



SEN/D Report 2020 – 2021

Number of pupils with SEN for the academic year 2018– 2019.

At the end of the academic year 2020 – 2021 there were 27 children on the SEN register.

The number of children on the Special needs register was 11% of the school roll this is as a result of the recognition that children who are making below age related progress are not always children with SEND and are monitored separately.

The four areas of need are as follows:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, mental and emotional health**
- **Physical/ Medical**

Profile of pupils with SEN: Number of pupils on roll is 235; Number with SEND is 27 = 11%

a) Number of pupils on school's SEN record

Year	Provision Map	SEND Support 1 (School Support)	SEND Support 2 (Additional School Support)	HLN	EHCP
Nursery	3	3	0	0	0
Reception	0	0	0	0	0
1	4	4	0	0	0
2	2	1	1	1	1
3	3	2	1	1	1
4	7	3	4	1	1 pending
5	4	0	4	1	0
6	4	2	2	0	0

Area of need	MLD	SCLN	ASD	SEMH	Physical	ADHD	HI	Medical (that impacts on learning)	Specific Learning Difficulty
	5	8	10	2	0	1	1		1
Number of Pupils	Y3 Y4 Y4 Y5 Y6	N Y1 Y1 Y1 Y1 Y2 Y4 Y4	N N Y2 Y3 Y4 Y5 Y5 Y6 Y6 Y6	Y4 Y4		Y6	Y5		Y3



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Gender of pupils on School's SEND Register

Number of Boys	Number of girls
17	10

Ethnicity of pupils on Schools SEND Register

Ethnicity	White British	Asian Pakistani	Mixed White Black C	Black Caribbean	White Other	Asian other	MWAS	Mixed Other	Black Other	Any other ethnic group
	3	9		1	3	3	1	1	1	5
Number of Pupils	Y2 Y4 Y6	Y1 Y1 Y2 Y3 Y4 Y4 Y4 Y4 Y5		Y6	Y1 Y3 N	Y5 Y6 Y6	Y4	Y4	Y5	Y1 Y3 Y5 N N

Year	Reading		Writing		Maths	
	% making at least the expected level of progress	% at ARE	% making at least the expected level of progress	% at ARE	% making at least the expected level of progress	% at ARE
1	100%	(1) 25%	100%	(1) 25%	100%	(1) 25%
2	100%	(1) 50%	100%	(1) 50%	50% (1)	(1) 50%
3	100%	0%	100%	0	100%	(1) 50%
4	100%	(4) 57%	100%	(2) 29%	100%	(3) 57%
5	75% (3)	50 % (2)	75% (3)	(2) 50%	75% (3)	(2) 50%
6	75% (3)	(1) 25%	75% (3)	(1) 25%	75% (3)	(2) 50%



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At Edna G. Olds LEAD Academy, we aspire for all our children to achieve their full potential through providing them with a safe and supportive environment in which to learn. Through the provision of excellent teaching and learning in every classroom, across all areas of the curriculum, our children become independent, resilient learners, who, as well as being literate and numerate, have a solid educational foundation across all areas of the curriculum. Our children are well prepared for the next stage of their education, taking with them memories of a happy, inclusive school. Our children get the best out of the education we provide, we carefully monitor the progress our children make, and how they are achieving against their peers at both local and national levels.

Cultural Capital and the broad, balanced and creative curriculum at Edna G Olds:

Edna G. Olds is continuing to develop its curriculum with an emphasis on developing 'Curious' learners. Foundation subject leader are being visionary and exploring connections within the community and beyond to ensure our children are given the best opportunities in life to engage with modern day Britain.

In the academic year 2020-2021 the following SEND processes were followed:

- A Member of staff or parent has concerns about a child's progress and these concerns are brought to the SENCO's attention
- SENCO discusses the child's and an initial concern sheet is completed by the teacher with parental input if necessary
- Recommendations are followed using the Nottingham City Council's Routes to Inclusion documentation (for SEMH). Provision is put in place and monitored; a provision map is drawn up if necessary.
- If Edna G. Olds concludes that the involvement of an external agency is required, a request for referral is made with parental consent
- Depending on the outcome of professional conclusions both internally and externally, the child will be placed on the SEND register if the learning needs require additional support compared with children of a similar age
- The child will then be given support through school and external agencies if necessary
- If a child's needs cannot be met through the recommended strategies given by external agencies then an Education, Health and Care Plan can be applied for through a joint application with parents or carers.

