

SEND INFORMATION REPORT  
APRIL 2024

horizon



Review: Annually

Olympus is a school for students with ASC, ADHD and/or other Social Emotional and Mental Health (SEMH) needs; or those with Speech, Language and Communication needs aged 11-19. The school is part of the Horizon Group of schools.

### **SEN Provision at Olympus**

Olympus offers a graduated approach to meeting the needs of each student and their SEND needs outlined within the EHCP and upon assessment at entry. Dependent on the level of provision required, an individualised provision map is made for each student, followed, and reviewed by the team and overseen by the SENDCo.

**Universal Provision** is offered to all students as part of their everyday provision regardless of their level of SEND and is provided by all members of staff. Universal provision includes, but not limited to:

- Visual timetable;
- Quality First Teaching;
- Integrated PSH/RSE curriculum;
- Additional staff support in lessons;
- Movement breaks and learning breaks;
- Structured and scaffolding tasks;
- Flexible seating arrangements;
- Extra time for reading and writing tasks;
- Multi-sensory learning opportunities;
- The Zones of Regulation Framework;
- Communication modified to support all students;
- Pre-teaching and modelled learning experiences;
- Experienced and skilled staff SEND and SEMH needs;
- Visual and physical resources (including Widgit Software);
- Appropriate consideration of the environment and stimuli;
- Rewards, acknowledgement, and achievement opportunities.

**Targeted Provision** is offered to those students who have been identified and require targeted and/or a block of intervention. Targeted provision can include, but not limited to:

- Weekly social skills groups;
- Comic strips and social stories;

- Sensory circuits;
- Fidget manipulatives;
- Reading pens;
- Page overlays;
- Ear cancelling headphones or earbuds;
- Horizon Blocks;
- Relationships, Emotions, Assertiveness and Living Skills (REALS);
- Indirect support from the Therapy Team;
- Timetabled 'Check ins' with a dedicated member of staff.

**Specialist Provision** is offered to those students who have been identified as requiring a block of intervention with a trained professional. Specialist provision can include, but not limited to:

- Direct block of intervention with a therapist;
- Mentor;
- CAMHS;
- Counselling;
- Assistive Technology (speech-to-text software, Alternative and Augmentative Communication (AAC) systems).

Olympus currently provides provision for a range of needs under each category from The Code of Practice including:

- **Communication and interaction difficulties**, for example, Autistic Spectrum Condition (ASC) Speech, Language and Communication Needs (SLCN);
- **Cognition and learning difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD), Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia;
- **Social, Emotional, and Mental Health difficulties**, for example, Anxiety Disorders, Obsessive Compulsive Disorders (OCD);
- **Sensory and/or Physical difficulties**, for example, Visual Impairments, Hearing Impairments, processing difficulties, Epilepsy, Eczema, severe allergies.

We understand that each of our students is individual and brings with them unique styles of learning and differing abilities, talents, and interests. At Horizon we focus on a strength-based approach to supporting our students, this approach seeks to identify and utilise strengths that already exist for the student.

Therapeutic Services work closely with SENDCo's across Horizon to ensure that the

individual needs of all students are fully understood. Therapeutic Services and SENDCo's work collaboratively to consider any barriers to learning, focusing on a non-labelling approach where we will work together with the student and Education colleagues to overcome barriers to learning and allow each student to make progress within education.

### **7C's Strength Based Framework**

At Horizon we have adopted the 7C's framework (© Judith Carter 2021) for students who have Special Educational Needs. This is a strengths-based framework which provides a shared language which helps to assess barriers to learning and identify current strengths focused on seven elements encompassing 49 themes within these.

The seven elements of the 7C's are:

- Cognition
- Communication
- Compassion
- Control
- Co-ordination
- Creativity
- Curriculum

The 7C's portfolio is completed at the beginning of the academic year and will guide our young people to identify their strengths and areas for development. The areas for development will frame the goals set within the action plan. The 7C's portfolio and action plan will integrate with the needs specified within a young person's EHCP. Together these documents will assist the SENDCo to populate the Individual Classroom Plan that will support young people to achieve their goals.

