

SEND INFORMATION REPORT

Summary

SEN and Disabilities

This page contains information on the school's provision for students with additional needs. Both local authorities and schools need to publish a 'local offer' which sets out what a student can be offered if they attend our school/live in a certain borough.

Barnet's Local Offer provides a single point of access to clear and comprehensive information about services and provision that is available for children and young people from birth to 25 years of age who have a special educational need and/or disability. Information on the local authority offer can be found at

http://www.barnet.gov.uk/info/920012/the_local_offer_and_special_educational_needs/1217/the_local_offer_and_special_educational_needs

If you live outside the Borough of Barnet please follow the links below or refer to your local authority's website to find information about their local offer.

SENDCO - The SENDCO position for both the Boys' and Girls' site is filled by Richard Newton His deputy at the Girls is Annie Katchinska. His deputies at the Boys are Simon Bull (Key Stages four and five) and Vishna Shah (Key Stage three).

r.newton@hasmonean.co.uk
a.katchsinka@hasmonean.co.uk
s.bull@hasmonean.co.uk
v.shah@hasmonean.co.uk

The work of the Student Support Unit caters for those with Special Education Needs.

Students who arrive with English as an additional language are not automatically deemed to have special needs (unless there is clear evidence to show it) but we do know that these students often need extra support which may need to be intensive for a period of time, dependent upon the level of their English acquisition when they join the school.

The SEN Code of Practice Key Changes

It is also worth noting that from 1st September 2014, there are some changes to SEND legislation, following the Children's and Families Act 2014. A summary of key changes are below. The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND.

There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.

There is a stronger focus on high aspirations and on improving outcomes for children and young people.

It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.

It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.

For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).

There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

To see the new SEN Code of Guidance 2014, please visit:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

How we identify and assess a specific learning need

This is done in a number of ways, including:

1. Advice from primary schools
2. Referrals from parents who request screening
3. Concerns raised by teachers who teach a student
4. Self-referrals from a student
5. Analysing the varying data we have on a student and looking for anomalies. This would include KS2 data, Lucid (reading test) results, and cognitive assessment tests (CATs)
6. If concerns were raised, we would then conduct any further testing that was appropriate and would share the results of this with parents to consider any support that we might agree was needed.

Support

Students who currently have a statement of special educational needs will keep it until the point of a forthcoming annual review. At that point, we will meet with parents and the student and seek to transfer this across to a new EHC.

We operate on the basis of three 'tiers' of support:

Tier 3	Students with an EHC/statement
Tier 2	Students who are underperforming in English and/or Maths and need additional support to address this. In addition, students with more complex needs that are impacting on their learning.
Tier 1	In-class support provided by class teacher (Quality First Teaching)

Parent and student involvement in a decision to offer additional support is critical. If we decide that we need to offer this at Tier 2, we will write to the parent and set out our views. Parents have the opportunity to engage with this decision and be part of the process of deciding upon additional support if they so choose, as does the student concerned. Parent and student views throughout are of extreme importance.

The new Code of Practice sets out four headings under which a student might be considered to have special and additional needs:

1. Communication and Interaction

2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and/or physical

The school will have evidence for considering a student to have additional needs in one or more of these areas and this can be shared with parents.

Local Offer

Both local authorities and schools need to publish a 'local offer' which sets out what a student can be offered if they attend our school/live in a certain borough. It is from this 'offer' that we will be selecting the appropriate support that we are able to offer your child.

The below support on offer is cumulative; if a student is Tier 3, they are also entitled to the support in lower tiers; this will not go away. Not all support will be appropriate for every student at any particular tier; this is a menu from which we can select as we work with parents and students to discuss the best provision available. There is flexibility possible within this framework.

