



SEND AT OBA



It doesn't seem possible that we are already at the end of this academic year as time has flown by so quickly! I have been extremely pleased with the progress and hard work shown by students over the last year. I would also like to take this opportunity to thank everyone in my team; including my Deputy SENCO's, Teaching Assistants, SEN Admin Support, School Counsellor and other student mentors, in helping provide our students with additional support.

In the Academy, there is so much that I am proud of and the number of additional clubs and interventions my team have put in place continues to amaze me. Please take some time to read through this newsletter as I'm sure you will find it really useful, whether it be for your child preparing for transition from Key Stage 4 to Key Stage 5 or being supported more with access arrangements for exams within the Academy.

Finally, thank you for your continued support and have a great summer.

Leigh Drew
SENCO

PREPARING FOR TRANSITION AT OBA

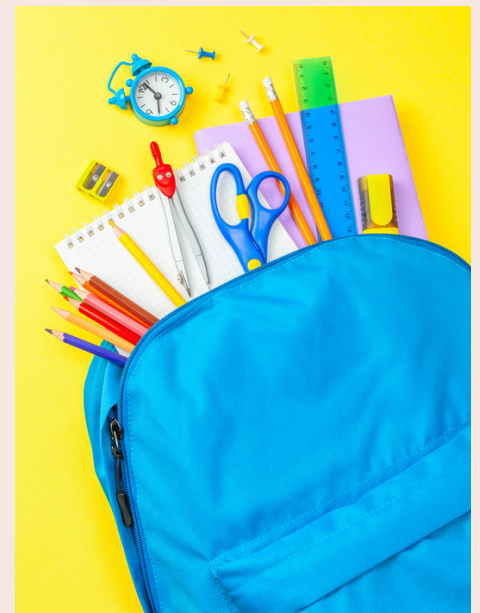
Transition can be a very daunting and stressful time for students and parents. Students with additional needs may find these changes even more challenging than their peers and require additional support. At OBA we want to support you in supporting your child in making a positive transition. Students' transition should start with good communication. Start with a conversation with your child, listen to them and acknowledge any concerns that they may have - many of these concerns could be addressed easily if met early on and make the experience a much more positive one.

Effective communication should extend to both schools and any agencies that are involved with your child to ensure a consistent approach. Keep everyone updated every step of the way. Before arriving at the new school, identify a person or place that your child can go to if they have worries or problems. This could be their Head of Year, Tutor, or a member of the SEND team.

Be organised. Ensuring your child has the correct uniform and equipment and is aware of new routines can help to reduce any anxiety. Plan and practice the route to school to prepare your child for the new expectations, systems and routines.

Finally, identify any key points of the day when your child may struggle. It may help to review "What if?" scenarios such as "What if I get lost?" or "What if I feel anxious?" This will enable you and the school to put support strategies in place and ensure the transition process is a positive one.

If you or your child have any questions or concerns please do not hesitate to contact us at SEND@bushfield.co.uk



SEND TOP TIPS

Julie Wilderspin
Higher Level Teaching Assistant



An estimated one in ten people have dyslexia which equates to around 700 million people worldwide - NHS 2022

Beat Dyslexia at OBA

At OBA we currently have a number of students attending weekly interventions on the Beat Dyslexia programme. Beat Dyslexia is a step-by-step multi-sensory literacy programme. This programme follows the use of visual and aural approaches in a clearly structured progression (as seen in the SAID spelling tip in the image on the left).

These 50 minute sessions include different tasks which develop sentence structure through longer writing activities. The programme is structured to include the construction of phonetically regular words and the decoding of phonetically irregular spellings by listening and writing a dictated sentence accurately.

So far we have had an excellent response to this programme here's what our students have to say:

I find Beat Dyslexia very useful. It helps me to spell words that I couldn't spell before.
Year 8 Student

I think of dyslexia as a super power!
Year 9 Student

Beat Dyslexia has helped my spellings and handwriting to improve.
Year 7 Student

Useful Websites:

British Dyslexia Association - For information and latest news click [HERE](#)
Dyslexia Shop Online - For Dyslexia friendly reading books and support click [HERE](#)



Claire Martin
Learning Assistant



BREAKFAST CLUB

Breakfast Club is a warm and welcoming club open to all students that need some additional support first thing in the morning. Breakfast Club runs five days a week, from 8.20 – 8.40am. It's a quiet and friendly space where students can indulge in a slice of toast and juice and mix with other students of all ages.