### **Assessing the needs of the children at Olympus**

At Olympus we adapt the curriculum and learning environments for all our students. We have a range of approaches to support the student's learning and progress, and to breakdown any barriers they face. All students within class group settings benefit from Quality First Teaching, which caters for their individual needs and supports them to make continuing progress. For those students who have an individualised learning environment, we provide adapted lessons from teachers and support staff to meet their individual needs. Within all lessons, learning is adapted for each individual or group and where students need additional support, we provide TAs or additional resources.

Upon entry to Olympus, the Horizon Assessment Framework is followed (Figure 1 and Figure 2). As part of this assessment framework, students complete Cognitive Ability

Tests and a reading test to identify those students who may require additional support during their time here. These tests are evaluated, together with information from their previous school (including end of Key Stage outcomes), their current EHCP documentation and latest Annual Review and therapy reports. Teachers regularly assess each student every half-term.

These assessments identify those students whose progress:

- Is significantly lower than those of their peers, starting from the same baseline
- Does not match or is better than the student's previous rate of progress.
- Does not close the attainment gap between the student and their peers.
- Widens the attainment gap.

Our assessments will include progress in other areas than attainment, for example, social skills. Slow progress and/or low attainment do not mean that the school a student is recorded as having special educational needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress in attainment and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer or whether something different or additional is needed.

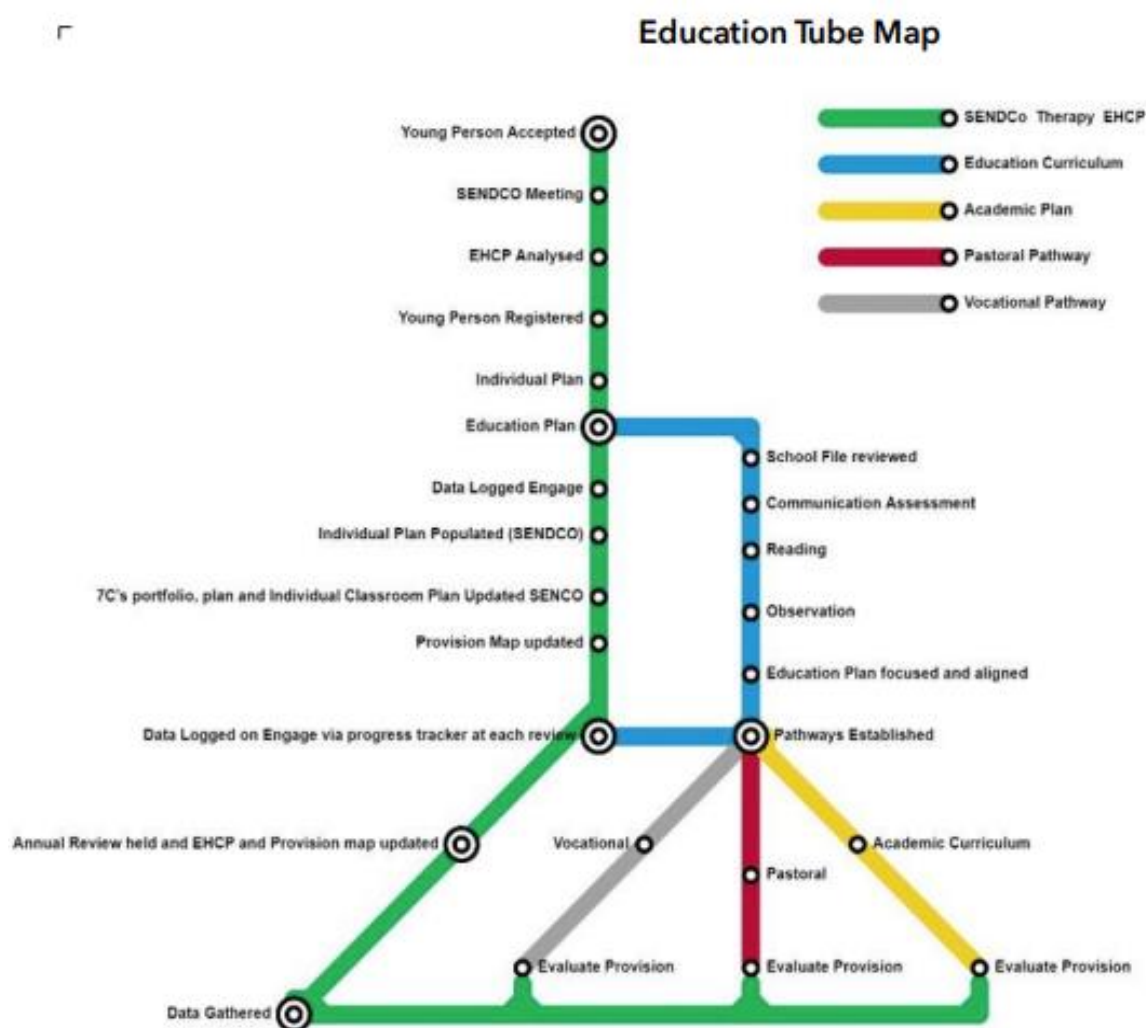
Throughout the academic year, teachers can also refer a student to the SENDCo via the SEND referral form, which could allow for students to receive additional support. There are also strong, established links between the SEND Team, the Pastoral Team, the Safeguarding Team, the Senior Leadership Team. These professionals meet on a weekly basis to discuss students who may require additional support either internally and/or via an external body.