This is our current local offer:

Tier / Category of need	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical health
Tier 3 Statement / Education Health & Care Plan (EHC) AND Tier 2 SEND Additional Support	Provision as advised by EHC / Statement (as appropriate) Liaison with appropriate teams such as: speech and language and Autism Spectrum Condition (ASC) as appropriate Direct support from external professionals as appropriate Programme of support/advice from external professionals as appropriate 1:1, small group sessions (as appropriate)	Provision as advised by EHC / Statement (as appropriate) Liaison with appropriate teams such as: specific learning difficulty (SPLD) as appropriate Direct support from external professionals as appropriate Programme of support/advice from external professionals as appropriate 1:1, small group sessions inc. literacy & numeracy functional skills (as appropriate) In-class support as appropriate	Provision as advised by EHC / Statement (as appropriate) Liaison with appropriate teams such as: CAMHS, psychology, counsellor as appropriate Direct support from external professionals Programme of support/advice from external professionals as appropriate 1:1, small group sessions (as appropriate) In-class support as appropriate	Provision as advised by EHC / Statement (as appropriate) Liaison with appropriate teams such as: Occupational Therapist (OT), Physiotherapy, Visual Impairment (VI), Hearing Impairment (HI), School Nurse as appropriate Direct support from external professionals as appropriate Programme of support/advice from external professionals as appropriate 1:1, small group sessions (as appropriate)

	<p>In-class support as appropriate</p> <p>Lesson transition support as appropriate</p> <p>Evidence-based interventions such as Lego Therapy and social skills/interest/games groups as appropriate</p> <p>Time-out card as appropriate</p> <p>Quiet zone as appropriate</p> <p>Modified curriculum / advice from specialists as appropriate</p> <p>Personalised timetable as needed</p> <p>School Counsellor/ Welfare Officer as needed</p> <p>Further screening as appropriate</p> <p>Planning and preparation from SSU as appropriate</p>	<p>Evidence-based intervention such as Spellzone, Numicon or Lexia</p> <p>IT equipment as appropriate</p> <p>Modified curriculum / advice from specialists as appropriate</p> <p>Personalised timetable as needed</p> <p>Further screening as appropriate</p> <p>Planning and preparation from SSU as appropriate.</p>	<p>Lesson transition support as appropriate</p> <p>Evidence-based intervention such as Zones of Regulation, Drawing on your Emotions or Think Good, Feel Good as appropriate</p> <p>Pastoral Support Plan as appropriate</p> <p>Time-out card as appropriate</p> <p>Quiet zone as appropriate</p> <p>School Counsellor/ Welfare Officer as needed</p> <p>Modified curriculum / advice from specialists as appropriate</p> <p>Personalised timetable as needed</p> <p>Learning Mentor/Peer Buddy as needed</p> <p>Further screening as appropriate</p> <p>Planning and preparation from SSU as appropriate</p>	<p>In-class support as appropriate</p> <p>Lesson transition support as appropriate</p> <p>Evidence-based interventions for motor skills</p> <p>Time-out card as appropriate</p> <p>Quiet zone as appropriate</p> <p>Adaptation of resources as required</p> <p>Provision of specialist equipment as needed</p> <p>TA support for mobility/access as needed</p> <p>Provision of overlays etc dependent upon advice as appropriate</p> <p>Further screening as appropriate</p> <p>Modified curriculum / advice from specialists as appropriate</p>
--	---	--	---	--

				Personalised timetable as needed Planning and preparation from SSU as appropriate
Tier 1	The following will be put in place (some as appropriate): Small Group/Class Sizes; Ability sets; Home-school link; My Child at School (MIS); Structured school and class routines; Special exam arrangements; Guided option-choices/curriculum pathways; School Counsellor/Welfare Officer as needed; Tutor support; Community liaison police officer; Student information to staff; Reduced curriculum; School marking policy; School homework policy; Homework diaries/planners; Access to computers; External professionals via referral; Quality First Teaching; School-wide data analysis by departments and SLT at reporting cycle points; SEND review of data at reporting cycle points following NASEN assess, plan, do, review cycle; Support from Form Tutor, Head of House, Department & Subject Leaders, SENDCO, Senior Leadership Team; Tracking of behaviour and attendance data to identify any causes for concern and correlate with progress and SEND data			

For all of the above tiers, students will also be assessed for access arrangements as merited by evidence and approved by JCQ.

