ANNUAL REVIEW

SEND Information Report 2020-2021

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:
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:	Sandymoor Ormiston Academy
School website address:	www.sandymoorschool.org.uk; https://sandymoor.theschooltour.co.uk
Type of school:	Academy, part of Ormiston Academies
Description of school:	We are academy within the Ormiston Academies Trust (OAT), a well-respected and national education trust which supports 38 schools across the country. As a united **family** together we embark on an exciting voyage of discovery into a somewhat unchartered future. We are proud to be developing the next generation of trail blazers who have a firm belief that, for them, anything is possible; that their dreams are within reach. Pupils who are proud to be **curious** and **creative** and find new ways of achieving their potential with the confidence and self-belief to fly! We lead by example and live out this desire to 'inspire excellence together' by facing our fears to become stronger and wiser through **resilience** and **determination**. We look after each other and work to make our **community** a better place to live; whilst promoting an awareness of wider world issues. Success to us is not only measured in academic outcomes; we value the wider, **enrichment** experience which educates the whole child, giving our pupils improved life chances. We endeavour to actively remove barriers from youngsters lives as best as we can to transform their future. To us, education is a pursuit of the mind and to this end we encourage our school community to read, to learn, to challenge and to debate in a place where everyone has a **voice** that is recognised as we work together to become greater.
Does our school have resource base? Yes or No If Yes please provide a brief description.	We have a Nurture Room, known as The Orchard. Within The Orchard, small group interventions take place; some examples of academic ones are: idl dyslexia intervention; bespoke literacy programmes including handwriting, reading and comprehension. There is also additional support such as: resilience strategies; emotional wellbeing, sensory programmes, and touch typing. We are currently working towards becoming a National Nurturing School Award.

	We have the Academic Resilience Centre (ARC) which is an alternative academic in-house provision where we some of our students can be referred for additional support.
Number on roll:	487
% of children at the school with SEND:	27.7%
Date of last Ofsted:	Monitoring visit: 6th February 2019 Full inspection: 28th February 2018
Awards that the school holds:	Quality of Careers Mark award, Stonewall, Nace Member 2016, HHSS, SSAT, Microsoft Showcase School, Cheshire Vale Teaching Schools Alliance, The College of Teachers, Governor Mark Award
Accessibility information about the school:	Our School has two disabled toilets on each floor, wide corridors, automatic doors at reception; lift, and Disabled changing area in the Sports Facilities; we have beige walls for Projection, illuminated Fire Exits, all aspects of school are accessible. All of our Higher Needs team are fully first aid trained and have all been on two-day safeguarding training courses. We have three members of our team who are MHFA trained.
Please provide a web link to your school's Accessibility Strategy	http://www.sandymoorschool.org.uk/wp-content/uploads/2020/06/Accessibility-Policy.pdf
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	All of our staff have received training from Halton LA on the Code of Practice, Dyslexia, SEND and Memory, Communication and Language, and The Graduated Approach. All of our Higher Needs Staff regularly have external training throughout this year; e.g. Visual Impairments, Mental Health First aid, Nan Williams Reading training, BEAT eating disorders, and The teenage brain by CAMHS. Many staff have received training with regards supporting students during Covid-19; mental health and child bereavement.

Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy
		Safeguarding Policy
		Behaviour Policy
		Equality and Diversity
		Pupil Premium Information
		Complaints procedure

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	When we have our lists of potential new year 7 students, our Head of transition visits the primary schools to meet the students. Primary colleagues and parents are sent forms to complete discussing any concern they may have about their child. Pupils are identified from their Primary Schools as having SEND; and are put on our SEND Register on SIMS. Any students who we feel may benefit from additional support before starting with us may be offered additional transition prior to starting. We offer a bespoke transition programme for year 7 students; we offer transition clubs and events throughout the summer term. Our new year 7s join us for a transition week in the first week of

