

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEN. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

The SENCO at The Ormiston Latimer Academy is Wendy Fagan wfagan@olamail.co.uk

The Deputy SENDCO is Rebeca Vassallo: rvassallo@olamail.co.uk

We provide for the following kinds of special educational needs (SEN):

The Ormiston Latimer Academy is an Alternative Provision (AP), which is a specialist provision, and can only be accessed through the SEN consultation process, referral from a school or Local Authority. The majority of students have experienced Social, Emotional and Mental Health difficulties and many also have significant barriers to learning. Many of our pupils have been permanently excluded or are at risk of permanent exclusion from mainstream schools, some have arrived via Fair Access Protocols (FAP) whereby placement in mainstream environments have not been suitable at a given time. The majority of our pupils are SEND Support and fall into the needs category of Social, Emotional and Mental Health. Many students have diagnosed/undiagnosed conditions such as ASD and ADHD and additional learning needs. We strive to support any additional needs a pupil may have in any area of SEND: Communication and Interaction, Cognition and Learning, Sensory and or Physical needs, and Social, Emotional and Mental Health.

Specific SEN types we cater for are:

- Autistic social communication
- Dyslexia
- Dyscalculia
- Social, emotional, mental health
- ADHD
- Sensory needs
- Developmental Trauma
- Speech language communication needs

We identify and assess students with SEN using the following methods:

On entry, we liaise with previous education providers to ensure we have as much information as possible. On induction to our school all pupils undergo rigorous baseline testing, including reading and spelling. Reading is high priority, with the many of pupils arriving with gaps in reading strategies and phonics. Reading is tested three times during an academic year and progress is monitored carefully.

- Cognitive Ability Testing provided further baseline and gives predicted grade benchmarks. This helps us to set targets and progression pathways for all learners individually as well as give clear indications of individual learning styles whether kinaesthetic, visual or audio.
- Surveys measuring Pupil Attitudes to School and Self are also used to establish baselines in learners' temperament, attitude and engagement.
- NGRT test and CATs for all arrivals to assist in the identifying of those who require literacy and numeracy interventions).
- YARC reader tests which are supported by Lexonic Reading recovery programs.
- Dyslexia screening and support
- Dyscalculia screener and support
- NGRT test for screening access arrangements up to and including Year 11.
- Testing required or requested by outside agencies is carried out, eg. Connor's test for ADHD (CAMHS)
- Boxall profiles, sensory needs checklist are also used to identify other needs
- Referral from parent based on observations at home-
- Termly Data Drop- if a student is not making the expected progress of them based on their baseline data scores
- Staff referral through our in house SEND referral system. The teaching and pastoral team meet regularly and identify pupils who will benefit from extra academic or therapeutic support.

If you are concerned that your child has specific needs, further assessments can be done, using specialists if required. If a teacher or parent/carer thinks there is a further need which has not been identified, they can speak to the SENCO who will gather further information and act accordingly.

We evaluate the effectiveness of our SEN provision in the following ways:

Staff contact home on a weekly basis to pass on information. The targets and outcomes of pupil progress are shared with parents/carers via structured conversation meetings 3 times a year and these are separate can be separate from progress reviews of parents evening. Parents/carers are invited to discuss the student's progress, along with any integration plans or problems which need to be addressed, at these meetings. Parents/carers are also

welcome to discuss issues informally by appointment or telephone with individual teachers or the form tutor.

- Student data is gathered and monitored termly, and this is used to identify concerns around progress so that interventions can be implemented if deemed necessary. Reports are sent home annually.
- Work scrutiny and book-looks are used to analyse and compare progress and identify students requiring further intervention.
- We use classroom observations both by the SENCO and the inclusion team.
- Data recorded on behaviour in SIMS is also utilised to ensure triangulation of data when reviewing learners progress.

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:

The SENCO, Senior Leaders (SLT) and Curriculum Learning Deputies (CLD) are responsible for ensuring progress is on track. For those students who have a Local Authority (LA) Education, Health and Care plan there are additional review procedures.

The SENCO carries out annual reviews for students with Education, Health and Care Plans. The academy will also refer to outside agencies, such as the Educational Psychology service or Speech, Language, Communication Needs professionals where appropriate and in consultation with parents.

We analyse Year 10/11 GCSE data.

Students are assessed via progress data drops which are currently termly.

Inclusion panels and annual reviews are used to ensure ILPs and passports are reviewed accordingly.

The SENCO is present at all yearly parent meetings (unless attending as a subject teacher).