Breakfast Club attendees are always met by at least two members of staff who are on hand to help with any personal problems if needed or just to give students a positive outlook for the day.

If this is something that you would like your child to attend please get in touch!

EAL CLUB



Berengere Vernet
Teaching Assistant

Alongside Mme Hammad, the EAL coordinator, my role is to support our students with EAL (English as an Additional language) to access the curriculum. Since October 2021, OBA has provided EAL interventions for Brazilian, Romanian and Ukrainian students in KS3 and KS4.

This aims to assist students in improving their language skills, in terms of their understanding, literacy and speaking skills. This in turn aims to build their confidence, make them feel part of the Academy, and support a better integration into their different classes.



Students have had the access to various tools to allow them to improve their English independently at home.

- Linguascope provides students the opportunity to play games to practice listening, reading and writing skills both in their native language as well as in English.
- BBC Bitesize allows students to view short videos, read short texts to enable them to improve their understanding of different languages.
- The British Council is another tool for students to learn and improve their language skills in English, according to their current level.

Our main recommendation to EAL students is to read books in English. Students with very limited English, can find bilingual books to help them further. Alternatively, watching movies or series in English with subtitles in their native language can also be a great way to pick up the language quickly.

Finally, it is essential that students use English as much as they can in the Academy, asking their bilingual friends to help when necessary. Students with very limited English however, do have access to ICT for translation purposes in lessons to make sure they understand instructions given by staff members.

So far this club has been a huge success with more and more students building their confidence in speaking and understanding English in their subjects. Personally I have enjoyed delivering these sessions as I believe that there has already been a huge impact in the confidence of these students.



KS4 TO KS5 TRANSITION

Carla Jones
Teacher of English and Access
Arrangement Assessor



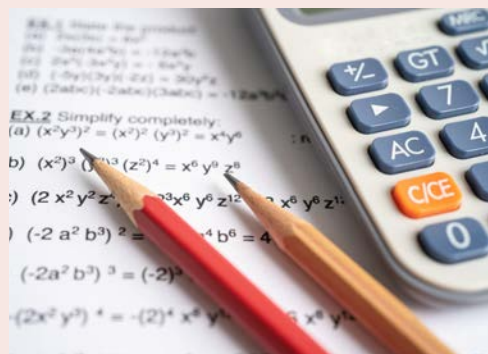
The move from Year 11 to post-16 can be a very confusing and difficult time for a lot of families and students. At OBA we want to help our SEND students as they move through Year 10 and Year 11 by preparing them for life after OBA. Our Year 10 SEND students have had a couple of support sessions this term which have helped them to think about their future goals. The current Year 11s have also had some visits from staff at Peterborough and Stamford College who have helped with some college 'Myth Buster' sessions which the students found incredibly valuable. This has helped to ensure that all our SEND students have appropriate places on courses for the coming year. In the autumn term we will be taking a group of Year 11 students to visit our local colleges to help them prepare for their post-16 transition. We are really proud that, despite the difficulties of lockdown, our students are able to leave us happy and confident about their futures. Dream Big! Any questions please contact carla.jones@bushfield.co.uk

For more information on local options for post-16 education have a look at these websites by clicking their logos to start familiarising yourself with what is on offer.





Marija Bibb
Teaching Assistant



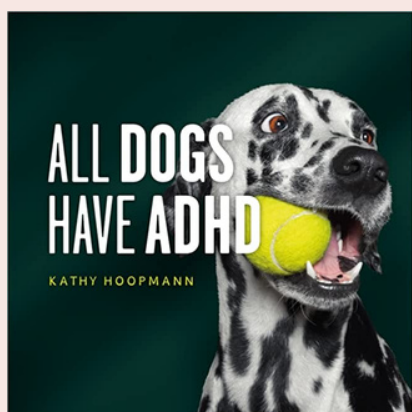
MATHS INTERVENTION

Maths Intervention sessions run once a week and are currently attended by a small group of Year 10 students. This intervention aims to support students in developing their skills and confidence in this key area of the curriculum.