	July, during this week all are screened through CAT tests, maths tests, spelling and handwriting speed to identify any difficulties. All students are tested via Accelerated Reader throughout their time at Sandymoor. Students with SEND may also be tested through idl reading and spelling tests; handwriting speeds and numeracy tests. Students who flag with potential undiagnosed difficulties will have additional testing such as the boxall profile or SDQ.
	For any new students in other Year groups, we go through a similar process and testing schedule to ascertain any concerns. If a Parent or member of staff identifies any concerns, we will seek to support them firstly through Quality First Teaching; and we will meet with the parents to discuss any concerns.
	All students on our SEND Register have a Keyworker who regularly meets them to discuss progress, and complete their Sandymoor Learning Passport; copies of the SLP are sent home to parents to check for accuracy. After each assessment window, we will analyse all of the data and may identify students with other difficulties. We offer a termly SEND forum so that parents can meet with other parents and also the school SEND team.
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.	We work with Halton LA, and when we complete referrals for Specialist Teachers, they come out and work with our students. We have regular liaison with the VI Specialist teachers when we have students with VI on roll. We work with our Halton SEND Co-ordinator to complete EHCP Annual Reviews, EHCP Transferrals when we have any specific concerns over a pupil's progress. We work closely with our Educational Psychologist, who consults every half term about specific pupils and makes recommendations for us to follow to ensure they make their expected progress. We liaise with professionals from Woodview for advice and support and assessment of pupils on the ASD Pathway. The Graduated Approach is followed through our Sandymoor SEND Strategy Flow Chart. Sandymoor Learning Passports are updated every term on www.ProvisionMap.co.uk; and all staff have access to these.
	CAFs, CIN, CP and PEP Meetings are held regularly for pupils with complex needs and logged on CPOMS. School referrals are made to CAMHS and accepted to Tier II Tier and III Services. We are in regular contact with FSW and Social Workers for some of our students. We employ a mentor two days per week within school.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	We provide specialist equipment for pupils with disabilities e.g. posture packs and a medical room. We provide any resources recommended by specialists e.g. posture packs, coloured overlays. In the past we have provided students with coloured books and coloured paper; but we are have now moved to cream paper for students who require coloured paper. Having

	researched this we are preparing students for the global world. https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide https://irlen.com/what-you-can-do/ We follow the guidance from our access arrangements assessor; if a student is recommended to use a device for as their usual mode of working; we will implement touch typing interventions. Students and parents are guided to use immersive reader through O365 to ensure that they have assisted technology support.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	The Orchard vertical tutor group is mainly for students with ASD due to the routines and structures within it. Students within the form can be given an Orchard social time pass. We have sensory breaks for some of our students so that they can offload during the school day. We have the sensory garden as a calm space for students. We have our social and communication interventions for students who need this level of support.
What strategies/programmes/resources are available to speech and language difficulties?	We have regular consultation advice from colleagues at Halton and Warrington Speech and Language Service and Chatterbug. The use of CATS, Accelerated Reader, idl to help support our students with SEND. We have social skills and relationship groups in order to support social skills. We utilise social stories to support our students who struggle with social skills. We follow clear routines within our Orchard social times and registration.
Strategies to support the development of literacy (reading /writing).	Within Quality First Teaching, students receive differentiated support. Students are tested on their Literacy via CATs and Accelerated Reader. Within small group literacy intervention, students use idl, and Accelerated Reader Programmes to support students with their reading, comprehension and spelling. Through our CELTA trained Higher Needs Student support we teach EAL through comprehensive programmes, students with EAL take part in a dual programme of EAL lessons and differentiation within lessons.
Strategies to support the development of numeracy.	Within Quality First Teaching, students receive differentiated support. Students are tested on their Numeracy via CATs and maths testing during their transition week. Within maths lessons, lessons are differentiated and students may work in a smaller group with a member of the HNSS team. Shorter windows of re-testing allow us to evidence finer levels of progress.
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	We provide differentiated resources through Quality First Teaching, teaching students according to their Sandymoor learning passports, coloured overlays and cream paper (where necessary). We are moving to dyslexic friendly font on all PowerPoints and worksheets.
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).	The Graduated Approach is followed through our Sandymoor SEND Strategy Flow Chart. Sandymoor Learning Passports are updated every term by the student's keyworker; and accessed by all staff via Provision map; these are shared with parents for any adjustments to be made. Key updated information is shared with

