



## SEND REPORT

### SEPTEMBER 2022

**Inclusion Lead:** Petya Neagle (Assistant Head)

**SENCo:** Mina Mawi, Florence Oyewumi (Day Care)

#### **Background**

Oldhill Community School and Children Centre is a 2 form entry school with an Autism Resourced Provision within it. Oldhill values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected members of the school.

#### **Admissions Arrangements**

Assistant Head for Inclusion and SENCO are responsible for the admissions arrangements for SEND pupils which accord with those laid down by Hackney Education. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs as well as identifying and providing for those not previously identified as having SEND.

ARP admissions take place through Hackney Education. Applications are made via the School SENCo at parental request. Full details of this process and criteria can be seen on

the website under “ARP admission ” or in Hackney’s local offer.

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=kwNbtzlagmg>

### **Medical Needs**

To ensure children’s medical needs are met, plans are drawn up with the school’s welfare officer. Administration of medication and details of procedures can be seen in the school’s medical needs policy.

### **Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of children with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. However, alternative arrangements, such as working in smaller groups, are also used so that children can access a more differentiated curriculum. All teaching and support staff are aware of appropriate curriculums and the SEND policy.

Children are supported in a variety of different ways as appropriate to their needs, which include individual support, sensory environments and support in small groups or in class. Withdrawal sessions or interventions are used to support identified children with specific academic, emotional or behavioural needs. This support is monitored at Pupil Progress meetings, AAM meetings and through professional dialogue between class teachers, SENCO and TAs.

### **SEND Multi Agency Partners**

<b>Service</b>	<b>Bought In</b>	<b>Referral Based/Sign Post</b>
Educational Psychology Service	No . 3 days core time for ARP and 1.5 days for mainstream	
Speech and Language	Yes	
Specialist Teacher Service	SENCO	
Occupational Therapy	No	Yes
CAMHS/ First Steps	Yes- Children Centre	Yes
MAT	Run by Children Centre	
Physiotherapy	No	Yes
Dietetics	No	Yes
Drama therapy	Yes	

Above are the main services that work in partnership with the school. However if the need other services arise, we endeavour to refer, make links or source where there is high need.

### **The role of Parent/Carers of Pupils with SEND**

In accordance with the Code of practice the school and centre believe that all parents and carers of children with SEND should be treated as equal partners. The school has a positive attitude to parent/carers and provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Supporting colleagues with differentiation for pupils

Parent/carers are involved in supporting the target setting process for All About Me Plans and their views are sought for reviews, we encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parent/carers make and the critical role they play in their child's education.

### **Pupil Participation**

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to 'All About Me' reports. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews,
- Questionnaires,
- Self-evaluation (pictures and written answers),
- Surveys,
- Pupil set targets, Talking MATs

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities, these include a range of creative and sporting activities/clubs, life skills curriculum. Children with SEND are actively encouraged and supported to join in and benefit from these activities.

### **Safeguarding**

Oldhill fully recognises its responsibility for Child Protection, Safe guarding and promoting the welfare of children. We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. We know that the school plays a significant part in the prevention of harm to our pupils, hence our ethos of protection. All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment, which promote the social, physical, emotional and moral development and well-being of the individual child. Please see below for all areas covered in our concerted effort to safeguard our children.



## SEN Commentary

Early Years and KS1 have the highest numbers of SEN. Interventions run throughout all year groups from EYs to Year 6 according to children's needs. Members of the SEN team focus their expertise on the school's highest-needs year groups.

In addition to that, the Deputy Head teaches a class with high number of special needs, including children with ASD and ADHD.

Assistant Head is teaching children with ASD from the ARP and mainstream

The SENCO is teaching groups of year 1 and 6 pupils with SEN needs.

The SENCO is also exercising the role of a Specialist teacher providing programmes of support/ interventions/ advice and support directly to teachers and TA's.

The curriculum has seen gap widen with SEN pupils in comparison to peers due to higher demand of National Expectations. Interventions are in place as a response to pupils need and these changes. Alternative assessment methods are being considered for the pupils functioning exceptionally below National Expectations. In the meantime SCERTs, and PKS levels are assessment tools used for SEND as appropriate (see assessment cycle for more detail).

### **SEN Data:**

Children with SEND in the school – 31.7%

EHCP – 9.8 %

SEN support – 22%

### **SEN break down per year group**

Nur – 7.1%

Rec- 35.5%

Year 1 – 34%

Year 2 – 29%

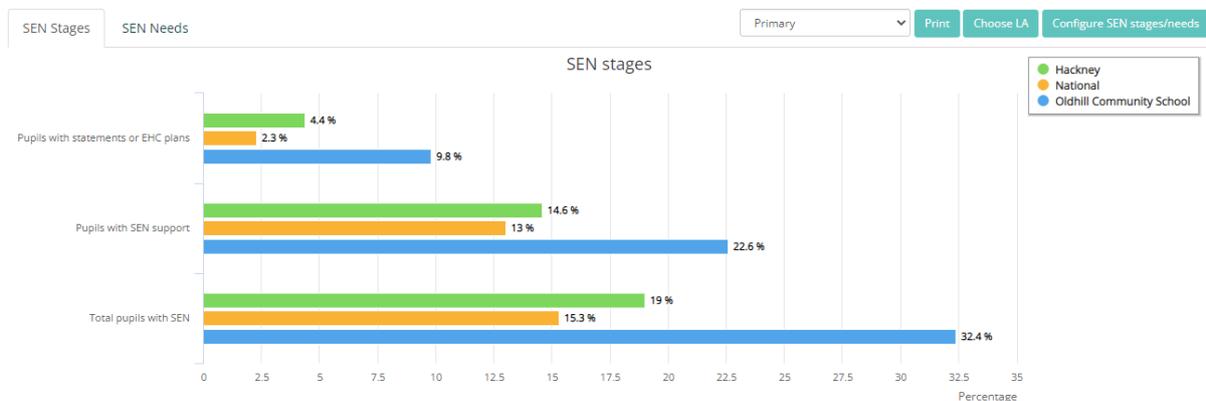
Year 3 – 34%

Year 4 – 29.4%

Year 5 – 27.5%

Year 6 – 40%

### **National baseline statistics:**



**Type of needs:**

SLaCN – 33 children – 10%

ASD – 28 children – 9%

Specific Learning Difficulties – 20 – 6%

SEMH – 7 children – 2 %

**Staff development**

SEND staff receives in-house and external training. In house INSETs include:

- Zones of regulation
- Working with children with Dyslexia
- Working with children with ASD
- Positive handling training

External CPD courses are offered to staff in order to develop their expertise in the areas they are working. These include:

- SENCO forums
- ARP forum
- WAMHS (Wellbeing and Mental Health in Schools)
- AET ( Autism Education trust ) training for Assistant head

**SEN Strengths**

The ARP at Oldhill is the only school in Hackney who have achieved NAS accreditation.

Excellent feedback from ARP Review

Excellent feedback from SEN review

**Current SEN Priorities**

Closer monitoring and tracking the impact of all interventions

Implementing the AET framework and assessment within the school

SENCO developing further the role of a Specialist teacher in the school.

CPD -, ASD and ADHD (sensory regulation) training all for all staff, Makaton, Dyslexia and SEMH

**Policies**

Please see SEND, safeguarding, ARP and medical policies in conjunction with the report.