadwick Academy have a range of needs including:

Cognition and learning

- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

- 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.
- Children and young people with Autism Spectrum Conditions 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.

Social, emotional and mental health difficulties

- 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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 (ADHD) or attachment disorder.

Sensory and/or physical needs

- 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 – a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning.

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. Our accessibility and equality plan can be found here: <https://ormistonchadwickacademy.co.uk/key-info/policies>

We are aware that students may have difficulties in more than one area, and we will ensure to support children in different ways if more than one broad area of need is identified.

We identify and assess children with SEN using the following methods:

We endeavour to identify children with SEND at the earliest opportunity and follow a process to identify need called The Graduated Approach - Assess, Plan, Do, Review.

We will assess each child's current skills and levels of attainment on entry. Subject teachers will make regular formative and summative assessments of progress for all children and identify those whose progress is:

- significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social skills.

Slower progress and lower attainment will not automatically mean a child has SEND. Many children will have difficulties with learning, for many reasons, at some point in their school life but with additional support from their teachers through high-quality teaching will overcome these barriers to learning. Children can experience setbacks for many reasons including emotional distress, absence, inconsistent access to school and having English as an additional language (EAL). When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. 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.

Our school identifies children with special educational needs/ disability (SEND) by:

- Baseline assessments on entry (GL Assessments on Reading, Writing, Maths, Science and PASS)
- Parental concerns and views/observations
- Child concerns and views/experiences
- Teacher concerns
- Teacher assessment and observation (progress, attainment, behaviour, development)
- Teacher and Inclusion Team identification
- Liaison with other educational professionals (e.g. Educational Psychologists, Specialist Teachers)
- Liaison with external agencies (e.g. medical professionals, physiotherapists, occupational therapists, speech and language therapists etc.)
- At transitions meetings with primary schools
- Monitoring and assessment information (tracking of progress)
- Access Arrangements testing

We encourage you to raise your concerns by discussing them with your child's form tutor, subject teacher, head of year or the SENCO, Mrs O'Rourke.

We evaluate the effectiveness of our SEN provision in the following ways:

Consistent monitoring and evaluation of SEND provision is paramount to support children's progress and attainment. We evaluate the effectiveness of provision for children with SEND in a variety of ways, including:

- Reviewing children's individual progress towards personalised targets
- Evaluating the impact of interventions after a specified amount of time
- Utilising child voice approaches
- Monitoring of provision by the SENCO
- Holding annual reviews for children with EHCPs
- Carrying out classroom observations and culture walks
- Monitoring behaviour and attainment tracking data

- Review and support from OAT SEND team
- Working with our SEND Governor
- SEND SEF and SEND action plan
- Self-evaluation activities – culture walks and book looks – focusing on SEND students
- Parent/carers voice

We have been awarded the following:

- 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

Our arrangements for assessing and reviewing the progress of children with SEN are as follows:

There are three calendared assessment weeks throughout the school year and data is fed to all faculties and pastoral teams. Children highlighted as a cause for concern are discussed at the Raising Attainment and Progress (RAP) meetings. Here, strategies will be discussed and agreed upon by key members of staff in order to accelerate and ensure progress.

