



# SEND AT OBA



Welcome to Ormiston Bushfield Academy's first SEND newsletter update. My name is Leigh Drew and I am the new SENCo at Ormiston Bushfield Academy. I hope your child is enjoying the learning journey they are on and is experiencing a broad and balanced curriculum. As I am sure you are aware some of our students need additional support at times to help them access different curriculum areas and succeed. I am implementing a number of different strategies/provisions to support our young people and some of these include;

- SEN Breakfast club
- After school homework club
- English Intervention sessions
- Beat Dyslexia intervention
- Engage Participate Interact Communicate (EPIC) Club
- 1-1 mentoring

Students who are identified of needing additional support within the academy will be invited to attend. We are developing our links with you as parents and carers. The majority of students on the SEN register now have an allocated key contact home (a member of the SEND staffing team) who will contact you every term for a discussion about your child. All appropriate information will then be shared with your child's class teachers so they have a better understanding of your child's needs and is able to support them fully in the classroom. We use Edukey provision map to record all of the necessary interventions and plan of support for your child. I hope you find this newsletter useful and thank you for your continued support.

**Leigh Drew**  
**SENCo**

## WHAT IS SEND?

### AREAS OF SEND

Ormiston Bushfield Academy recognises there are particular groups of students whose circumstances require additional consideration by those who work with them to support their Special Educational Needs and Disabilities (SEND).

There are four broad areas of SEND, these are:

- **Communication and Interaction** - This area of need includes children with Autism Spectrum Condition and those with speech, language and communication needs
- **Cognition and Learning** - This includes children with specific learning difficulties, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties
- **Social, Emotional and Mental Health Difficulties** - This includes any students who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties** - This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.



***No matter what circumstances your child may be in we will work with students, staff and you to ensure they are provided the best opportunity to learn.***

# SEND PROVISION AT OBA

Since September 2021 our SEND team have been working closely with staff to improve the awareness and profile of SEND at Ormiston Bushfield Academy. The SEND team have been delivering CPD on what SEN and an inclusive classroom looks like to our new staff and further workshops to support staff are planned in for the coming terms.

In addition to this the SEND team are working on supporting staff by providing access to pupil passports and provisions through EduKey an online tool used within schools.



***"The curriculum is well developed to meet the needs of pupils with special educational needs and/or disabilities (SEND)"*** Ofsted 2019

## SEND TOP TIPS

**Julie Wilderspin**  
Higher Level Teaching Assistant



Dyslexia is best described as a combination of abilities and difficulties that affect the learning process in one of more areas of reading, spelling and writing.

### Dyslexia Top Tips

A student with dyslexia may have to do something four times as often for it to remain in their memory. Consider the following to support a child with dyslexia.

Encourage your child to:

- Read books by Dr. Seuss - children with dyslexia often have difficulties with rhyming words and this can help them to overcome this
- Listen to audiobooks for pleasure
- Use a clear ruler or bookmark to follow text when reading.
- Use colour overlays to help your child (we can support with this)
- Use sight word cards - These are to specifically help the dyslexic reader retain the most used high frequency words. For example; Said, There, When.

At OBA I am currently working with students on the BEAT DYSLLEXIA programme for more information on supporting students with dyslexia click [HERE](#) and [HERE](#)

***Every child is different, explore possibilities.***



**Richard Lowings**  
Learning Assistant

As a learning assistant with 30 years previous experience in Policing, I provide mentor support to boys identified by the SEND team as an intervention programme. This support is designed to build the confidence and self-esteem of boys with special educational needs.

As part of this programme I meet with students on a weekly basis 1-1 as well as carrying out periodic targeted lesson support to monitor their behaviour and engagement in the classroom. I maintain close links with the boys, Year Base staff and with parent/carers. Over the last six years I have supported students to assist them in achieving their full potential. For more information or to request additional support for your child please contact the SEND team.

## MENTOR SUPPORT



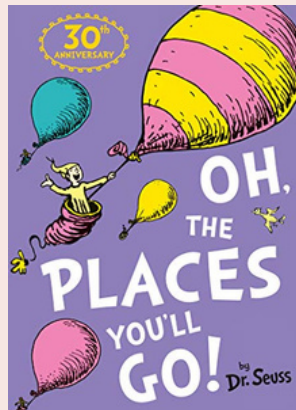
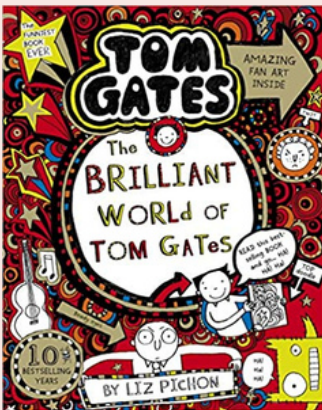
# STUDENT EXPERIENCES

Within school our provisions for students have also grown this year. In addition to in-class help provided, extra-curricular clubs have been added to develop student skills. These include; Breakfast club to support SEMH difficulties, EPIC Club that allows students to work on their communication and interaction skills and Homework Club every Tuesday and Wednesday after school gives students the opportunity to complete homework guided by teaching assistants. Here's what our students have to say about these new additions.

