

# Holland Park

## SEND Information Report – 2024

*Please note this report should be read in conjunction with the Holland Park's SEND, Equal Opportunities, Accessibility and Medical policy.*

### **Key Contacts**

Headteacher: Samson Olusanya  
SENDCo: Ms Catherine Hill  
Deputy SENDCo: Ms Hani Baluch  
SEND Governor: Sam Hesketh

Local Offer: [Royal Borough of Kensington & Chelsea](#)

### **What are the main additional needs at Holland Park ?**

At Holland Park, we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014). Our highest area of need is Cognition and Learning, due to students identified as being dyslexic and dyscalculic. Communication and Interaction is our second highest level of need. As per the national trend, we are noting increasing numbers of students who, at some point during their time at the Holland Park are experiencing Social, Emotional and Mental Health (SEMH) concerns. As SEND identification is fluid and not always static, as of September 202, we have higher than national average numbers of students identified as requiring additional support.

### **How are SEND students and disabled students admitted to the Holland Park?**

Students with additional needs will apply in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from their Local Borough's SEND team. Consultation with Holland Park will take place based on the paperwork provided to the School.

The School are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure the school is the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

Holland Park offers a range of existing facilities to support disabled students including, disabled toilets on each floor and lift access to the 4 main floors. This is in addition to the SEND room and Regulation Room, along with dedicated spaces for professionals meetings.

At Holland Park, we pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential, we welcome open and honest dialogue with any parent and student with medical needs who wishes to potentially attend the School.

### **How are additional needs identified at Holland Park?**

There are a range of methods on how potential additional needs are investigated and determined. Classroom teachers and Pastoral staff can submit referral requests to the SEND Team, where students are discussed on an individual basis, with follow up action being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns.

If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff.

As an educational setting, we cannot diagnosis neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations.

As part of the investigation process into whether a student has additional needs, the School will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this, if a student has lower than expected progress, this will not automatically identify them as SEND.

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the SEND Register and email communication.

### **What provision can Holland Park offer to students with SEND?**

Intervention and provision at the School falls into the three differing waves – universal, targeted and specialist. This provision will be determined by the individual need and progress of a student. In most cases students will access universal and targeted wave interventions before they are placed in specialist intervention, as per guidance from the Code of Practice and the Graduated Response. Holland Park follows the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students within the School attend all timetabled lessons. Our training and expectations from classroom teachers ensure that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. In some cases, where students have an Educational, Health Care Plan (EHCP), an additional adult in the classroom may support the student in some lessons.

There are a range of set timed interventions which are run through by our Learning Coaches. Whether a child is identified as having SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. All interventions measure a students' progress for the dedicated sessions for that particular intervention. Progress within the classroom and school site is also measured and considered to review its success.

For certain students, reasonable adjustments need to be made for their medical diagnosis, such as uniform or the curriculum. These adaptations will be reviewed regularly, and targets set in order to minimise them.

### **How are students with SEND assessed, with regards to their provision and how is further provision determined?**

As previously mentioned, the assess, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support.

Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision.

When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

### **What training do staff undertake at Holland Park to support students with SEND?**

CPD and staff commitment to upskilling is incredibly strong at Holland Park by all staff. Teaching staff are regularly updated on SEND news and research via briefings, INSET training sessions and staff development in departments. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Identification and accountability are the pillars in our approach to SEND support.

Our teachers and SEND team undertake both internal and external training, as a team and individually in their area of expertise including: Types of Need such as Autism, ADHD and DLD; Trauma-informed practice; The Graduated Response and Universal Provision; How to Review Progress for SEND pupils; Literacy and Numeracy; The SCERTS framework and Observing Students; The Scaffolding Framework. Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area such as Educational Psychologists, Speech Therapists and the Autism Advisory Service as well as other trained professionals. They are crucial in upskilling our staff and ensuring every student's need is met.

### **How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?**

At Holland Park we want all students to feel a belonging to the School and their local community, as such we actively encourage students to attend and take part with trips, team events, charity work and student leadership. We aim to limit any barriers that would restrict students being able to attend and participate in such events. We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training.

Our anti-bullying policy and inclusive ethos from all at the School ensures discrimination does not occur or the excluding of students by their peers.

### **What Social, Emotional and Mental Health (SEMH) provision is there at Holland Park?**

SEMH is an increasing area of need for students across the Country and the School have invested in support and staff to be preventative in our approach. We have a SEMH Learning Coach as well as a trained ELSA (Emotional Literacy Support Assistant) and utilise the Place2be counselling service in school. We frequently

seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students.

Parental input and student academic support referrals are used to determine which students require such SEMH intervention.

### **How are students and families included in the decision making?**

As stated throughout this report, Holland Park welcomes input from students and families, so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always be included in decisions on assessment and provision. The student and parent planner is a key tool that is used to relay any information home, as well as the Holland Park School website.

### **How are transition periods managed at Holland Park?**

Transition is carefully planned at the School both on entry and exit. With regards to entry into Holland Park, there are several transition events for both parents and students to become familiar with the School. Building trusting relationships is key for students with additional needs and we run a transition programme with incoming students in Year 6 to introduce key SEND staff to students with SEND before the start of Year 7. At the end of Year 11 or 13, students with SEND will be supported with their transition through meetings with SEND teams at their post 16/18 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

### **How is the provision and support of students with SEND evaluated at the School?**

Success for SEND students at Holland Park is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the School, ensuring they truly are included and happy with their school experience.

We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution is also important to us in reviewing our provision.