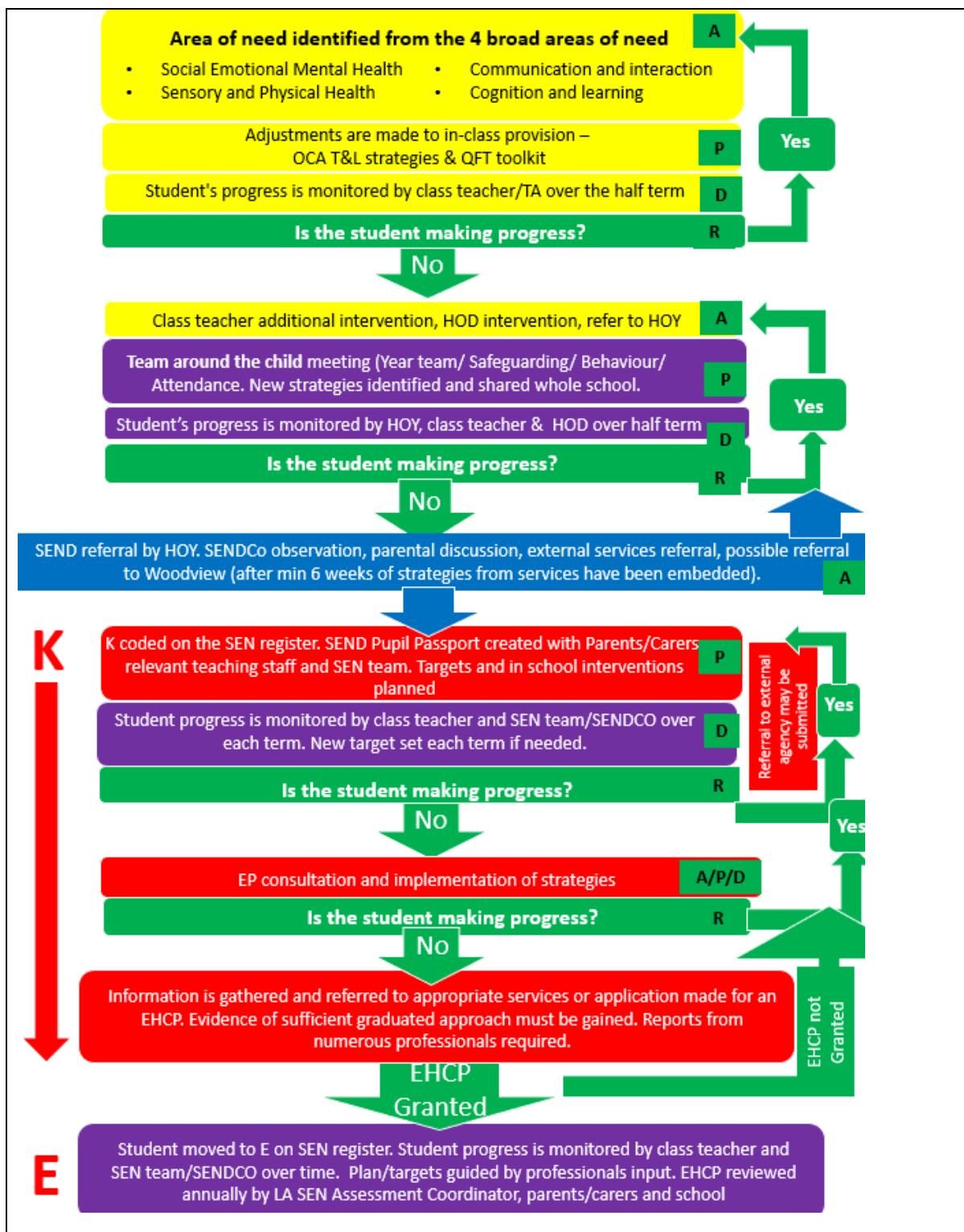
Parents/carers are informed of current assessment data. As part of this process, we:

- 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

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The educational plan for your child will be explained to you and will be overseen by their subject teachers and the SENCO/Assistant SENCO. We use an online tool, called EduKey, to record our SEND provision. If your child has an individual Pupil Passport you may be given a log in code to view and comment on it or a paper copy will be shared with you. Termly SEND review meetings provide an additional opportunity to update Pupil Passports and feedback to parents/carers on progress, attainment, strengths, difficulties, and effective support strategies. Teachers feed into this process through 'round robins'.

Members of the SEND team attend various departmental and pastoral meetings to discuss important SEND issues and individual children. Team Around the Child meetings are held between the SENCO, TA year link, Head of Year, DSL and attendance team link to review and plan support for individual children, when necessary.