What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	relevant staff via the round robins feature of Provision map. All provisions and interventions are logged on SIMS; and parents are advised of these via letter/email. We work with our Halton SEND Co-ordinator to complete EHCP Annual Reviews, EHCP Transferrals when we have any specific concerns over a pupil's progress. Parents are invited to Review/TAC/CAF Meetings. There are termly SEND forums where parents can attend and meet other parents and members of the SEND team. All provisions are extended /altered as part of Action Plans from Review Meetings. All provisions are logged along with Sandymoor Learning Passports on www.ProvisionMap.co.uk where we can review their effectiveness.
Strategies/support to develop independent learning.	Strategies which we employ are visual and recorded oral prompts; differentiated resources; written checklists. Within the intervention and provision, students are taught strategies to support them in lessons. All subjects load lessons and assignments onto Teams; this means that all students can access the work. All subjects load their progress trackers so that all students can see what they need know and understand for each topic. All students have a knowledge organiser with all aspects they need to know for retrieval.
Support /supervision at unstructured times of the day including personal care arrangements.	We have our nurture room, The Orchard and the library for students if they need 1:1 support with our Higher Needs team. There are teaching staff on duty at every Break in hi-vis with walkie talkies. At lunchtime; all of our Higher Needs Team are on duty in the forum and outside to support our students (high visibility coats/vests and walkie talkies). Students with SEND can be issued with Orchard social passes. We have a sensory garden which our most vulnerable students can access.
Extended school provision available; before and after school, holidays etc.	There is a Breakfast club from 8am for any students, or for students who need to be dropped off early. Throughout the school year, there are after school clubs from Monday – Thursday; students are encouraged to join as many clubs as possible. Some of our clubs are led by our HNSS team such as revision and pre-reading; art; and chess to support our students with SEND.
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?	Our Higher Needs staff are incorporated into all trips, which run in school to make sure our students are supported. All students have the opportunity to go on trips, and if students with SEND partake, they will have the necessary support to allow them to participate fully. We try and encourage all students with SEND to be involved in any trips occurring.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	Social and Communication groups Assertive Mentoring counselling Referrals to CAMHS if needed Mental health first aid Emotion coaching Nurture Room placements/provisions

	Orchard social pass Breakfast club The ARC – Academic Resilience Centre
What strategies can be put in place to support behaviour management?	Mentoring/counselling Sandymoor Learning Passports Reports Resilience strategies, Amy Winehouse Resilience Programme The ARC
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	Transition clubs and events Week's transition programme. Additional transition visits for pupils with Higher needs. Liaison with Primary Schools/Colleges CEIAG via Halton Careers Education Service Careers Fair Life skills lessons for years 7-10 Academic tutorial time Sampling days at local colleges and universities Drop down days
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	Referrals made for assessments for pupils with co-ordination/ motor skills difficulties. Higher Needs Support staff with first aid training to support pupils with medical needs. We run physiotherapy sessions where a HNSS follows the strategies put in place for the student.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	Review Meetings for Transition in September Annual Review Meeting with Parents/Pupils Named HNSS keyworker for pupils with Higher Needs SLPs sent home Termly SEND forum SEND team meetings with parents
How additional funding for SEND is used within the school with individual pupils.	Local Authority Enhanced Funding is used to purchase resources /equipment; specialist intervention depending upon individual circumstances; and additional adult teaching assistant support and interventions.
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.	School Trips/SEND trips Purchase of resources/equipment e.g. Devices Intervention Programmes/Provision/interventions Mentors/counsellors Sensory garden PP Statement: http://www.sandymoorschool.org.uk/?page_id=700
Mrs Rebecca Ruddock ruddockr@sandymooroa.co.uk	
Mrs Sally Jones joness@sandymooroa.co.uk	
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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.