Figure 1 – Assessment Framework Flow Chart



\*\* Provision map and Action plan then tailor ICP or prompt support from professional. i.e. areas to develop in coordination may prompt OT sensory assessment

Figure 2 – Horizon’s Education Tube Map



### Consulting and involving Students and Parents

Following a student being identified as requiring additional support from the SEND team, the school will confirm the nature of the intervention to the student and parents. Students will be monitored after the intervention has concluded, to gauge if further interventions are needed. The SEND team will share the details of the support/intervention with the student and parents. This is to:

- Enable the student and their parents to provide their views on what the school is proposing and take their views into consideration.
- Everyone agrees on the intended outcomes of the support.

Notes of these discussions will be held on the student's record.

### **Assessing and reviewing students' progress**

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Student progress is monitored regularly and formally every term. Targets are given in English, reading, writing and other areas, as appropriate, for example, attendance, engagement in learning, and behaviour.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher assessment and experience of the student;
- Their previous progress and attainment and attitude to learning;
- Other teachers' assessments, where relevant;
- The student's development, in comparison to their peers and national data;
- The views of the student;
- The views and experiences of parents/carers;
- Advice from external support services, if relevant.

Parents/carers will be kept informed in a range of ways, including:

- Letters and certificates sent home;
- Daily communication – via email or an agreed alternative;
- Additional meetings – Annual Reviews, Interim Reviews, Team Around the Child (TAC) meetings
- Parents' Evening
- Reports and Assessment outcomes

Assessments will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress and make changes, as necessary.



## **Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students on what information will be shared as part of the transition. Where possible, EHCP annual reviews scheduled in Year 11 will involve a representative from the Post-16 institution respectively to which the student wishes to move. Regular contact is established and maintained with that institution, and any relevant information is shared.

The SENDCo and Pastoral Leads are also available to support families with visits to Post-16 education institutions and will, upon request, accompany families on visits.

At Olympus, Key Stage 4 and 5 students are supported with Preparation for Adulthood through regular contact with the Head of Careers who can advise and support with the next steps and looking at options for Post-16.

## **Our approach to teaching students with Special Educational Needs**

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to the students at Olympus. This will be personalised for individual students in line with the system of student profiles and the teacher's knowledge of the students. The curriculum will be adapted to ensure that students with SEND have equal access to a broad and balanced curriculum. The SENDCo will monitor and track teaching and learning regularly and will provide feedback to teachers. Where necessary, the SENDCo will support staff in strategies to enable students to have full access to the curriculum through consultation, role modelling and development of targeted resources and provisions.

We will also draw on a range of interventions, including:

- Reading and Spelling practice
- Horizon Blocks
- REALS (Relationships, Emotions, Assertiveness and Life Skills)
- Pastoral support for academic anxiety
- Zones of Regulation

## **Adaptations to the curriculum and learning environment**

Our school is located in a quiet area on the edge of ancient woodland, providing the ideal environment for our students to learn and achieve. All of our students have access to a coregulation space to support when they are not ready to learn and engage.

Our pathways provision provides students with a personalised curriculum, which includes English, Maths, PSHE and Work Skills. Many of our students receive staff support to attend college courses of their choice for part of their week, and our staff

work to develop our students' independence in attending these courses.