The flowchart below outlines our whole-school approach to cycles of assess, plan, do, review:



Our approach to teaching children with SEN includes:

All children have access to the same broad and balanced curriculum and teaching is adapted to meet the needs of all children in the class. Staff are informed of the varying needs of the students in the Academy and how best to support them. Records, SEND Pupil Passports and data is stored electronically and can be accessed by staff via Edukey. 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.

OCA adopts an evidence and research informed approach towards Teaching and Learning. During regular in-service training, teachers share the best practice and are kept informed of the most effective approaches and strategies to facilitate access to the curriculum.

Most of our children with SEND have their needs met through high-quality teaching. This may include teachers adapting teaching to enable all children to access the curriculum. Teachers are responsible and accountable for the progress and development of all the children in their class. Some classes may have Teaching Assistants or Graduate Teaching Assistants to support teachers. This allows for a greater focus upon supporting the needs of specific children with SEND. We have a lower ability class in each year for children requiring additional support (with and without SEND). This class, of up to 19 children, has access to additional adult support with a timetabled Teaching Assistant.

Resources are modified according to children's learning requirements and specialised equipment is provided where necessary. Pupil Passports for children with SEND are used by teachers to inform their planning and classroom practice. Planning and assessment is evaluated at the Raising Attainment and Progress (RAP) meetings where the progress of children with SEND is closely monitored.

We believe in a fully inclusive approach to teaching students, whenever possible our children remain in the classroom receiving specialist subject support. In some cases, additional interventions will be provided by the academy, through one to one or small group support and intervention. Some interventions take place during the academy day, but where possible we try to avoid removing children from timetabled lessons. Our intervention offer is determined by the needs of our children, but include:

- Lexonic (for reading and literacy difficulties)
- Reading pals
- 1:1 tutoring for children in KS4 through the National Tutoring Project
- KS4 Saturday Academy
- Speech and Language
- Social skills support
- Handwriting
- Anger management
- SAFMEDS

Personalised timetables and access to the Inclusion Zone may be available depending on the child's individual needs.

We adapt the curriculum for children with SEN in the following ways:

We are committed to whole school inclusion. All children have access to the same broad and balanced curriculum and teaching is adapted to meet the needs of all children in the class. The school curriculum is regularly reviewed by the Senior Leadership Team, together with Curriculum Leaders, to ensure that it is accessible to children of all levels and abilities and supports the learning and progress of all children as individuals. This includes learning outside the classroom.

We ensure that all our pupils have learning pitched at an appropriate level to them. This allows them to access all aspects of the curriculum whilst ensuring challenge. This is done through the use of, for example:

- adapting resources and staffing
- level of adult support
- resources e.g. tasks, modified materials, use of ICT
- pre-teaching
- small group interventions
- Access Arrangements for exams
- For some students it may become necessary to engage support from external agencies and professionals
- practical resources
- adapted P.E. sessions
- specialist therapy packages for identified children

Staff have received a range of training designed to support a variety of approaches which means that we are able to adapt to a range of SEND. Teachers therefore use a number of teaching methods that are adapted to the needs of both groups and individual children. Teachers adapt their teaching constantly to cater for their children's needs and use Pupil Passports and other SEND information to adapt their teaching methodology. When appropriate, staff are deployed to give children additional support in small groups inside or outside the classroom, or to provide targeted support.

All teachers in our academy have high expectations for all children. Those who require additional support are planned for by their class teacher, with support from the SENCo. If further support is required, class teachers will implement recommendations/programmes set by external specialists for children who have an identified or specific difficulty (e.g. Speech and Language Therapy programme, Occupational Therapy programme, physiotherapy programmes, Educational Psychology, outreach teachers, specialist literacy teachers, health professionals etc.).