Monitoring Progress Cycle – Evaluating Support.

| Assess | |
|---|--|
| <ul style="list-style-type: none"> • Baseline established for comparison of support impact. • Carry out observations and hold discussions with key staff, parents and carers to identify and analyse needs. | <ul style="list-style-type: none"> • SENDCo • Head of Year • Teachers |

| | |
|--|---|
| <ul style="list-style-type: none"> In school assessments | |
| Plan | |
| <ul style="list-style-type: none"> Hold discussions with parents and carers, the students, staff and any specialist services involved regarding actions and support needed to be put in place. Set a date for review. | <ul style="list-style-type: none"> SENDCo Teachers Students Parents / carers |
| Do | |
| <ul style="list-style-type: none"> Implement the plan as agreed. Observe and record evidence of support and progress. | <ul style="list-style-type: none"> Students SEND Team Teachers Parent/carers |
| Review | |
| <ul style="list-style-type: none"> Discuss effectiveness of the intervention and the impact on the student. Plan next steps carefully with parents/carers, other specialists and the student. Does the monitoring cycle need to begin again? EHCP annual reviews | <ul style="list-style-type: none"> SENDCo SEND Team Teachers Parent/ Carers Students |

Our approach to teaching students with SEN includes:

We aim to create a nurturing and inclusive environment where students can thrive academically, socially, and emotionally.

- Individualized approach:** The academy values each student as an individual, promotes differentiation and implements personal learning plans as necessary. We believe that the education provided must consider the specific needs and abilities of each student.
- Broad and balanced curriculum:** The academy offers a curriculum that is accessible to all and designed to provide a well-rounded education. It encompasses various subjects and enables students to make progress academically, socially, and emotionally according to their potential.
- Inclusion of all students:** The academy ensures that no students with Special Educational Needs and Disabilities (SEND) are discriminated against in studying any

subject area within the curriculum. We are committed to inclusivity, equal opportunities and equality of outcome for all students.

- **Small teaching groups:** Students are taught in small groups, which allows for more individualized attention and support. There is no back of the class scenario where learners can hide or get lost. Commonly classes will have one teacher and one teaching assistant present. We will always try to ensure the weaker academic groups have ample support available for students' learning needs.
- **High-quality inclusive teaching:** The institution maintains a consistent and supportive approach to learning, progress, and attainment. Teachers are trained to provide, trauma informed inclusive education, catering to the diverse needs of the students.

Further approaches include:

- Quality first teaching within the classroom, e.g. differentiated learning.
- ILPs and/or Passports organised
- Regular information from induction and reviews sent to staff with key pointers for students with specific special needs.
- Input into morning briefings is used to inform staff of changes or key updates from the SENDCO or Assistant Principal with responsibility for CPD
- External agency training
- LSP intervention outside the classroom (according to needs)
- LSA intervention within the classroom (according to needs)
- Seeking outside agency support and advice and putting interventions in place accordingly.
- Providing one to one assistance for students with complex needs and with EHCPs.
- Having inclusion at the heart of our provision.

We adapt the curriculum for students with SEN in the following ways:

All staff are committed to working together for the benefit of the young people. We provide a positive, caring approach where the achievements and successes of each pupil are celebrated whenever possible. Staff work tirelessly to ensure that pupils are happy, make progress and achieve qualifications needed for their post 16 pathways. We believe that, in order to support pupils, positive working relationships with parents/carers are essential.

All staff are introduced as a collective to learners' basic assessment data and needs for discussion and feedback.

Regular assessment and review are used to highlight performance and need.

Curriculum adaptations are supported by the Curriculum Learning Deputy.

Responsibility is shared within departments, and we draw on people's strengths.

Inclusion is an area which caters for students who are benefitting from temporary and discreet provision away from class.

Specific interventions for example, 1:1 mentoring, reading recovery, Speech and Language, literacy interventions, Physiotherapy and small group social skill support are all utilised in support of learner need.

We enable students with SEN to engage in the activities of the academy, together with children who do not have SEN, in the following ways:

At Ormiston Latimer our expectation is that we strive to be completely inclusive, and activities are adapted to meet the needs of all students. Dynamic reviews, risk assessment and planning activities will always be undertaken to ensure full participation. The enrichment curriculum is available to all and is used to extend the curriculum as well as to reinforce our core values. This is an invaluable element of the curriculum as it also encourages the development of social and emotional skills.

Risk assessments are carried out and procedures put in place to enable all pupils to participate, even when this suggests that a pupil may require an intensive level of 1:1 support.

The following emotional, mental and social support is available for students with SEN:

There are a number of avenues and resources available for students with SEN. Not only is there the SENDCO Department, with responsibility for Interventions and mental health generally, there is a wellbeing lead who can also be approached. Similarly, there is the Student Services Manager who can support with matters both internal and external to the classroom and is available to speak to pupils and their parents / carers.

The Learning Support Professional (LSPs) team are also available and usually the child's most consistent point of contact. All staff are experienced in dealing with pupils with Social, Emotional and Mental Health difficulties and can respond to most routine concerns or enquiries.

The school has developed strong links with support services and agencies and are aware of referral procedures should these be advised. The SENDCO or Student Service Manager can be used as a single point of contact for all external services including Educational Psychologist, Speech and Language Therapist, MIND, Future Men, St Giles, Early Help and access to Children and family services. Careers advice can be sought from the in house Careers lead who can signpost to specialists if required.

