



SEND Information Report OA – Havering

Document control table	
Title	SEND Information Report (Parents)
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Approved by	OA MAT Board (via EPS committee)
Date of next review	March 2026
Updates/revisions included:	<ul style="list-style-type: none">• IAEP Process• Pupil Voice• Adaptions and bespoke curriculum• Staff Training• SEMH advisory teacher• Multiagency working
This is an OA central template but needs localising according to each academy. Local amendments should be submitted to OA central for filing.	

The person responsible for managing SEND at this academy is:

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SEND information report

This report provides information about how we work with and support children with SEND. It is updated on an annual basis.

The kinds of SEND that are provided for

We currently provide additional and/or different provision for a range of needs, including:

- communication and interaction difficulties;
- cognition and learning difficulties;
- social, emotional and mental health difficulties;
- and sensory and/or physical needs

Identifying pupils with SEND and assessing needs

- On entry to the academy, all pupils are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting
- Information is sought from the pupil's previous school
- We will liaise with other agencies as needed, and refer to other services for further assessment following discussion with parents, e.g. speech and language therapy, educational psychology
- All pupils arriving at the academy previously having an Education, Health and Care Plan /Statement will retain their status
- Where a pupil does not make expected levels of progress, or if information comes to light pertaining to a SEND need, then we will consider moving the pupil to SEND support or applying for an EHCP

Consulting and involving pupils and parents

- Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis- and through our IAEP process. At the point of referral into the school, at parent meetings, and through reports and, in the case of pupils with a statement or EHCP, through the Annual Review process.

Meeting pupils' individual needs and assessing and reviewing progress towards outcomes

- We follow the graduated approach and four-part cycle of **assess, plan, do, review** set out in the SEND Code of Practise when supporting pupils with SEND.
- Where appropriate those pupils with SEND are taught in main classes, and are supported by a learning mentor, teaching assistant or SEND teacher

- Small, targeted intervention groups may be run by teachers, learning mentors, teaching assistants or another professional using additional equipment and resources if required
- The SENDCO and teachers may offer personalised programmes to support pupils with literacy, numeracy, speech and language and social, emotional and mental health needs.
- Specialist resources will be identified to support learning and emotional needs.
- There will be appropriate personalised planning/differentiation for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all.
- Outcomes will be set for each pupil, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress.
- Each pupil's individual targets for learning and behaviour will be jointly agreed by parents/carers, pupils and staff to inform pupil records and shared with all appropriate adults and regularly reviewed and amended at pupil progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum.
- We will include the pupil's views and voice at all stages of the process to ensure pupils have knowledge of their own journey and can identify their own area of need.

Moving on... support for pupils moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will put in place:
 - Transition plans managed by support staff
 - Visits to and from future placements
 - Personalised reintegration programme to prepare for return to mainstream schools
 - Post 16 transition meetings and college visits

Adaptations to the curriculum and learning environment

- As outlined in our accessibility plan on our website, we make the following adaptations to ensure all pupils' needs are met:
 - Adapting our resources and staffing
 - Bespoke timetables
 - Bespoke curriculums
 - Access arrangements for exams
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Expertise and training of staff

- At OA-Hv we have a Deputy Headteacher who holds the National Award in Special educational needs and disabilities. They are experienced in working with students with special needs and have worked at the academy for 6 years. They have 10 years' experience working across educational settings training as a teacher specialising in SEMH and inclusion.
- OA-Hv has a team of associates, including those specifically trained in counselling and therapeutic interventions and higher-level teaching assistants (HLTAs) with expertise in SEND provision – alongside a Psychotherapist and Music therapist offering additional therapeutic support.
- In the last academic year, staff have been trained in literacy strategies, neurodiversity, attachment disorders, autism and education, mental health awareness, Trauma informed practice inclusive of SEND documentation to support pupils learning and personal development pathways.
- The academy uses specialist external staff to support pupils with Mental Health, Speech and Language and alternative therapeutic provisions.
- Our Trust training around SEND and areas of need has been designed to ensure we are all teachers of SEND and that we have an up-to-date knowledge on how to support pupils with a range of needs.
- Our LA SEMH service delivers targeted training to our staff throughout the year this is through our SEMH advisory teacher attached to our academy.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions on a regular basis
- Monitoring by the SENDCO
- Holding annual reviews for pupils with and EHCP
- We report to the Academy Advisory Board (AAB) about the impact of the work and outcomes we expect in our work with children with SEND.
- Our AAB annually review our SEND systems

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- No pupil is ever excluded from taking part in these activities because of their SEND or disability, and all pupils participate in academy activities and expeditions.
- Admissions are managed through the Fair Access Protocol and schools, and we have agreed criteria for the basis on which a pupil is admitted to the academy. We work with mainstream

schools and the local authority to ensure that any child with SEND has access to the relevant support within the academy and on transition out.

- Within the academy we have a robust programme of PSHE/RSE learning for all pupils which includes education about equalities and treating others fairly and with dignity.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils have a tutor who meets with them on a daily basis
- Pupils with SEND also meet with the SENDCO regularly
- SEND students and their parents/carers will have regular pupil passport reviews
- Timely dissemination of information to all appropriate staff
- Mentoring / counselling / therapeutic interventions from specialists

We have a zero-tolerance approach to bullying as outlined in our Anti-Bullying policy available on our website.

Working with other agencies

We work with a wide variety of professional agencies to support all our children:

- counselling services,
- Education Welfare Officer,
- EWMHS, Educational Psychology,
- Wise-up, School Nurse
- All Local Authority Services

Our SENDCO chairs a fortnightly Multiagency Inclusion Panel with LA services whereby cases are discussed in order to ensure all services work in a joined-up way to support young people with a range of needs.

Complaints about SEND provision

- Complaints about SEND provision in our academy should be made to the headteacher using the academy's complaints policy available on the [website](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our trust has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions
- provision of education and associated services
- making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

- SENDCO – Joshua Law, joshua.law@oliveacademies.org.uk, 01798 478892
- SENDIASS provide an impartial and confidential information advice and/ or support service – contact 01708 433 885

Information about the local authority local offer

Information and support are also available at Havering Local Authority:

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>