Cognition & Learning, Communication & Interaction, Social, emotional and mental health difficulties and Sensory and/or Physical Needs

Transition from Year 5/ 6 to Year 7:

- Open Evening
- Telephone consultations with prospective parents
- Visits to primary schools re: guidance & welfare
- SENDCo/Deputy SENDCo/EAL coordinator where appropriate visit primary schools with Head of Year 7
- Transition Plan/Programme (as appropriate)
- SENDCo /Deputy SENDCo attend review meetings
- Individual parental visits with potential student
- New Intake Evening
- Students Induction Day in the Y6 Summer Term
- SENDCo and Head of Year 7 meet to discuss issues and placements
- New intake parents evening
- DATA Exchange
- Vulnerable students invited in to visit the school and spend 2 mornings
- More visits arranged for more vulnerable students

Transition from KS3 to KS4:

- Meetings with parents and students before and at options evening
- Mentoring for KS 4 curriculum choices
- Head of Year 9 & SENDCO, Deputy SENDCO meet to discuss individual needs of students
- Discussion at target meetings/Annual Reviews about strengths, interests and aspirations
- Impartial careers guidance

Transition from KS4 to KS5:

- Meetings with parents and students at Year 11 parents' evening and Annual Reviews/target meetings or at parental request
- Mentoring for KS 5 curriculum choices
- Head of Year 11 and Curriculum Support & SENDCO, Deputy SENDCO meet to discuss individual needs of students
- Careers Interviews -6th form taster day
- Vulnerable students accompanied on transition visits
- Impartial careers guidance

Transition from KS5 to work/further study

- Students helped with UCAS applications
- vulnerable students helped with college applications
- Interview practice Year 12
- Meetings with Head of 6th form.
- Careers Interviews
- ACCESS 1ST
- Impartial careers guidance

SEN Screening during Year 7

- Testing of all students on entry for reading and spelling using standardised tests
- Lucid Exact and Dyslexia Screener
- Re-testing after interventions.

SEN Screening during Year 9

- Testing of all students for reading and spelling using standardised tests
- Lucid Exact and Dyslexia Screener

Further testing may also be carried out using Lucid Exact for:

- Access Arrangements in lessons.
- Testing if late entry to school
- Re-testing for KS5.

Other Assessments which may be used

- Lucid Rapid
- Ravens Matrices
- British Picture Vocabulary Scales
- Diagnostic Reading Analysis
- DASH
- Test of Auditory Processing (TAPS)

How we monitor provision and review progress towards outcomes:

Governors monitor the provision for students with additional needs through monitoring visits, governing body meetings and through the data analysis provided by the school and through the data analysis that the Department for Education provides for all schools. We analyse behaviour, attendance and performance for all students, including those who are categorised as needing additional help. The school will review the support each student is receiving and assess whether it is having impact, whether it should continue, whether it can be discontinued as it is no longer needed. Parents will be consulted over any changes.

Students who have an EHC would also have an annual review of the provision being made for them and their progress against targets. The school will send home reports to parents for all students. If we feel that a change in provision is required, we will write and communicate this with parents. Should parents wish to discuss this, we will organise a meeting to do so. The school will organise termly open mornings for parents whose students are being supported so that they can drop in and see key staff, should they choose to do so, to discuss the progress of their children in more detail.

Support between phases/preparing for adulthood

The school will ensure that students with identified special needs get an early opportunity to have 1:1 information, advice and guidance from a careers adviser. EHC reviews will include someone with careers experience wherever possible. The school will engage with other educational providers to ensure the best provision is accessible to families looking for something non-mainstream. The school constantly reviews the curriculum offer we make for students; if we feel that our mainstream curriculum is not the most appropriate for a young person, we would discuss an alternative curriculum for a student with them and their family.

Staffing

School staffing includes a SENDCo who covers both sites, deputies on both sites, a specialist TA who supports students with specific learning difficulties, other teaching assistants and in-house informal educators and counsellors. The school has strong expertise as listed above; however, if we need specialist provision for any student, we will assess each case on an individual basis and consider whether we can provide other support or access it for a young person in some way and within the constraints of the budget.

Partnerships

The school works with a range of professionals to support all its students. These include Barnet speech and language therapeutic support, counsellors, educational psychologist where necessary, autism specialist, social workers, health professionals, CAMHS and the NHS (see below for contacts).

Access

Access for students with physical needs is good in most areas of the girls' campus. The boys' site has undergone building work to ensure access to most of the buildings. The school has been exploring other sites to improve access. Where appropriate, the school will use delegated funding to provide resources such as differing chairs, keyboards etc. for those in need of such amendments.

The people other than teachers providing services to children with SEND in this school

Directly funded by the school:

- Pastoral Support Managers
- Highly trained Teaching Assistants and Teachers
- Additional Speech and Language Therapy input as appropriate
- Occupational therapy input as appropriate to need
- Informal educators
- Counsellor as appropriate
- Careers Advice KS4/KS5

Services paid for centrally by the Local Authorities but delivered in school as appropriate to need can be found below with further information for each of the boroughs.

