

ANNUAL REVIEW

SEND Information Report 2023-2024

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:	Sandymoor Ormiston Academy
School website address:	Sandymoor Ormiston Academy (sandymooroa.co.uk)
Type of school:	Academy
Description of school:	Mainstream 11-16 mixed secondary school
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	600 approximately PAN 600
% of children at the school with SEND:	101 - 16.97% students are currently on the SEN register. (Including students with an EHCP)
Date of last Ofsted:	Not yet inspected as an Academy Previously inspected as Sandymoor Free School 28 th March 2018
Awards that the school holds:	<ul style="list-style-type: none"> 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:	The school meets the accessibility requirements of DDA
Please provide a web link to your school's Accessibility Strategy	Accessibility-plan-2022-23.pdf (sandymooroa.co.uk)
Expertise and training of school based staff about SEND. (CPD details)	3 members of staff National SENCo Award 1 member of staff Postgraduate Certificate in Dyslexia 1 member of staff Postgraduate Certificate in SEND

Please comment specifically in relation to autism and include dates.	All teaching staff have recently completed the 'Schools Making Sense of Autism of the Schools - AET Professional Development Programme' 06/06/2023		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Microsoft Word - Sandymoor Ormiston Academy SEND policy 2023 (sandymooroa.co.uk)
		Safeguarding Policy	Microsoft Word - Child Protection and Safeguarding 23-24 (sandymooroa.co.uk)
		Behaviour Policy	Microsoft Word - Behaviour policy update January 23 for website (sandymooroa.co.uk)
		Equality and Diversity	Microsoft Word - Document11 (sandymooroa.co.uk)
		Pupil Premium Information	SOA-2021-22-PP-plan.odt (live.com)
		Complaints procedure	Complaints 2023.docx (sharepoint.com)
	Local Offer:	Halton:	Local Offer Halton's Local Offer (haltonchildrenstrust.co.uk)

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.	<ul style="list-style-type: none"> • Key Stage 2 data • Transition information and visits • Standardised Assessments • Assess Plan Do Review Cycle • Staff and parental concerns forms • Pupil, Staff and parental involvement in the Graduated Approach – Assess, Plan, Do, Review process • Student Learning Passports produced in collaboration with parents and pupils. • SEND parental forums 3 times a year • Advice and assessment from external agencies • Ongoing review of internal assessment data and intervention data
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.	<ul style="list-style-type: none"> • Teaching Assistants support students to access the curriculum via in class support in core subjects • Halton Local Authority • Referrals for Specialist Teachers • Educational Psychology Service • Woodview referrals • CAMHS • Halton Behaviour Team

	<ul style="list-style-type: none"> • Hearing Impairment Team • Visually Impaired Team • School Nurse • Communicate Speech and Language • OT • OAT national network and support from other OAT schools
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<ul style="list-style-type: none"> • Medical room • Access to laptops • A number of reading pens • Coloured overlays (school provide the first one) • Sandymoor has a policy of using buff coloured paper and books. Having researched this we are preparing students for the global world. <p>https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide</p> <p>https://irlen.com/what-you-can-do/</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<ul style="list-style-type: none"> • Sensory Breaks during break and lunchtime • Social stories • Comic strip conversations • Visual timetables • In class strategies for individual pupils
What strategies/programmes/resources are available to speech and language difficulties?	<ul style="list-style-type: none"> • We follow advice from colleagues at Halton and Warrington Speech and Language Service and Communicate. • In class support
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> • Quality First teaching • In class support • Whole school literacy programmes to support 'Reading for Betterment' • IDL • ACE dictionaries available • Vocabulary promoted through focused key words each lesson • Lexonik vocabulary intervention – 5 staff trained
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> • Quality First Teaching • Teaching Assistant support in class • Maths tutor • HFL Fluency and Flexibility in calculation trial • IDL numeracy intervention
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> • 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. • Differentiated resources through Quality First Teaching,

	<ul style="list-style-type: none"> • Teaching students according to their Sandymoor learning passports, • Coloured overlays and cream paper (where necessary) • We have a waved intervention model that we follow when a child is identified as needing extra support.
<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). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Pupils' progress is monitored following the Graduated Approach via Assess- Plan-Do-Review (SEND Code of Practise 2015) • Learning walks • Observations • Student voice • Teacher/ TA feedback and observations • Annual standardised assessments • SEND progress board meetings • External agency assessments/ observations <p>Student Learning Passports are updated every term by the student's keyworker; and accessed by all staff via synergy; these are shared with parents for any adjustments to be made. Key updated information is shared with relevant staff via synergy and staff briefings when necessary. All provisions and interventions are logged on synergy, parents are advised of these via email/ SLPs.</p> <p>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 meetings where parents can attend and meet members of the SEND team.</p> <p>All provisions have an entry and exit criteria. All provisions are logged on Synergy. Regular reviews of efficacy are undertaken.</p>
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Learning without limits • Regular assessments • Curriculum • Deployment of Teaching Assistants • SEND pupils are allocated a key worker • Lesson support materials available via TEAMS • Recap and recall element of all lessons to reinforce learning • Key words

