HASMONEAN HIGH SCHOOL FOR GIRLS

HASMONEAN

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY & INFORMATION REPORT

2019-2020

This guide to the SEND Policy and Information Report has been designed for both prospective and current parents of students at Hasmonean High School, to help explain how the school supports those with learning differences.

CONTACT DETAILS

ROLE		Contact Details
Dr N Alexander-Passe	Special Needs and Disabilities Co-ordinator (SENDCO)	The SENDCO has set aside four 30 minute sessions each Wednesday morning starting at 9.00 am (girls' school) and another four sessions each Thursday morning starting at 8.55 am (boys' school) to meet with parents and carers. The SENDCO welcomes meetings from both prospective and current parents/carers of students Please contact Mr Bull, Boys School Deputy SENDCO on 020 8203 1411 to book sessions to meet with the SENDCO.
Mrs A Katchinska	Deputy SENDCO (Girls Site)	
Mrs K Brice	Headteacher (Girls Site)	
Mrs C Posen	SEND Governor (Girls site)	

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1. INTRODUCTION

This policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEND Information Report. It complies with Section 19 of the Children and Families Act (2014).

It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (January 2015)
- School Admissions Code of Practice (December 2014)
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2013

Young people are entitled to a broad, balanced curriculum which provides opportunities for everyone to achieve and succeed. The school uses our best endeavours to ensure that special educational provision is provided for students for whom this is required, and we provide a focus on outcomes through a differentiated curriculum and high expectations for all with special educational needs.

The terms 'Special Educational Needs (SEN)' and 'Special Educational Needs and Disabilities (SEND') are used interchangeably by professionals in the field and in this document. The term 'Additional Education Needs' is also used. This refers to students who are not SEND K or EHCP, but require additional support to fully access learning. This includes students with English as an additional language (EAL), Pupil Premium (PP), More Able (MA), Looked After Children (LAC).

According to teaching standards, every teacher is a teacher of students with special educational needs.

This policy has been created by the SENDCO (Special Educational Needs and Disabilities Coordinator), in liaison with SLT (School Leadership Team) and ELT (Executive Leadership Team), staff and parents of students with SEND.

The person responsible for coordinating the provision of education for students with SENs at the school is the SENDCO.

The Chair of the Standards Committee is currently the designated representative of the Governing Body responsible for monitoring SEND at the Trust. Mrs Posen, the Governor responsible for SEND, can be contacted via Mrs Oskis either by telephone on 020 8203 1411 ext.: 210 or email l.oskis@hasmonean.co.uk

Statement of principle

All students have the right to achieve their maximum academic and social potential. The SEND policy for Hasmonean Multi-Academy Trust ("The Trust") seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. The Trust believes that students have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure good progress is made by all students.

Aims

The aims of our SEND policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum

- To use all reasonable endeavours to secure special educational provision for students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:
    - Communication and Interaction
    - Cognition and Learning
    - Social, Emotional and Mental Health
    - Sensory/Physical

- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Policy Objectives

The School will ensure that:

- Staff are aware of the students who have additional or special educational needs, and are actively engaged in supporting them as effectively as possible.
- Staff work within the guidance provided in the SEND Code of Practice (2015) as well as contemporary theory and research literature.
- A holistic approach to each student is employed, taking into account their strengths and interests as well as academic achievement.
- A qualified teacher is named as the Special Educational Needs and Disabilities Coordinator (SENDCO) who will lead the provision for SEND.
- Support and advice is provided for all staff working with the children who have special and additional educational needs.
- Appropriate provision is made to try to overcome barriers to learning for all students which impact on progress and achievement.

What are special educational needs (SEN) or a disability (D)?

At our Trust we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

2. INDENTIFICATION

Identification - What does Special Educational Needs and Disabilities (SEND) mean?

We recognise the importance of early identification and aim to identify students' special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the School needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the child/young person.

The four broad areas give an overview of the range of needs that our school will plan for and decide what action we need to take to provide for a student's needs, and not simply to fit them into a category.

The School also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Equality Act can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the School takes place on a half-termly basis. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be thought about and addressed.

We advise that if parents have concerns relating to their child's learning these should initially be discussed with their Year Leader. This then may result in a referral to the School SENDCO.

At School we identify the needs of a student by considering the whole student such as their strengths, interests or learning styles as well as their educational needs.

Please note: Identifying 'behaviour' as a need is no longer an acceptable way of describing a student's needs. Any concerns relating to their behaviour should be described as an underlying response to a need which we must then recognise and identify clearly and put in any appropriate support.

3. A GRADUATED APPROACH TO SEND SUPPORT

The School regularly reviews the attainment, progress and teaching of all students, particularly those at risk of underachievement and vulnerability. We discuss who are progressing well and those who may need additional support.