Community places such as recording studios, riding stables, animal centres and vocational centres are used within students' personalised timetables.

Our curriculum gives students the chance to succeed in a safe and secure environment, where there are strong relationships that enable students to experience and celebrate their progress and success.

Our curriculum provides students with core subjects they need for their future and allows them to succeed in topics that they enjoy. Our timetabled subjects prepare students for life beyond Olympus and prepare them for adulthood, future learning, and work life.

### **Additional support for learning**

Where students are identified as needing further support in a particular area, additional support can include:

- A programme of interventions from trained teaching assistants, either in small groups or 1:1.
- 1:1 in-class support. This is usually to support students in the short-term with the aim to re-join whole classroom provision when they are ready.
- Accessing individualised classrooms to support barriers to learning and engagement, with the view of reintegrating back into a class group setting.

We work with the following agencies and professionals to provide effective and appropriate support for our students:

- Autism Outreach Service
- Croydon Sensory Service for children with visual or hearing needs
- Croydon Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Occupational Therapists
- Dance and Movement Psychotherapist
- Educational Psychologists

### **Expertise and Training of Staff**

All teaching staff undergo regular CPD focusing on different areas of SEND relevant to the student group and their profiles. Before a student starts, a detailed handover and meeting will be led by the SENDCo who will discuss diagnoses, strategies, triggers,

and an appropriate way to transition the student into the class group. This is then regularly reviewed at weekly PBS meetings which focus on a student and looks at a holistic overview, considering the provision and changes identified within the student's profile. All staff collaborate on the updates and have access to consultations with the SENDCo upon request.

The SENDCo is currently working towards completing The National Award for SEN Coordination (NASENCO).

There is an inclusive and diverse group of staff who are experienced in working with SEMH and SEND students. The staff team regularly receive neurodiversity training and updates, adaptive resources, classroom toolkit of universal provision and resources to use within the classroom, targeted training based on specific interventions or provisions outlined in the EHCP and have regular access to the Quality of Education review meetings and SEND review meetings on a termly basis.

### **Co-regulation with students**

Co-regulation spaces aim to achieve optimal arousal levels, this is where level of arousal matches the environment and activity required. At Olympus, optimal arousal is when a student can focus and remain attended.

At Olympus, we have two dedicated co-regulation spaces currently being updated in line with the Education Space Proposal.

Each of these rooms and spaces have been developed and will be furnished in a way to support the children to regulate their emotions. In order to support our young people to achieve optimal levels of arousal our staff co-regulate with them.

Here are the principles of co-regulation at Olympus:

- Sensory checklist will be completed with support from an Occupational Therapist or Technician.
- Calm/alert – Types of activity (alerting/calming) will be selected by the supportive adult to achieve desired response. All staff using the space need to understand the principles of co-regulation and how to use of the space.
- Planned time – Transitions between classroom and co-regulation spaces will be considered carefully to ensure the space is used by one student at a time.
- Proactive not reactive – Our staff will introduce opportunities for regulation throughout the day. The Zones of Regulation Framework will support staff to monitor this and allow students to foster independence and understanding over their emotions and physiological symptoms.
- Supervision – There will always be a member of staff with a student in any coregulation space.

- Consent – A child has the right to consent to accessing the co-regulation space or not.
- Engagement – Staff will engage the student when using the space. This could be sensory or cognitive tasks. Visual timers will be used to help the students transition back into the classroom.
- Individual Classroom Plan (ICP)- structured use of the co-regulation space needs will be documented in the young person’s Individual Classroom Plan. These are written collaboratively by the Tutor and SENDCo. The impact of this co-regulation time will be observed so that any positive impacts can be recorded and shared.

### **Evaluating the effectiveness of SEN Provision**

SEN provision is evaluated regularly. The SENDCo conducts data analysis of students’ outcomes to evaluate how well students are achieving compared to their peers. The Senior Leadership regularly visit classes to observe how well students are being supported to access the curriculum. Evaluation of the Quality of Education includes monitoring students’ work, conducting learning walks and lesson observations, reviewing 7 C Portfolios and ICP targets.

In the whole school analysis of behaviour incidents and attendance and exclusion, students with special educational needs are highlighted, and any emerging trends are identified with follow-up actions discussed with the pastoral team, teachers, and support staff. Students are regularly surveyed for their views on how effective the school provision is for their needs.