London Borough of Barnet

Barnet SEND –

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html>

Local offer –

https://www.barnet.gov.uk/citizen-home/directories/Directories?_peid=373ac375-9115-4d18-8a58-ce6098691e0a&directoryId=54e3854284ae7c2872585d99&list=true

- **Advisory Teacher for Autism** - Annie Etherington, Senior Advisory Teacher (ASC) Annie.Etherington@barnet.gov.uk 020 8359 7703
- **Speech and Language** – 020 8937 7702, <http://www.eastlondon.nhs.uk/Services/Children-and-Young-People-Community-Health/Specialist-Services/Childrens-Speech-and-Language-Therapy---Barnet.aspx>
- **Educational Psychology Service (EPS)** - educationalpsychology@barnet.gov.uk
- **Secondary Project (CAMHS)** - <http://www.beh-mht.nhs.uk>
- **Advisory Teacher for Visually Impaired** - Julie Breedon, Lead Advisory Teacher – VI, 020 8359 7708 julie.breedon@barnet.gov.uk.
- **Advisory Teacher for Hearing Impaired** - Deborah Israel, Lead Advisory Teacher of the Deaf, 020 8359 7729, deborah.israel@barnet.gov.uk.

Enfield Council

Local Offer - <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

For more information about services, please email sen@enfield.gov.uk or call on 020 8379 5667.

Hackney

- Hackney Learning Trust
 - <https://www.learningtrust.co.uk/SEND/Pages/SendReforms.aspx>
- Local Offer - <http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>
- Education, Health and Care Planning Team – 0208 820 7326
- Educational Psychology Service (EPS) and Parent Advice Service – 020 8820 7326, 020 8820 7519
- **Home tuition – 020 8820 7494**
- Inclusion and Specialist Support – 020 8820 7326
- **Early Support and Area SENCO team - contact Hackney Learning Trust 020 8820 7000**
- **Visual Impairment Service – contact Hackney Learning Trust 020 8820 7000**
- **Deaf and Partially Hearing Service - 020 8820 7326.**
- Integrated Speech and Language Therapy - 020 7683 4262 or slinfo@homerton.nhs.uk
- Portage - Portage Manager Fiona Jones on 020 8820 7588
- SENDIAGS – 020 7014 7123
- Transport Solutions - 020 8558 4283, transport@learningtrust.co.uk

Haringey Council

- Local Offer - <http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer>
- Support available - <http://www.haringey.gov.uk/children-and-families/children-special-educational-needs-and-disabilities-local-offer/special-educational-needs-and-disabilities-send-support-available>
- For further information, contact - 020 8489 1913, sen@haringey.gov.uk

Harrow Council

- Local Offer - <http://www.harrow.gov.uk/localoffer/>

For more details of services available, please contact - LocalOffer@harrow.gov.uk

Westminster

- Local Offer - <https://www.westminster.gov.uk/local-offer>

For further information about services, please contact a member of the Special Educational Needs team, who are based at: The Town Hall, 2nd Floor, Green Zone, Hornton Street, W8 7NX. Telephone: 020 7361 3311

Royal Borough of Kensington and Chelsea

- Local Offer - <https://www.rbkc.gov.uk/children-and-education/schools/support/special-education-needs-sen/our-local-offer>
- Parent Forum Group - [Full of Life](#), 020 8962 9994, email: info@fulloflifekc.com
- Information Advice Support Service (From 1 September 2014, the Parent Partnership Service became the Information Advice Support Service (IASS). 020 8962 9994, email: ppo@fulloflifekc.com

- Independent Supporters - lskensingtonchelsea@barnados.org.uk

Preventing bullying

In our experience, it has been very rare for any students with a particular need to be bullied at the school. However, should this happen, we have a very clear behaviour policy which includes anti-bullying policies and makes our approach to this fully transparent.

Whistleblowing regarding Safeguarding: Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Concerns should be raised with the Designated Senior Person or the Headteacher or Executive Headteacher where possible, before escalating to the Governors via Lulu Oskis, Clerk to the Governing Body if necessary. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at: <https://www.gov.uk/whistleblowing>. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns internally regarding child protection failures. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday or email: help@nspcc.org.uk.