

SEN INFORMATION REPORT

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| Date presented to/approved by Governing Body: | 22 nd February 2016 |
| SENCO: | Joyce Gillespie |
| Contact: | 0208 3442100 |
| Dedicated SEN time: | Full Time |
| SEN Governor: | Natalie Weatherley |

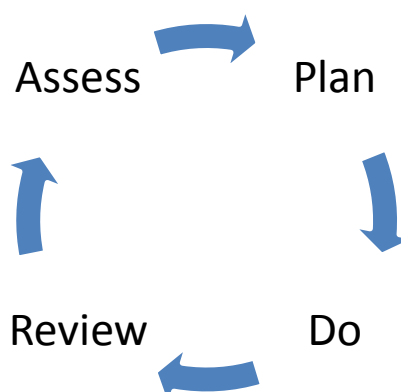
Summary:

- Our care for students with Special Educational Needs begins before they arrive at EBS. All students are visited by the Director of Lower School and/or the Special Educational Needs Coordinator (SENCO) in the summer term before they start at East Barnet School.
- In 2015/16, the school is spending more funds on supporting SEN students than it received for additional support.
- Teacher training, high quality Learning Support Assistants and effective communication involving all parties are key priorities for delivering the best education possible to SEN students.

Whole School Approach:

High quality first teaching (teaching by qualified teachers) and additional interventions (see attached provision map) are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. **Reference:** Teaching to Facilitate Learning Policy 24.02.2014; Assessment, Recording and Reporting Policy 13.10.2014.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Special Educational Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Provision for these needs is seen in the attached provision map.

Reference: SEN Policy 13.10.2014.

As of 29.01.2016, we have **360** children or young people receiving some form of SEN Support.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event | Who's involved | Frequency |
|--|--|--|
| Consultation Evening | Students/Parents/Teachers/Support staff | Yearly |
| Student Coaching | Students/Parents/Teachers/Support staff | Yearly |
| Statement/EHC plan reviews | Students/Parents/Teachers/Support staff, outside agencies, | Yearly |
| Individual support plans | Students/Parents/Teachers/Support staff | Reviewed at all of the above and in meetings arranged as required. |
| Behaviour Management Plans, Pastoral Support Plans | Students/Parents/Teachers/Support staff, outside agencies as appropriate | 6-8 weekly as appropriate |

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school at the different levels as per p58 of SEN Code of Practice 2014.

AWARENESS

To give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN.

All Staff are informed of the needs of individual students and the different types of need through dissemination of information confidentially within the school. All staff have access to staff resources which include advice on and support for providing for all students' needs. This includes whole staff training (insets) as well as access to specialist staff within the school.

ENHANCED

How to adapt teaching and learning to meet a particular type of SEN, for class and subject teachers and teaching assistants working directly with the young person on a regular basis.

Information sheets/support plans on individual students are updated regularly and shared with all staff, these include advice on how to adapt teaching and learning to meet a particular type of SEN. Advice from outside agencies and courses attended included insets to inform and develop our understanding.

SPECIALIST

In-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge.

We have developed a comprehensive staff structure which allows for progression of Learning Support Assistants and the development of specialisms within the SEN Faculty. Learning support teachers,

Higher Level Teaching Assistants and Learning Support Assistants have specialist knowledge in all four of the broad areas of need.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Learning Support Assistants and Higher Level Teaching Assistants staff are deployed in class, on a 1:1 and small group basis. They can also work with students out of lessons on a 1:1 or small group basis. Support staff are given non-contact time so that they can feedback to teachers and the SENCO, create resources and liaise/plan with teachers.

HLTA's team teach in some lessons, take responsibility for Intervention groups and planning. Where appropriate they also liaise with outside agencies along with Learning Support teachers.

Learning Support Teachers withdraw students for 1:1 work or to work in small groups and provide Literacy support in Years 8 and 9. They also team teach English and take Learning Support lessons in Years 10 and 11.

Starting in Sep 2015 Maths is taught in 5 sets in Years 7-10 and 10 sets in Year 11 with the lowest set numbering an average of 6 students to one teacher. HLTA and LSA support is also provided in some of these classes.

Finance

Additional Funding was received to install power assisted doors to our library and sixth form in order to improve accessibility for our wheelchair users. Our notional SEN Budget this year was **£322,538**. Our actual expenditure is **£387,878**. The breakdown of that income is as follows:

| | Costs | Total |
|--|--------------|-----------------|
| Staffing Costs | | |
| Teaching Staff | £221,411 | |
| Support Staff | £152,889 | £374,300 |
| Commissioned External Services | | |
| Careers Advisor | £2,616 | |
| Educational Psychology Additional | £1,830 | |
| Education Welfare Officer | £6,900 | |
| Student Counselling – Staff support | £1,500 | £12,846 |
| Additional Teaching Resources | | |
| Head sets | £300 | |
| Reprographics | £220 | |
| Consumables | £213 | £733 |
| Total Notional SEN Budget Expenditure | | £387,879 |
| Notional SEN Budget Funding | | £322,538 |
| Notional SEN Budget funded from School Budget | | £65,341 |

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated (agreed upon) through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **40** children and young people with special educational needs or disabilities and we supported **97** children and young people in their transition to the next phase in education or employment.

Our approach involved:

- Transition meetings with Primary SENCOs, Year 6 class teachers, Year 6 students in the primary schools.
- Additional transition visits for children with special needs prior to the Induction day for all new students in July.
- Attendance of SENCO or Learning Support teacher at Annual Reviews and/or meetings with parents at the primary school.
- Head and Deputy Head of Year 11 in conjunction with School Careers Officer, Form tutors and Learning Support Teachers supported each student to gain a place in further education at college or in school. At the end of December 2014 there were 2 students Not in Education, Employment or Training from the previous Year 11.

We closely monitor children and young people's destination data.

Complaints

Complaints are dealt with according to our Complaints Policy *02.06.2014*.

None received.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include

- Continue with the introduction of New SEND Code of Practice
- Continue with the development of use of inclusive technology, including Read/Write gold, Inspiration, laptops/tablets. Read/Write Gold and Inspiration are both pieces of software recommended by the British Dyslexia Association and widely used throughout Further and Higher Education by students with specific learning difficulties such as Dyslexia.

Relevant school policies underpinning this SEN Information Report include:

SEND policy, Managing Equality Policy, Disability Equality Scheme and The Admissions Criteria.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Abbreviations:

SEND Special Educational Needs and Disability

AEN Additional Educational Needs

SENCO Special Educational Needs Coordinator

LSA Learning Support Assistant

HLTA Higher Level Teaching Assistants

EHC Plan Educational, Health and Care Plan