In Annual Reviews and Interim Reviews for students at Olympus, individual targets, and outcomes are closely monitored and reviewed via Individual Classroom Plans to ensure the short-term targets remain relevant and guide the students to achieve their outcomes. The student takes an active role in creating these targets, and parents’ views are sought at these meetings so that they feel involved in their child’s education and can provide feedback on the provision the school is making for their needs.

Student voice plays an integral part in evaluating the effectiveness of SEND provision. Opportunities for students to do so include:

- Through the completion of the 7C’s portfolio
- Through regular monitoring activities conducted by the SENDCo
- During the evaluation of the Quality of Education carried out by Senior Leadership
- During pupil voice sessions and surveys
- As part of the Annual Review process

Interventions are evaluated on a regular basis through observations and the impact on outcomes. The school uses guidance from the Education Endowment Fund to keep updated on research and the evaluation of interventions. Interventions are also discussed within the Education Therapy Review (ETR) meetings held monthly with the Therapy Lead.

### **Working with students with SEND who are also Children Looked After (CLA)**

For children who are Looked After, we will consult with the virtual school head and SENDCo, as appropriate, for personalised support. We also liaise with the student's allocated social worker to ensure all the agencies work collaboratively to develop an appropriate support package for the student.

We review the student's needs and progress regularly, for example, before entering the school to ensure a smooth transition from their previous setting, and then, at regular intervals, we check on how the child has settled into the school. We ensure Pupil Premium funding is used effectively to enable the child to meet their outcomes. The SENDCo ensures that training and policies support the SEND of Children Looked After.

### **Enabling students with SEND to engage in activities**

No student is ever excluded from participating in activities because of their SEN or disability. All our extracurricular activities and school visits are available to all our students. All students are encouraged to participate in the extensive range of opportunities available in the school, such as sports day, reward trips, excursions, along with educational visits. All activities and trips are risk-assessed to ensure suitability for our students.

Personal risk assessments are in place for all students to ensure they are safe. The school site is regularly audited for accessibility, as detailed in our Accessibility Policy. The school is committed to improving the physical environment to enable disabled students to take advantage of our facilities and services.

#### Admissions

We abide by the SEN Code of Practice. Please consult the school's Admissions Policy.

### **Support for improving Emotional and Social Development**

The SEND and Pastoral departments work collaboratively and ensure regular meetings are planned in which the needs of students are discussed and reviewed effectively.

There are several ways that Olympus supports the emotional and social development

of students, including the following:

- SEN interventions with a focus on SEMH issues;
- 'Check-ins' for identified students;
- Break time provision for identified students;
- Lunch time provision for identified students;
- Access to co-regulation rooms;
- Pastoral support;
- School Therapy Team.

The school operates a 'no tolerance' approach to bullying and discrimination. This is in place to support all students, including those with SEND.

### **Working with other agencies**

When working with other agencies, we take a holistic approach to all decisions being made with the student's best interests in mind. The SENDCo always works collaboratively with professionals involved in the provision of SEND support at the school and disseminates this information to the relevant parties.

### **Complaints about SEN provision**

We hope that the school provides a range of opportunities for parents/carers to raise concerns, if they have any, about the provision for their child. We recognise that there may be occasions when parents/carers do not feel their complaint has been fully resolved and want to escalate their concerns.

In these cases, complaints about SEN provision in our school should be made to the SENDCo in the first instance. The complaint will then be referred to the school's Complaints Policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal, if they believe that Olympus has discriminated against their child.

### **Details of support services for parents of students with SEN**

CYPMHS: <https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs/>

IASK <https://www.iask.org.uk>

### **Contact details**

School Office: 0204 501 6961

Address: 112 Orchard Road, South Croydon CR2 9LQ

SENDCo: Stephanie Mullinder

Mobile: 07883 794 872

Email: [stephanie.mullinder@horizoncare.co.uk](mailto:stephanie.mullinder@horizoncare.co.uk)

Head of SEND: Alex Davenport – [alexandra.davenport@horizoncare.co.uk](mailto:alexandra.davenport@horizoncare.co.uk)

### **LOCAL AUTHORITY LOCAL OFFER**

Our local authority's Special Educational Needs and Disability Local Offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>