



SEND at Clapton Girls' Academy



Introductions



Aims

- To provide a space for parents to meet each other and explore interest in a SEND parent group
- To provide more information on the structure of SEND at Clapton Girls'
- To give parents an opportunity to meet key staff involved in SEND



“When you meet one person with Autism, you've met one person with Autism”.

Approach

'Autism is one word attempting to describe millions of different stories'

- To listen carefully to each other so that all voices are heard.
- All children with autism are individuals therefore other forums may be more appropriate for specific concerns.
- To introduce the SEND team structure
- Introduce the local and national context around SEND
- Update on the Green Door girls' group
- Initial plans for autism awareness week and Dr Ruth Moyse work



The SEND Team Structure



Learning Support Department

Colin Gall



Ade Odumade



Assistant Headteacher: SENDCo

LEARNING SUPPORT ADMIN OFFICER

Quay Beal

Nuray Camak

Sharnah Fenton

Jo Grant

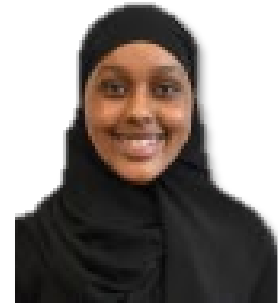
Sagal Kahiye

Caroline Dennish Ross

Sundus Yusuf

Stella Asantewaa

Georgiana Bor



25 hpw

25 hpw

16 hpw

14 hpw

25 hpw

20 hpw

25 hpw

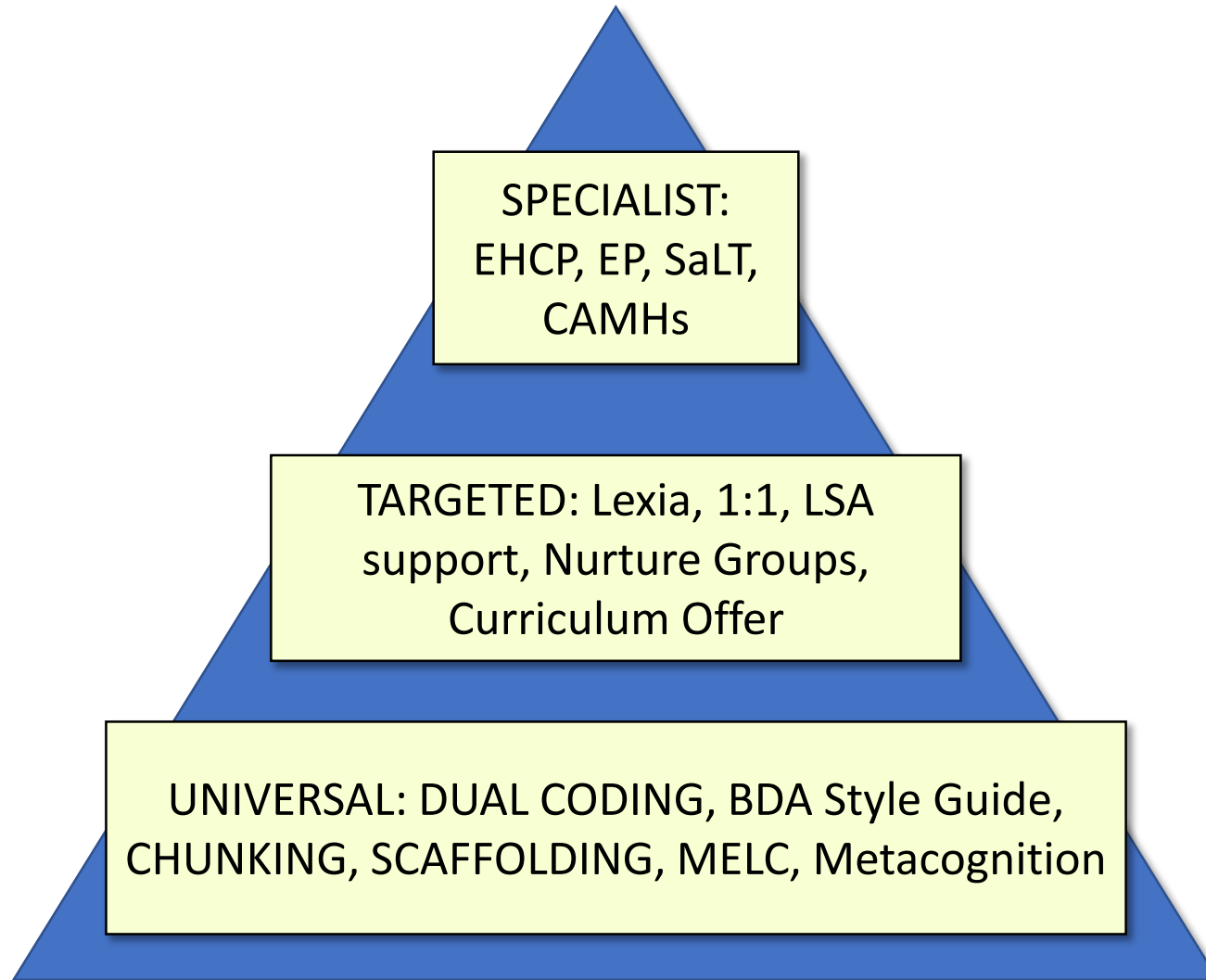
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LEARNING SUPPORT ASSISTANTS