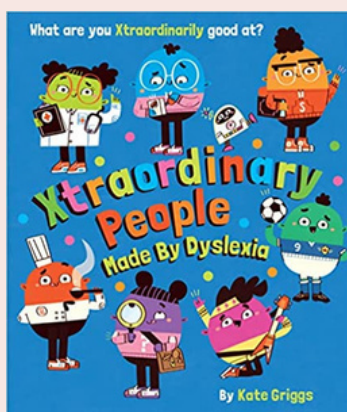
For some students, learning new topics in fast-paced lessons can be overwhelming, making them feel that they don't have the time to process, practice and grasp one topic before the next one is introduced. Within these sessions, we revisit these tricky topics at a slower pace and complete practice problems until students feel confident in their understanding. For other students, their biggest issue with Maths is feeling like their core knowledge of Maths is weak, particularly after COVID-19. We work with them to strengthen these foundations; as this is crucial when learning new concepts, and to support them to confidently tackling trickier topics.

The atmosphere in Maths Intervention sessions is relaxed and students feel comfortable to ask for 1:1 support when they need it. As their understanding grows, so does their confidence and enthusiasm for helping one another which is even better.

RECOMMENDED BOOKS FOR YOU AND YOUR CHILD



This book takes an affectionate look at Attention Deficit Hyperactivity Disorder (ADHD). Exploring a variety of traits that will be instantly recognisable to those who are familiar with ADHD. With great photographs of dogs to bring to life familiar characteristics of ADHD. Combining humour with understanding, it allows for reflection the difficulties and joys of raising a child with ADHD and celebrates what it means to be considered 'different'.



This book explores the 'Xtraordinary' strengths that come with dyslexia. Dyslexic people think differently; this book will help you discover the seven different types of 'Xtraordinary' People and their 'superpowers'... and discover what yours are too! Written by Kate Griggs, the founder of Made By Dyslexia, this book helps even the youngest of dyslexic learners celebrate their unique way of thinking!



This book is one of a series that is dedicated to children diagnosed with SEND with this one focusing on Autism also known as ASD. Explore the day in the life of a young girl and boy with autism. Perfect for parents and children alike, this book will bring awareness of the condition and teach children how to be supportive and be kind.



Andrea Peake
Teaching Assistant



Issy Homer
Teaching Assistant

E.P.I.C CLUB

E.P.I.C Club was launched in September 2021 and stands for Engage, Participate, Interact and Communicate. As teaching assistants with a combined experience of over 40 years at Ormiston Bushfield Academy and both parents of children with learning needs, we fully appreciate that supporting children with SEN is important, whatever its shape or form.

As part of the SEN team, we run regular E.P.I.C clubs, encouraging participation, confidence, team work, communication and socialisation to support students with the SEMH provision. Within these sessions we participate in team games such as Uno, Taboo, Junior Scrabble, Boggle, Jenga and Name Game (to name but a few). These groups are completed in tutor time and provide students with the opportunity to form great friendships as well as giving students a sense of belonging.

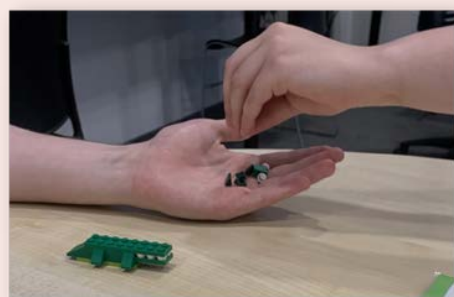


We have had an extremely positive response from students, who look forward to attending these sessions regularly.



CLUB

Mel Cosford
Learning Assistant



The summer term has seen the introduction of Lego Club. This club has run weekly for a number of Year 8 students who have been working together to build Lego creations. Lego therapy is a good way to help students with social communication and social interaction. Having these organised Lego sessions helps the students with ASD and ADHD to engage in a social activity by adding boundaries, clear structure and clear rules, whilst also encouraging students to work together and problem solve by building in pairs or small groups.