I would say that the EPIC club is a cool group! It makes me feel happy to have more free time and helps me not to get worried about tests.  
**Year 9 Student**

EPIC club is fun and enjoyable. I like to get to know everybody in the club and play my favourite games and challenges.  
**Year 7 Student**

## RECOMMENDED BOOKS FOR YOU AND YOUR CHILD



Liz Pichon's Tom Gates books are fantastic for reluctant readers and children with dyslexia. Pichon has dyslexia herself and has created a unique style of books that have revolutionised reading for children with their creative fonts and illustrations throughout. This book is part of series and is a great place to start if your child has previously struggled engaging with reading.

As recommended by Mrs Wilderspin Dr Seuss books are fantastic for dyslexic readers who struggle with rhyming words. *Oh The Places You'll Go* is one of our favourites!

Kathy Hoopman uses animals to beautifully articulate aspects of SEND. This book provides a sensitive approach for parents and children who are trying to explain or understand the high functioning autistic condition. The gender neutral language and amazing images showcase the behaviours and strengths of those on the Autism spectrum.

***As part of our commitment to continuously improve the SEND provision at OBA we will shortly be in touch to ask for your views on the support for SEND students at the academy. In the meantime if you have any questions or concerns please do not hesitate contact the SEND Team.***

# EARLY HELP ASSESSMENTS AND SERVICES

**Helen Parkes**  
Community  
Liason Officer



As part of my role in the Welfare Team at Ormiston Bushfield Academy, I work with families who have Early Help Assessments. An Early Help Assessment (EHA) provides families access to the support they need and brings together all relevant professionals and agencies. The assessment identifies challenges the family may be facing but also acknowledges what is working well. It aims to work the whole family and brings together all the relevant people who support them and ensures that the correct services are accessed.

For more information about the Early Help Journey click [HERE](#)

Early Help Assessments are also used as part of the neurodevelopmental pathway set out by CAMHS/YOUnited, as they contain important and relevant information about the young person and their development history. The pathway is the same for all young people across the city to ensure fair and equal access, it details clear steps which families, supported by school, need to take in order to access a neurodevelopmental assessment for ASD or ADHD.

For more information about the neurodevelopmental pathway click [HERE](#)

Once the EHA has been initiated, the next step on the pathway is to complete an Evidence Based Parenting Programme which is delivered by the Targeted Youth Support Service (TYSS). This can be accessed online or through face to face group work and helps parents with strategies to support their child's development, behaviour and emotional wellbeing. It is a supportive programme designed to provide parents with a toolbox of ideas and approaches to work with their child. When the programme has been completed the family and school then contribute to providing further information and evidence to submit to the neurodevelopmental team.

Any concerns or questions regarding accessing a neurodevelopmental assessment should be discussed with the SENCo in the first instance.

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# WELFARE AND COUNSELLING

**Shama Hanif**  
Learning Assistant



My name is Shama Hanif and I offer wellbeing support to students at OBA. My role involves supporting pupils who are experiencing social, emotional and mental health difficulties by providing weekly one to one counselling sessions. During these sessions I provide a safe and empathic space for pupils to express their worries and struggles whilst exploring ways to help them cope.

For children with special educational needs and disabilities school, and life in general, can feel challenging. They may struggle to be open about how they are feeling and it can be overwhelming when they attempt to describe what is going on for them face to face. When supporting your child, there a few things to consider that might be useful including, using games such as feeling cards, or using art materials for those who have a creative side.

Social stories are a great way to encourage children with ASD to understand the problem, explore the feelings around it and think about how it can be resolved. Mostly, it is important to creative a safe space by avoiding judgement and respecting when children may not want to talk about how they are feeling. Removing the stigma attached to expressing feelings is a good way to start creating a safe environment where the child feels accepted and the fear of being judged is removed. Find out more about Social Stories [HERE](#)

For more information on advice about how to support children with issues they may be experiencing visit the Place2be website [HERE](#).



## LOCAL OFFER



For more information about the SEND Provision in Peterborough City Council and the Local Offer click [HERE](#)

A guide to the Local Offer can be found [HERE](#)

## PETERBOROUGH POST 16 OFFER

For more information about the Post 16 SEND Provision in Peterborough click [HERE](#)

## FAMILY ACTION



Family Action recognises that (SEND) information for parents can often be hard to find or difficult to access so have brought together key topics, links and resources. To access this information please visit Family action click [HERE](#).

## SEND INFORMATION ADVICE AND SUPPORT SERVICE

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs. For information click [HERE](#)



## SEND REFERRAL



Please remember that a parent/carer, teacher or any other educational professional at OBA, plus of course any child themselves can request an SEND assessment. Should you wish to refer a child for an SEND assessment then please contact our SENCO Mr Leigh Drew on [SEND@bushfield.co.uk](mailto:SEND@bushfield.co.uk)