Heads of Year/Engagement Support

Name	Post	Ext No	Building	Room No
Tamara Chambers	Head of Year 7	286	Curie	C06
Annie Taylor	Year 7 ESA	273		
Sarah Garvin	Head of Year 8	220	Pankhurst	P06
Molly Kitson	Year 8 ESA	247		
Rachel Mahon	Head of Year 9	218	Pankhurst	P56
Afra Georgiou-Matson	Year 9 ESA	267		
Stephen Murphy	Head of Year 10	255	Curie	C69
Aysha Begum	Year 10 ESA	266		
Adetutu Onasanwo	Head of Year 11	213	Curie	C20
Hamida Begum	Year 11 ESA	243		
Sarah Evans	Head of Progress – Year 12	285	Nightingale	N67
Taznim Nisha	Year 12 Support	257		
Shani Begum & Seeta Begum	Head of Progress - Year 13	248		
Rory Norrington	Year 13 Support	275		
Nikki Storey	CEIAG	263	Nightingale	C63
Geethu Jayapal	Engagement Intervention Lead	256	Rosa Parks	R01
Lauryn Anokye	SSC Manager/Home School Liaison	232		





Interventions recorded

Provision Type	Start Date	End Date	Cost	Frequency
Other	01/09/2020	31/12/2020	60.00	12 sessions
Literacy Support	01/09/2020	01/01/2021	16.00	12 sessions

LEARNING SUPPORT ASSISTANTS

Mon2	Tue2	Wed2	Thu2
		Wed2:REG LRC	
Mon2:1 Science C13	Tue2:1 Maths P53	Wed2:1 Spanish P62	Thu2:1 ADMIN P53
Mon2:2 Spanish P62	Tue2:2 ADMIN OUT	Wed2:2 PE	Thu2:2 SENSORY
Mon2:3 Science C28	Tue2:3 Spanish P60	Wed2:3 1-TO-1	Thu2:3 Maths P53

EHCP Needs and 'K' funding

Year	Level	Element 3 Funding	Plus Element 2 Funding	Additional services OT Hrs	SA/LT	LA's
6	Level 1	£4,985	£10,985	0	16	£928 2
6	Level 1	£4,985	£10,985	10	11	£638 3
6	Level 3	£6,842	£12,842	16	12	£696 4
6	Level 4	£12,034	£18,034	0	11	£638 10
6	Level 3	£6,842	£12,842	0	14	£812 4
6	Level 2	£6,397	£12,397	0	20	£1,160 3
6	Level 1	£4,985	£10,985	0	0	£0 3
6	Level 4	£12,034	£18,034	0	0	£0 11
6	Level 1	£4,985	£10,985	0	14	£812 2
7	Level 1	£4,985	£10,985	0	0	£0 3
7	Level 3	£6,842	£12,842	0	0	£0 5
7	Level 1	£4,985	£10,985	0	0	£0 3
7	Level 3	£6,842	£12,842	0	0	£0 5
7	Level 4	£12,034	£18,034	0	0	£0 11
7	Level 3	£6,842	£12,842	0	0	£0 5
8	Level 2	£6,397	£12,397	0	0	£0 5
8	Level 1	£4,985	£10,985	13	17	£986 2
8	Level 2	£6,397	£12,397	0	14	£812 4
9	Level 4	£12,034	£18,034	0	23	£1,334 10
9	Level 4	£12,034	£18,034	0	0	£0 11
9	Level 3	£6,842	£12,842	18	17	£986 4
10	Level 1	£4,985	£10,985	0	14	£812 2
10	Level 1	£4,985	£10,985	0	12	£696 2
Top Up Total		£165,278	£309,278	57	195	£11,310 117

Prioritised by criteria

Provision Map Prioritisation

- Financial Transparency
 - Provision is based on hours per EHCP element 3 (high needs top up funding) for LA hours, EP, SaLT, Therapy etc. with staffing and SLA's reflecting this.
 - Individualised EHCP provision map clearly communicated in advance of the academic year (end of Summer term) and reviewed in the annual review process.
 - Element 2 'K' funding clearly accounted for in Additional Learning Admin, SENDCo, department 'on-costs'.
 - Element 2 funding communicated through school website and SEND Information Report.
- Equity of Provision
 - Maths, English, science are provisioned first with humanities taking spare lessons as a general principal for the provision map.
 - An exception to this is where VI students need support in PE or DT due to H&S.
 - An exception also where students have a clearly identified academic need (eg. dyslexia / dyscalculia, therefore a corresponding weighting in numerate / literate subjects).
 - EAL provision to operate as flexible to the level of need. Assessed threshold of basic English proficiency before student support is removed.
 - 72 hours are used to target SEND students to attend extracurricular clubs and activities (VI, LAC, ASC), deliver targeted clubs (jewellery making and cooking) and after-school provision for assistance with homework and Lexia in the LRC.