Within each group, each student is given job roles and rules which they all need to follow in addition to the overall group rules which they all need to follow. For example: Listening to others, one person speaks at a time, using a calm voice and asking for help if breakages occur.



In running this club, I have already noticed a huge increase in the confidence of these students particularly when speaking in front of others. Due to the immediate success of this club we are now looking to introduce this to other year groups moving forward.



Carla Jones
Teacher of English and Access
Arrangement Assessor

ACCESS ARRANGEMENTS

What are access arrangements?

Access Arrangements allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. These are agreed before assessments take place. Access Arrangements include readers, scribes, extra time, supervised rest breaks, being in a smaller room, modified papers or bi-lingual dictionaries to name a few; each arrangement is very much dependent on the individual need of each student.

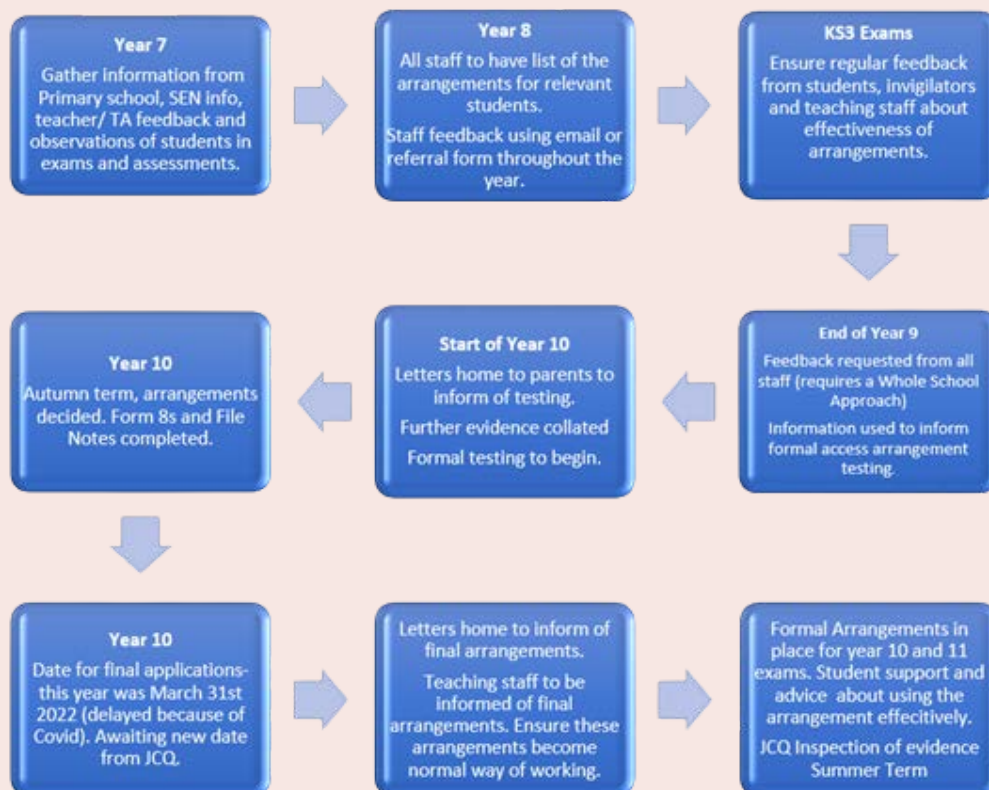


What do we do at OBA?

Access Arrangements are determined by the individual needs of the students, and we are constantly looking at the most appropriate arrangement for each student. There has to be a substantial body of evidence in place so we encourage teaching staff, and teaching assistants to make referrals throughout the year. We regularly ask for feedback and evidence alongside formal testing which happens at the end of Year 9 and start of Year 10. It is really important that whatever arrangements are awarded match the student's normal way of working so that they are familiar with how to approach their exams. Before the exam series begins we will spend time with all the students who have any sort of arrangement to ensure that they know what they are allowed to do and how the arrangement should help them.

What is the process for Access Arrangements at OBA?

The diagram below shows our process for Access Arrangements. Please get in touch if you have any questions or concerns.



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

Ofsted 2019



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 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/carers, 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