Yoga Nurture Therapy

Bespoke yoga sessions are planned to improve gross motor skills and develop independence skills. These yoga sessions have an emphasis on eye contact and developing understanding of oral instructions. All of the children receiving yoga therapy have made at least good progress in their attainment academically but have also developed in their social, emotional and resilience skills and values. They strengthen core values to cope with daily challenges that require confidence and trust and acceptance. The ASD specific yoga sessions are specifically designed to to relax the children when the child may be faced with a daily situation or transition point that may otherwise cause anxiety and stress. The highly individualised yoga sessions delivered at Edna G. Olds have the following aims:

To improve physical and mental flexibility. Yoga poses are designed to provide a whole-body stretch from head to toe. This can be a big advantage for children with neurological and physical disabilities who develop muscle tightness. But we find that working on flexibility is important for *all* children, and each class at Edna G. Olds has weekly class yoga session.



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To develop physical and mental strength. Our yoga teacher works hard with our children on developing strength from core strength to leg strength to upper body strength. The strength required to hold these poses also develops mental resilience.

To improve Body Awareness, Balance, and Coordination. Our yoga sessions develop essential skills in our ASD learners such as developing a sense of our body's space. Getting into (and out of) yoga poses requires a strong sense of where your body is in space (the vestibular sense) and how your body parts are moving in relation to one another (proprioception). Yoga poses also require complex combinations of movement to be performed in a smooth and fluent manner (coordination).

To develop essential attention skills and Behavioural Regulation strategies. Yoga has the ability to calm and relax children. Breathing techniques used in yoga are the perfect tools for children to support with behaviour regulation strategies. Teaching calming breathing and visualisation techniques can empower *all* children – letting them know that they have tools they can use anytime and anywhere to calm their bodies and minds.

To develops Social Skills. In the whole class yoga children are able to feel one another's energy, follow the example of others, and learn to be leaders. Many of our SEND children who have accessed 1:1 or small group yoga therapy this year, have also had access to yoga therapy in previous years. This ensures there is a continuation of learning and skills being applied year on year.

Edna G. Olds also makes valuable use of our Speech and Language Therapists to support the children on the SEND register with SALT needs (6 children). The resources and strategies provided ensure that the children progress in their Cognitive Skills and Language Development.

Mentoring

The mentoring scheme is fully embedded within the school curriculum. The football coaches have developed positive relationships with the children. Our aim is to support the children with developing their own self confidence and learning strategies, to ensure they are always putting 100% into their work. 12 of the children on the SEN/D register have accessed this scheme this year, with 9 of these children making at least expected progress in all areas.

The mentoring not only develops new skills but allows children to learn resilience by being taken out of their comfort zones; this powerful strategy supports with learning inside the classroom. Essential life lessons and skills are taught in a fun practical way. Our coaches know the importance of instilling positive values in our young players. The coaching sessions are designed to test their patience and to develop this important skill. Patience, along with fair play, responsibility, having fun, leadership, and problem solving are just some of the valuable lessons taught and learned in our mentoring sessions. Skills such as effective communication and developing self-confidence are tools that are then applied in the classroom setting. The mentoring sessions also develop endurance and the children's fitness levels. The sessions are an invaluable tool for health and well-being. The children leave the sessions with a sense of pride and accomplishment. The children take a piece of work they are proud of each week, which is then reviewed and discussed with their coach, who reinforces these positive learning behaviours