PROVISION MAP

STUDENT TIMETABLE

GL Assessment Data

SEND Register

E - Educational
K - SEN Support

Categories of need	Category of Need	Examples
Other GL Assessments		

Sources of data: CAT4

- Reasoning with words – Non-Verbal (dyslexia)
- Reasoning with numbers – Quantitative (dyscalculia)
- Reasoning with shapes and designs – Non-Verbal (dysgraphia)
- Mentally manipulating precise shapes – Spatial (dyspraxia)
- Mean average of the scores
- 100 = national average
- Below 84 = significant issues

Surname	Forename	Age	CATS Quant	CATS Spatial	CATS Non-Ver	CATS Mean	CATS Verbal
Edgson	Thomas	10	85	78	86	83	89
Moore	Thomas	10	82	81	89	84	89
Donoh	Frederic	10	85	78	76	83	89
Smith	Thomas	10	83	75	76	81	85
Wain	Frederic	10	83	75	76	81	85
Mudrack	Frederic	10	83	75	76	81	85
Agnew	Frederic	10	83	75	76	81	85
St. Spaul	Frederic	10	83	75	76	81	85
Cole	Frederic	10	83	75	76	81	85
Mosch	Frederic	10	83	75	76	81	85
Osborne	Frederic	10	83	75	76	81	85
Ray	Frederic	10	83	75	76	81	85
Widdow	Frederic	10	83	75	76	81	85
Alton	Frederic	10	83	75	76	81	85
Alton	Frederic	10	83	75	76	81	85
Alton	Frederic	10	83	75	76	81	85
Alton	Frederic	10	83	75	76	81	85
Alton	Frederic	10	83	75	76	81	85

Mon1	Tue1	Wed1
Mon1:1 Geography BAD P53	Tue1:1 IT YAA P51	Wed1:1 History ODN P53
Mon1:2 Spanish LEJ P53	Tue1:2 Alternative Prov CPL P61	Wed1:2 Library Pe WIP P53
Mon1:3 Science CUS P53	Tue1:3 Alternative Prov CPL P61	Wed1:3 Science CUS P53
Mon1:4A Maths HEM P51	Tue1:4A English PHK P53	Wed1:4A Art SLS P53



The Context



Update

- The Green Door girls' group
- Plans for autism awareness week
- Dr Ruth Moyse work

Green Door Girls' Group

Started to ensure that there was a forum for a student led group to share:

- Coping strategies with each other
- Common issues they find challenging
- Advise staff and create staff training resources
- Advise on policy changes and purchases
- Advise the local authority and primary schools on autism
- Share special interests and promote a culture of acceptance

Green Door Girls' Group

Asked by Dr Jason Apaloo-Shonibare
Child and Educational Psychologist, Hackney Education to:

- Promote SEND Pupil Voice efforts from Hackney Education.
- promote the amazing work they are already doing
- continue to provide and build on their current platforms
- develop further self-advocacy skills within members and potentially provide reimbursement for their time (likely vouchers)
- consider with members whether they might be open to joining the effort during Autism Awareness week and sharing any art-work. ideas or stories (various platforms are possible)



National
Autistic
Society

Plans for Autism Awareness Week



National
Autistic
Society

27 March – 2 April 2023

- Morning presentations on autism celebrating and promoting understanding.
- Working with the Green Door to produce these with the information they would like included.
- Posters that will be displayed around the school site. Produced by the girls.
- They will work with SEND Pupil Voice from Hackney Education and Dr Ruth as part of the process to promote changes both in school and locally

Dr Ruth Moyse



Director and Associate at AT-Autism
Visiting Research Fellow with ACoRNS, University of Southampton
Associate Tutor, University of Strathclyde
Writer "So, I'm Autistic!"
Researcher on national strategy and pilot

PhD thesis: Missing: The autistic girls absent from mainstream secondary schools. A study that prioritised the voices of adolescent autistic girls as essential in understanding their lack of access to education, and engaged them as participants and co-collaborators in knowledge production.

- She will work with 4 selected students and their parents 1:1 on March 3rd and March 10th on life charts and feedback around emotional based school avoidance and autism.
- Twilight session with Anna Feltham and Colin Gall to discuss outcomes and next steps.
- Recorded staff training session on autistic girls.
- Virtually attend the autistic girls' group on Thursday 23rd March (online).



Feedback – WWW / EBI





Next Steps

- Meetings with Dr Ruth Moyse
- SEND parent Support Meeting (5:30 – 6:30pm) 24th May – Ideas welcome
- Preparation for autism awareness week