Some children (including those who may have SEND) may access alternative provision with one of our alternative provision providers:

Everton Free School

Harmonize

Please email our Alternative Provision Co-ordinator, Ms U Miller, for further information and guidance: milleru@ocacademy.co.uk

From September 2023 we opened Chadwick House our Pupil Support Centre. This is a smaller setting where identified students will have a placement which is reviewed termly. Here students continue to have access to a broad and balanced curriculum in line with their peers in mainstream and are taught in smaller classes with Teaching Assistant support, with the aim of being reintegrated back into mainstream lessons.

We enable children with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

All children in the academy, including those with SEND, are expected to take part in all aspects of academy life.

Teaching assistants and other support staff are deployed to support our children where necessary and facilitate their learning to enable them to work alongside their peers. Tasks are adapted to meet the needs of all children in the class, in order to both support and challenge. The attendance team offer intensive support to both children and the parents/carers of children who are experiencing difficulties with attending school. Reintegration may seem difficult but can be supported through the use of the Inclusion Zone facility. The Caring Zone is used for students who need support in transitioning back into lessons.

There is a fully inclusive enrichment timetable. Child voice, including that of children with SEND, informs the enrichment activities on offer. Children are encouraged to participate in the activities on offer. All trips and visits undergo risk assessments and often children with SEND are supported by a member of support staff. All children, including those with SEND are encouraged to take part in our wide selection of after school enrichment activities, and also join teams within the academy such as student council and the debate team. The academy is accessible to wheelchair users.

The following social, emotional and mental support is available for children with SEN:

As well as providing academic support this academy also provides emotional and social support for students. This can include:

- Individual mentoring
- Social skills
- Smaller classes with TA support
- Counselling
- Self esteem mentoring
- I-Zone pass
- C-Zone
- PD curriculum addresses current issues and students will be made aware of upcoming difficult topics

The Inclusion Zone offers support to some of our most vulnerable children.

The pastoral teams monitor closely any students who display any kind of anxiety or stress in school and refer them to our welfare team.

There are trained 'Mental Health First Aiders' who mentor children with mental health issues and reduce their anxiety in order to raise their self-esteem. We have a designated area for mental health support for children 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. OCA has an in-house counsellor who provides 1-1 sessions with children when needed and can give support strategies to staff.

The name of our SEN Co-ordinator (SENCO) is: Mrs L O'Rourke

Listed below are the names of staff members possessing expertise related to SEN:

Name: P Powell	Name: E Osborne
Job role: Assistant SENDCO	Job role: i-Zone Manager
Expertise: Student referrals/Access Arrangements	Expertise: Pastoral and Safeguarding Support
Name: J Rathbone	Name: M Murphy
Job role: Speech and Language Co-ordinator	Job role: SEND Governor
Expertise: Speech and Language Therapist	Expertise: Further Education

In addition, we use the services of the following specialists:

- Halton SENDIASS
- Educational Psychology Service

- Specialist teachers
- Communicate
- Sensory Impairment Service
- Behaviour Support Team
- Counsellors
- Autism Outreach Team
- Woodview
- School nurse
- Social care
- Family Support Workers
- Educational Welfare Officers

We currently possess the following equipment and facilities to assist our children with SEN:

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- Overlays
- Handwriting pens
- Pen grips
- Reading rulers
- Reading pens
- Dyslexia support pack
- ACE dictionaries
- Dyscalculia support pack
- Radio aids
- Stress balls and fidget toys
- Large print resources and magnifiers
- Visual prompts and reminder cards to support organisation
- Access to ICT equipment and laptops
- Disabled toilets
- The I-Zone
- The C-Zone
- Time out, medical and permission to leave early passes
- Sensory space
- Wheelchair-accessible building

Where specific facilities are required, the SENCO will make the appropriate arrangements in discussion with parents/ carers.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

At OCA, we believe consulting and working with parents/carers of children with SEND is paramount. Parent/carer surveys are completed during progress evenings and at the end of every year.