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Extended Learning Club

We have 5 children on the SEND register who have attended extended learning provision during this academic year. Among the most important characteristics of our effective extending learning is getting children engaged in learning to improved achievement outcomes. Our personalised extended learning time for children is designed to meet the individual learning and social needs by complementing rather than duplicating school learning. Extended learning provides an opportunity for children to be supported with homework and reading every day. They take part in extra-curricular learning opportunities, providing additional time in school to boost academic achievement. Our qualified staff have a deep understanding of each child's needs and have positive relationships with the families. The school continues to develop partnerships between the parents and carers so that the goals of promoting learning and engagement are shared. We at Edna G. Olds have worked tirelessly to create relationships between the extended learning staff and school staff so that the use of resources and facilities are coordinated and maximised. We place appropriate attention on safety, health, and nutrition; emphasise family involvement in children's learning and development. We evaluate the effectiveness of our provision termly and seek continuous improvement.

Interventions and Impact Groups

Intervention groups take place each afternoon and are focused around a personalised area of need. Ranging from 1:1 intervention sessions to small groups, TAs and Teachers have pitched and planned the different sessions around the areas of need of specific children or small groups. In these focussed environments, the children have the opportunity to try out deeper levels of thinking as well as stretch new ideas either as a revisit or as a pre-teach session. Many SEND children in particular benefit from the time to be able to ask questions and try out new methods of working, applying exploratory strategies. Children are becoming more resilient as they overcome further barriers to their learning and enjoy working with new partners as well as part of varied groups. The impact of these interventions is documented in an impact file which each member of staff keeps as a record of the pupils' progress.

Interventions and impact groups at Edna G. Olds are based on four important aspects of effective practice:

- 1) Early identification of a SEND need
- 2) Identifying and addressing the barrier to learning
- 3) Key and SMART actions planned and delivered
- 4) Impact of outcome and achievement recorded

We are also keen using a multi-sensory approach to learning with our SEND learners. We know that making use of kinaesthetic resources improves outcomes for children in acquiring basic skills, particularly in the acquisition of basic number concepts and improving children's writing and application of correct spelling. A tactile approach to learning has helped a number of children to embed their learning and thus become more successful in applying skills to a range of contexts.

As a commitment to continue to close attainment gaps to age related attainment we at Edna G. Olds evaluate the outcomes and impact of the interventions every six weeks. As a result of our good practice, our interventions are



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influential in closing the gap in children's attainment. We can attribute our success in interventions to the following factors:

1. Leaders in school are determined to ensure successful outcomes for every child.
2. Stability around the child: anything beyond the child's control is accepted and effort is put into compensating for this.
3. Procedures are established to settle children into school quickly
4. Emotional needs are evaluated quickly and swiftly acted upon (we have an in-school counsellor)

Edna G. Olds has a detailed knowledge about what works well for each individual child aims to address issues where situations are liable to quickly escalate through consistent use of distraction strategies. Practitioners at Edna G. Olds have high expectations of every child and every effort is made to ensure that every child has the best possible learning experience to understand new concepts: learning needs are matched to each child and relevant solutions are sought to challenges as they emerge. Edna G. Olds ensures that the practitioners have a designated location to carry out the interventions and sufficient resources. TAs are supported with the planning of activities. Several features of interventions at Edna G. Olds make them a success:

The use of talk (Dialogic Teaching). "Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves ongoing talk between the adult and the children. Through dialogue, teachers can elicit the child's every day, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings. When children are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time they practice new ways of using language as a tool for constructing knowledge. By engaging our children at Edna G Olds in dialogue, teachers can:

- explain ideas
- clarify the point and purpose of activities
- 'model' ways of using language across the curriculum in every subject

The use of pre-teaching (Precision Teaching). Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.

Edna G. Olds places the child at the centre of the learning process. We endeavour to establish high levels of the child's self-esteem by celebrating every success personalised to each child in our weekly Achievers and Core Values assemblies.

Numbers of children/young people with disabilities and medical needs within the school

We currently have 34 children with a Medical Care Plan.

The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan.



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Inclusion for Disabled Pupils:

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- Parents/Carers are invited to attend and contribute to all review meetings.
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEN policy is available to parents on the school website.

Parental involvement in annual review meetings

Percentage of parents/carers attending/ involved in their child's annual review meeting
100%