<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Break time- teaching staff are on duty in high visibility coats/vest with walkie talkies. • Lunchtime- TA Team are on duty in the forum and outside to support our students in high visibility coats/vests and walkie talkies • Students with SEND can be issued with social passes where possible at break and lunchtime. • Medical room available for personal care needs. • 4 staff trained to supervise/deliver intimate care.
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • Breakfast club from 8am. • After school enrichment.
<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>	<ul style="list-style-type: none"> • TA team support all trips, which run in school to make sure our students are supported. • All students have the opportunity to go on trips. • SEND pupils are actively encouraged to be involved in any trips occurring. We can provide a TA to support students with EHCPs on field work trips, and have carefully planned risk assessments. • SEND students are encouraged to participate in clubs – after school clubs range from sports to gaming, to performing art. • There are 8 students on the STUVO council – ¼ have SEND.
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEN?</p>	<ul style="list-style-type: none"> • Keyworkers review children’s individual progress towards personalised targets once a term. • Utilising child voice approaches through surveys and panels • Monitoring of provision by the SENCO • Holding annual reviews for children with EHCPs • Carrying out classroom observations and learning 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 • Parent/carer voice • Termly monitoring and evaluation of interventions
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Group mentoring • Counselling • Referrals to CAMHS / Kooth • Breakfast club • Sensory Breaks • Anxiety pathway tailored to specific students • PSHE lessons

	<ul style="list-style-type: none"> • Tutor time activities are tailored towards promoting emotional wellbeing • Assemblies focus on awareness of events and charities that support positive mental health.
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Mentoring/counselling • Sandymoor Learning Passports • Reports • Resilience strategies, resilience provision, restorative approach • Reflection • Behaviour and SEN team work closely together to monitor behaviour across the school. • Behaviour waved intervention programme
How do we support students to improve their emotional and social development?	<ul style="list-style-type: none"> • Staff receive training to support children’s emotional health and wellbeing, safeguarding training, National College and Prevent. • The PSHE curriculum, tutor time activities, and assembly themes support children to be more broadminded and to celebrate diversity. • The SEND department offers support to our most vulnerable children and this facility links closely with the ARC provision, our Mental Health lead and the local authority. • Support offered may include: time out passes, early exit passes, a quiet space for break times, individual mentoring, and ARC support/RAG rated timetables. • Connect counselling offer counselling sessions for students via referrals through the pastoral team. • Parents/carers or students may be signposted to external agencies for additional support and where appropriate referrals can be made by the Academy.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • Transition clubs and events • Two day transition programme. • Transition meetings with Primary SENCOs • Liaison with Primary Schools/Colleges • CEIAG via Halton Careers Education Service • Careers Fair • Life skills lessons for years 7-11 • Academic tutorial time • Sampling days at local colleges and universities • Drop down days • Travel training organised through Halton SEND service.
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Referrals made for assessments for pupils with co-ordination/ motor skills difficulties.

	<ul style="list-style-type: none"> • TA team with first aid training to support pupils with medical needs.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Key worker contact: weekly contact for EHCP pupils/half termly contact for School Support Pupils • Home school contact books in some circumstances • Termly Parental Forums • Year 7 Parental Forum- Autumn half term • New Starter parental Forum – Summer Term • Links with external agencies • Working with Local Authority • Annual Review Meeting with Parents/Pupils • Named TA keyworker for pupils with SEND • Student Learning Passports are a result of collaboration between home and school. • Parent views survey once a term.
How additional funding for SEND is used within the school with individual pupils.	<p>Local Authority 'top-up' funding contributes to:</p> <ul style="list-style-type: none"> • In class support • Intervention packages • Homework club • Specialist equipment • Key worker • Weekly parental contact for pupils in receipt of top-up funding.
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.	<ul style="list-style-type: none"> • Specific targeted interventions such as 1 to 1 Tuition via PEP process • PEP process • School Trips • Extra-curricular opportunities • Purchase of resources/equipment e.g. Devices • Intervention Programmes/Provision/interventions • Mentors/counsellors • Sensory garden • PP Statement: <u>Sandymoor Ormiston Academy - Pupil Premium (sandymooroa.co.uk)</u>
Arrangements for consulting young people with SEN and involving them in their education.	<ul style="list-style-type: none"> • We promote a person-centred approach when reviewing and planning provision for children with SEND. • Children are invited to attend annual reviews (for children with an EHCP) with their parents/carers, in order to discuss their progress and provision. • Child voice is represented on Pupil Passports – children have the opportunity to share their difficulties and what helps them with a TA and this

	<p>information is then shared with staff via the child's Pupil Passport.</p> <ul style="list-style-type: none"> • Children meet with their key workers for regular check ins and parents are contacted regularly by keyworkers. • Child voice is also obtained through student panels, led by our SENCO, senior leaders and OAT SEND Lead Practitioner.
<p>SENCO name/contact: Deborah Fairhead (SENCO) SEND@sandymooroa.co.uk</p>	
<p>Headteacher name/contact: Mrs S Jones jones@sandymooroa.co.uk</p>	
<p>ANNUAL REVIEW 2023-2024 Completed by: Deborah Fairhead Date: September 2023</p>	

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.
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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.