The SEND team actively promote parent/carer voice by operating an open door policy whereby parents/carers can request a meeting with members the SEND Team, via the office. Parents/carers are advised to phone 0151 424 5038 to make an appointment. In addition, the SENCO attends all Transition Events and Parents' 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 contact with parents/carers of children with SEND (either by telephone or email). The SEND Team and Heads of Year arrange input from both children and parents/carers, for children with a Pupil Passport. These passports are designed to support children with SEND. Both children and parents/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 on a termly basis. Parents/carers are invited to Annual Review meetings for children with an Education Health Care Plan (EHCP) or those with Enhanced Provision funding.

The SEND team will always request parental permission before making a referral to other agencies for support/assessment. Where parents/carers do not wish to have their details passed onto third parties their wishes will be respected.

We hold SEND Books for Breakfast which provides parents/carers an opportunity to speak to staff whilst reading with their child.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

We ensure all pupils with SEN are listened to and their point of view is taken into consideration. Pupils with SEN are involved with student voice alongside their peers. We adapt teaching to ensure inclusion in lessons so all pupils can be involved in their learning journey. Adjustments such as having additional adult support via a Teaching Assistant is available where necessary. Practical lessons can be adapted for pupils who have a physical disability and supportive equipment or additional adult support may be offered. For pupils with an EHCP, external services are invited to have an input during their reviews where we work collaboratively to ensure pupil outcomes are able to be achieved with the right provisions.

Our arrangements regarding complaints from parents of children with SEN are as follows:

Parental complaints follow a three-stage process. With all stages of the complaint a satisfactory conclusion will end the complaints process and in effect close the complaint file, whereas an unsatisfactory conclusion will mean that the complaint will be escalated to the next stage of the process until the whole process is exhausted. This procedure is not available for use by prospective or past parents – it may only be used by parents of current pupils registered at an OAT academy.

Stage one – informal

If a parent/carer has a complaint they should contact SENDCO in the first instance. If the SENDCO cannot resolve the matter alone, or a complaint is made in writing or by telephone to another member of staff, the complaint will be forwarded to the academy's Data Protection and Complaints Team who will ask the appropriate person (for example, Vice Principal) to handle the complaint. It may be necessary for the academy to request that a complaint form be completed to aid the understanding of the complaint. The academy will aim to resolve the complaint within ten academy days

Please refer to our complaints policy to see both informal and formal procedures

[Ormiston Chadwick Academy - Policies](#)

We work with the following bodies to ensure the best possible provision for our children with SEN:

We have support and training from specialist teachers and professional agencies to enable students with additional needs to access the curriculum. These include:

- Halton LA
- ADDvanced Solutions
- Schools Project - early intervention support
- Visual impairment services
- Hearing impairment services
- Occupational therapy
- Physiotherapy
- SEND disabilities team
- Speech and language team/Chatterbug
- Educational Psychologist
- Positive behaviour team
- Woodview

Multi-agency meetings may be held with relevant professionals, LA Case-Workers, parents/carers and children in order to plan and review the child'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 child, review how well the child is doing in relation to agreed targets, agree on what has worked well, what could be further implemented to support, next steps and an agreed future review date. The information from all meetings will be recorded and shared with the parent/carer.

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 child 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.

Parents of children with SEN may find the following support services helpful, in addition to the academy's offer:

Local SEND Information & Support Services, SEND Local Offer for Halton [Local Offer | Halton's Local Offer \(haltonchildrenstrust.co.uk\)](#)

Local Authority SEN Team, Halton SEND Partnership SENDPARTNERSHIP@Halton.gov.uk

Behaviour Support Team, Halton Behaviour Support Service (HBSS) hbss@halton.gov.uk

Educational Psychologist, Halton Educational Psychology Service educationalpsyc@halton.gov.uk

ADDvanced Solutions [Welcome to ADDvanced Solutions](#)

Sensory Impairment Service, Julie Metcalf: Lead Teacher of the Deaf and Teacher for Visual Impairment Julie.metcalf@halton.gov.uk

