



Olive AP Academy
HAVING

Olive Academies

SEND Information Report 2018/19

Olive AP Academy – Havering

Document control table	
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This is an OA central template but needs localizing according to each academy. Local amendments should be submitted to OA central for filing.	

This report provides information about how OA-Hv works with and supports children with SEND. It is updated on an annual basis.

1. What special educational needs does OA-Hv support?

OA-Hv currently provides 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

2. How does OA-Hv identify children with special educational needs?

- All pupils are assessed on entry to OA-Hv 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
- OA-Hv 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, EWMHS
- All pupils arriving at OA-Hv 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, then OA-Hv will consider moving the pupil to SEND support or applying for an EHCP

3. How will OA-Hv communicate with me about my child's needs?

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

4. How will OA-Hv meet my child's needs?

- 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
- Including the pupil's views at all stages of the process

5. Moving on....how will OA-Hv support my child?

- 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

6. What adaptations might be made to the learning environment for my child?

As outlined in our [accessibility plan](#), we make the following adaptations to ensure all pupils' needs are met:

- adapting our resources and staffing
- 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.

7. Who will be working with my child?

At OA-Hv we have an experienced SENDCO who has 6 years' experience in this role and has worked as a teacher for 16 years.

They are allocated two days a week to manage SEND provision.

We have a team of associates, including trained mentors, behaviour specialists, and in-class support.

In the last academic year, staff have been trained in literacy strategies, autism and education, ADHD, mental health awareness, pupil passports, SEND register and differentiation.

We use specialist staff for mentoring and behaviour support.

We provide specialist counselling services within the academy which can be accessed by our students.

8. How will you evaluate the effectiveness of SEND provision?

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a regular basis
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

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.

9. How will you enable 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 OA-Ha have agreed criteria for the basis on which a pupil is admitted to the academy. OA-Hv works 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 programme of PSHE training which includes education about equalities and treating others fairly and with dignity.

How do you provide pupils with support for emotional and social development?

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

- All pupils have a coach 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

We have a zero-tolerance approach to bullying as outlined in our [Anti-Bullying policy](#).

10. What other agencies do you work with?

At the academy, we work with a wide variety of professional agencies to support all our children, including counselling services, Education Welfare Officer, CAMHS, Educational Psychology, Wise-up, School Nurse and support from the LA.

11. How can I complain about SEND provision should I need to?

Complaints about SEND provision in our academy should be made to the headteacher, they will then be referred to the academy's [complaints policy](#).

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

12. Who can I talk to?

SENDCO –Charlotte Wright, charlotte.wright@oliveacademies.org.uk
01708 478892

SENDIASS provide an impartial and confidential information, advice and/or support service. Contact
01708 433 885

13. More information about the local authority local offer

To see more about Havering's Local Offer visit <https://familyserviceshub.havering.gov.uk>