Support available

- Learning guides/ tutors
- SENDCO /Dep't SENDCO
- Higher Level Teaching Assistant
- Learning Support Professionals
- Directors of Learning
- Outside agencies, eg. CAMHS, MIND, St Clement James
- Early Help Plans
- Inclusion as a safe space
- Social Skills small group work

The name of our SEN Co-ordinator (SENCo) is: Wendy Fagan

Listed below are the names of staff members possessing expertise related to SEN:

Name: Rebecca Vassallo)

Name: Chris Blake

Job role: Deputy SENDCO

Job role: HLTA

Expertise: Psychology, ASD, SEND Assessment

Expertise: SEND/ ASD

Name: Nasrin Islam

Name: Suneeta Marecheau

Job role: Curriculum Learning Deputy

Job role: Students Services Manager/ DSL

Expertise: Teaching & Learning

Expertise: Safeguarding/ Welfare

In addition, we use the services of the following specialists:

- RBKC SEND Team
- RBKC Education Psychology Services
- RBKC Speech and Language Therapy Services
- Detached Outreach Team
- Targeted Prevention Team
- EHFH Mind
- ST Giles
- St Clement James
- Future Men
- CAMHS
- MASH
- Virtual Schools

We currently possess the following equipment and facilities to assist our students with SEN:

SEND is a consideration of our whole school. Staff are continuously seeking to develop their knowledge and are trained regularly in all aspects of SEND via internal or external specialists. The aim of staff INSET is to enable all staff to view the full range of learning needs and be able to plan for them confidently. Our SENCO, Intervention Lead and Welfare and Attendance lead are all fully committed to regular development, training and furthering their understanding and practical application of SEN issues. there are a range of teaching and learning aids utilised and considered in support of academic delivery

Currently onsite we have a dedicated space to for learners with SEMH and EHCPs. The aim of this space is to create a “Home form Home” learning environment where learners can access education alongside catering, LifeSkills facilities as well as health and fitness amenities.

Laptops are available for individual use.

Intervention rooms are available for individual use.

Games and learning resources available to support games-based learning

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

We welcome support from parents. Parents/carers will be encouraged by staff to become involved in the learning process of their child, forming a positive partnership in which professional and home support are complementary. Parents/carers are welcome to speak to staff about any concerns, please call to plan this in advance so that staff can be available to speak to you.

Staff contact home on a weekly basis to pass on information. The targets and outcomes of pupil progress are shared with parents/carers via structured conversation meetings 3 times a year and these are separate can be separate from progress reviews of parents evening. Parents/carers are invited to discuss the student’s progress, along with any integration plans or problems which need to be addressed, at these meetings.

Parents/carers are also welcome to discuss issues informally by appointment or telephone with individual teachers or the form tutor.

Parent/ carers are invited to contact SENCO by Teams, telephone, email or meet in person.

Parent/ carers are invited to contact Learning Guides by Teams, telephone, email or meet in person

The SENCO is available at academy events, e.g. structured conversations, parents' consultations, Open Evening, Option Evening Regular parental meetings and phone calls with the SENCO.

TAF meetings.

Questionnaires to establish parent voice.

Annual review meetings

We are actively seeking Parents/carers to be represented on the Governing Body.

Our arrangements for ensuring the involvement of children and young people with SEN are as follows:

Pupil voice is captured through tutor group sessions, group session facilitated by external agents or when their views are actively sought via their participation. Student Council or involvement in independent individual school reviews. Learner surveys

Our arrangements regarding complaints from parents of students with SEN are as follows:

The OAT complaints procedure is followed.

The Student Services Manager, learning guides will all responds as quickly as possible to parental complaints escalating to the Senior Leadership Team, Principal or Regional Director if necessary.

We work with the following bodies to ensure the best possible provision for our students with SEN:

- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Service)
- MASH (multi agency safeguarding hub)
- SENAT (Special Educational Needs Assessment Team)
- SALT (Speech and Language Therapists)
- EHP (Early help plan services) ☒ Virtual Schools
- Education Psychology Services

How we work with the above:

- Supplying strategies to support students, sign posting to other agencies or services.
- Supporting with pathways and plans for support with student's futures.
- Providing collection of evidence for further services, for example CAHMS, financial support in assessing services, monitoring services and advisory teams,

Parents of children with SEN may find the following support services helpful, in addition to the academy's offerings:

We sign post the use of various organisations to families some of these include:

- SEND Dep't,,
- Family Action,
- SENSE,
- Young Minds,

and many others.

Our transitional arrangements for students with SEN include:

We aim to ensure that all transitions are positive as we want transition to be successful for both the young person and their parents/carers. We involve and liaise with all other appropriate agencies at the point of transition to help the processes run smoothly and have good outcomes.

When pupils are referred to us, there is a thorough pre-admission process for information sharing and for initial introductions.

For learners return to mainstream education information regarding SEND of pupils moving is passed on to the appropriate people with parents'/carers' permission so that support may continue.

During Years 10 and 11 pupils have access to a Careers Advisor to help plan and support them in transition to college or in finding apprenticeships. Year 11 pupils are supported through the interview process where required.

Kensington & Chelsea's local offer, explaining what is available on a local authority basis, can be found using the following link: [RBKC Local Offer](#)