IPSEA, Independent Provider of Special Education Advice, <https://www.ipsea.org.uk/>

Council for Disabled Children, Advice & resources for professionals and parents, <https://councilfordisabledchildren.org.uk/>

Halton SENDIASS [Halton SEND Partnership | Special Educational Needs & Disability Information Advice and Support \(sendiasshalton.co.uk\)](#)

Our transitional arrangements for children with SEN include:

Transition to OCA from primary school

In addition to the transition support available to all children, we offer the additional support for children with SEND:

- Parents/carers of children with SEND are encouraged to contact the academy to arrange additional visits to the academy during the school day, as well as on Open Evening.
- Open day visits to look around the academy and Open Evenings for parents/carers to view the school and talk to staff.
- Parents/carers of children with SEND are given time to share any information and concerns regarding admission and transition arrangements with the SENCO and Transition Leader. 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.
- We attend the Halton transition event each summer term to meet with primary feeder school teachers.
- Transition meetings with the school SENCO and primary schools take place for every child with SEND. This may include additional visits to OCA, or OCA staff visiting children in their primary setting to support transition.
- Liaison with other professionals working with a child, where appropriate.
- Transition days take place in the summer term. When required, the SENCO and Transition Leader offer additional and individualised transition arrangements for children with SEND and/or additional vulnerabilities, in order to alleviate any anxieties they may have during this important time.
- SEND summer school was held in July 2024 to provide children with SEND the opportunity to have lesson taster sessions and familiarise themselves with the school building and key staff. This also provided an opportunity for both children and parent/carers to ask any questions.
- Pupils with SEN are made aware of their SEND Department links who they will have access to during year 7.

Transition to Post 16 Providers /Transition to Post 18 Providers

- We will share information with the school, college, or whichever HE provider the child is moving to. We will agree with parents/carers and the child which information will be shared as part of this
- We will support the child with transition to future post-16 education and provide careers guidance and support where necessary.
- Any Access Arrangement information will be passed on to future providers.

Halton's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://localoffer.haltonchildrenstrust.co.uk/>

More information on SEND can be found in the OAT SEND Policy:

SEND policy can be found here [Ormiston Chadwick Academy - Policies](#)

Special Educational Needs and Disability (SEND) Contacts and Responsibilities

This document should be viewed in conjunction with the SEND Policy

[Ormiston Chadwick Academy - Policies](#)

Last updated: September 2024

Academy roles

Role	Designated person	Contact Details
SENCO	L O'Rourke	ourkel@ocacademy.co.uk
Principal	J Lowry Johnson	lowryj@ocacademy.co.uk
SEND Governor	M Murphy	murphym@ocacademy.co.uk

Other senior leader with responsibility for SEND		
Pastoral support lead	R May	mayr@ocacademy.co.uk
Designated safeguarding lead	K Hatch	hatchk@ocacademy.co.uk
Designated teacher for looked after children	K Hatch	hatchk@ocacademy.co.uk
Mental Health Lead	F McDowell	mcdowellf@ocacademy.co.uk
Assistant SENDCO	P Powell	powellp@ocacademy.co.uk
External agencies		
Role	Information	Contact Details
Educational Psychologist (trainee)	Nicola Webster	Nicola.Webster@halton.gov.uk
Local SEND Information & Support Services	Halton LA	Local Offer Halton's Local Offer (haltonchildrenstrust.co.uk)
Local Authority SEN Team	Halton LA	senservice@halton.gov.uk
Behaviour Support Team	Halton LA	Halton Behaviour Support Local Offer (haltonchildrenstrust.co.uk)
Sensory Impairment Service	Halton LA	suzanne.sothern@halton.gov.uk

IPSEA	Independent Provider of Special education Advice	https://www.ipsea.org.uk/
Council for Disabled Children	Advice & resources for professionals and parents	https://councilfordisabledchildren.org.uk/