



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Date presented to/approved by Governing Body:

SENCO:

Sara Brennan

sbrennan@eastbarnetschool.com

Contact:

0208 344 2100

Dedicated SEND time:

Full Time

SEND Governor:

Stuart Gates

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. Additional visits for pupils and parents are organised where necessary. Mentors are allocated when transition may be a key time for anxiety.

Quality First Teaching, high quality Learning Support Assistants and effective communication involving all parties are key priorities for delivering the best education possible to SEND students.

WHAT KINDS OF SEN DO WE PROVIDE FOR:

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

To provide the very best for all our students we will involve outside agencies such as: Educational Psychologist, Inclusion Advisory Service, CAMHS, Autism Advisory Service, Educational Welfare Service, In-school Counsellor, Grief Encounters, Hearing and Visual Advisory Teams, Speech and Language team to name but a few. EBS prides itself in our approach to welcoming the support of others. We work as a team to do the very best we can.

IDENTIFICATION OF NEEDS:

- All year 7 students are tested for basic skills within the first weeks of term.
- The school reports on all students three times per year, on these occasions students who are underperforming, poorly performing, not maintaining progress will be identified.
- As a school we work together to identify needs, put appropriate interventions in place, monitor progress and set targets. The progress of all students remains the responsibility of the Subject Teacher.

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
Telephone conversations/face to face meeting	Parent/SENCo/AEN team/student	As and when necessary
Consultation Evening	Students/Parents/Teachers/Support staff	Yearly
Student Interviews	Students/Key workers	Yearly – in preparation for the Annual Review or review of support plans
EHC plan Annual Reviews	Students/Parents/Teachers/Support staff, outside agencies,	Yearly
Learning Support Plans/Passports	Students/Parents/Teachers/Support staff	Reviewed at the beginning of the academic year, at all of the above and in meetings arranged as required.
Round table meetings	Teachers/LSAs	A meeting is called to share good practice and discuss students with particular difficulties
Behaviour Management Plans, Pastoral Support Plans	Students/Parents/Teachers/Support staff, outside agencies as appropriate	6-8 weekly as appropriate

OUR APPROACH TO TEACHING STUDENTS WITH SEN AND HOW CURRICULUM IS ADAPTED:

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. Throughout their school career students are assessed, work is planned and completed the review of this leads to further planning and progress towards outcomes.

ALL TEACHERS ARE TEACHERS OF SEN

- Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met.
- Students with significant SEN will have Learning Support Plan which outlines the needs of the student, strategies to support them and targets for them to achieve. Some students have a Support Passport which identifies needs and offers strategies that are useful when planning lesson and approaches to teaching.
- Teachers and Teaching Assistants work together to give support according to your child's needs. 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 some 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. Some interventions may be offered before or after school.
- We have developed a comprehensive staff structure which allows for progression of Learning Support Assistants and the development of specialisms within the AEN Faculty. Learning support teachers, Higher Level Teaching Assistants and Learning Support Assistants have specialist knowledge in all four of the broad areas of need. We have a HLTA lead in Autism, ADHD, Speech and Language and for Hearing and Visual Impairment

Staff development

We are committed to developing the ongoing expertise of our staff. By

- **RAISING 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.
- **INCREASING KNOWLEDGE ABOUT PARTICULAR STUDENTS**
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/learning support plans/passports on individual students are updated regularly and shared with all staff. Advice from outside agencies and courses attended included insets to inform and develop our understanding.

- **SUPPORTING OUR SPECIALISTS**

Training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge. Our Autism lead has worked tirelessly to achieve the almost all of the 52 Autism Standards set by the Borough.

EVALUATION THE EFFECTIVENESS OF PROVISION

Provision and interventions are reviewed and evaluated at regular intervals, so that approaches can be enhanced or changed to best meet the needs of the student.

INCLUSION

Our students are part of the whole school community, they are valued and valuable, they have a voice. They have access to a full range of activities, trips and extension opportunities. All students are encouraged to be part of the student voice and contribute to whole school initiatives and change.

LOOKING AFTER THE EMOTIONAL AND SOCIAL WELLBEING OF OUR STUDENTS

All students are important to EBS, some of our SEN students struggle with their emotions and wellbeing we have in place a high level of support which includes the AEN team, HLTA's who are trained in particular areas of SEN, the school Counselling Service and the PDC. We offer a lunch club for all students who find they need some form of support in unstructured times. Within our house system students can be allocated a mentor in older years and we have positive relationships with many external agencies as part of our membership to resilient school programme.

We have also been awarded the Leeds Beckett Silver award for mental health in schools

SUPPORTING CHILDREN AND YOUNG PEOPLE MOVING BETWEEN PHASES OF EDUCATION AND PREPARING FOR ADULTHOOD:

When a child with SEN is offered a place at EBS we make it our priority to liaise with the primary school SENCo and get to know that student, their academic ability, and what makes them who they are. All year 7 students are tested for basic skills within the first weeks of term.

This year, we worked with our feeder partners to welcome 34 children and young people with special educational needs or disabilities and we supported 40 children and young people in their transition to the next phase in education or employment. We look forward to our young people becoming full members of society and are proud of all that they achieve.

The Head and Deputy Head of Year 11 and 13, in conjunction with School Careers Officer, Form tutors and Learning Support Teachers supported students to gain a place in further education at college or in school. We closely monitor children and young people's destination data.

COMMON QUESTIONS:

How can I let school know that I am concerned about my child's progress, or my child might have additional needs?

- Speak to your child's subject teacher or form tutor or head of year
- If you have concerns that your child has a Special Educational Need after speaking to the subject teacher contact the Head of Year and the SENCo

Complaints:

Complaints are dealt with according to our Complaints Policy

Relevant school policies underpinning this SEN Information Report include:

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

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

USEFUL LINK:

Barnet's Local Offer can be accessed at the link below:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html>

The local offer outlines what is ordinarily available in mainstream schools to support students with Special Educational Needs.