A graduated approach to SEND support is adopted by the School. See Appendix 1

This begins with 'Quality First Teaching', the first step in responding to pupils who have or may have SEND. Each teacher will provide a differentiated curriculum and opportunities for learning that will aid each student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied for all students in their class. Teachers are responsible and accountable for the progress and development of all students in their class, including those who receive support from Learning Support Assistants (LSAs) or specialist staff. The teacher is responsible for directing any LSA in their classroom, as the teacher will always be the lead educator in the classroom.

The following indicators may indicate that a particular student may need monitoring and possible additional support:

- Reviewing what has previously been put in place and its impact on learning.
- Little or no progress made, despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties that have not been managed by appropriate strategies usually employed.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.

Once all the information regarding the student's current progress, previous progress alongside national data and expectations has been reviewed, the teacher and SENDCO may decide that additional support is needed.

Teachers will complete an SEND Referral form indicating the area of concern, which will be reviewed and if required, a classroom observation will be conducted with an assessment of their needs, following these, the SENDCO will recommend what kind of provision the student should receive. The SEND referral form will ask about: the area of need/concern; what 'Quality First Teaching' strategies have already been attempted by the teacher and their outcomes; what the teacher requests from the SEND team. Multiple referrals, over a period of time, may be required from teachers before additional provision can be considered.

If deemed required, the SENDCO will arrange the assessment of a student to better understand their needs, as part of this assessment a 'parent questionnaire' will be sent to parents/carers to better understand the student's needs. This may lead to examination access considerations being granted (e.g. extra time, a scribe, a reader, or a laptop). A 'one page profile' may be created and sent to teachers to advise them of the assessment and any strategies suggested by the SENDCO.

Where it is determined that a student does have a SEND, and requiring additional provision, parents will be formally advised of this and this will be recorded on the school's internal SEND register. Needs are recorded to help the school monitor the appropriate provision is put in place and barriers to learning are removed.

Any support provided is part of a four-part on-going process (Assess, Plan, Do, Review), which can be refined and revised as the understanding of the needs of the pupil grow. This cycle enables identification of which interventions are the most effective in supporting the pupil to achieve good progress and outcomes. The process may include:

- Assess – analysis of needs, progress, comparison with peers/national data, parent and pupil views.

- Plan - consultation to agree interventions, support, and adjustments required. Parents to agree to reinforce at home. Review time set.
- Do – class teacher remains responsible for daily work with the student, including planning, setting up and monitoring of interventions. SENDCO to advise further on assessment, problem solving and implementation of support.
- Review – regular reviews with staff involved to evaluate the impact of intervention on student's progress. All involved to agree any revision of support based on progress.

Referrals for external assessment/support

If progress rates are still judged to be inadequate despite the delivery of high quality targeted interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after consultation with the parent and may include referral to:

- Autism and Sensory Support
- Counselling service
- Child & Adolescent Mental Health Service (CAHMS)
- Alternative Provision
- Educational Welfare Officer (EWO)
- Social Services
- Youth Services
- Targeted Youth Worker (TYW)
- School Nurse
- Team Hearing Impairment team
- Visual Impairment team
- Speech and Language Service
- Educational Psychologist
- Specialists in other Academies e.g. Teaching Schools, Special Schools

Use of private assessment reports

The school recognizes there are sometimes long waiting lists for external services (e.g. CAHMS assessments), however referrals for assessments from private specialists should be made in conjunction with the school, so the school can have input to the final report. This way any results are reflective of both the school and home. The school is at liberty to reject any private assessment report, or see it as advisory, if it does not reflect the experience of school staff with the student in question. Such a policy is reflective of the policy by JCQ (Joint Council of Qualifications) that governs the use of private assessment reports to apply for additional allowances for formal examinations. However, on medical grounds, if from a registered professional (e.g. General Medical Council) such assessment reports may be accepted if no more than 3 years old. These must be very specific to the type of support required in examinations.

Managing pupils on the SEND Register

There are two categories of support for all pupils on the SEND Register called SEN Support (coded as K) or Educational Health and Care Plans (coded as E).

'One Page Profiles' outlines what strategies work for that student and subject areas/tasks they may struggle with. The SEND Team will be responsible for keeping these up to date, in conjunction with the SENDCO and relevant support staff. These will be reviewed yearly, e.g. at SEND meetings with the SENDCO, and are part of on-going discussions about provision in termly Pupil Progress meetings. Such profiles include both student voice and suggestions for teaching staff, and aim to support the student in class to achieve their potential.

If a student fails to make adequate progress despite additional provision from the school support systems, the school may seek further advice from external support services, e.g. specialist assessments, advice on teaching strategies and materials, provide short-term support, or training for staff. Many external agencies require a referral form from the school, outlining the concerns and detailing what interventions or strategies have already been tried. Parents will be consulted about this process, maybe required to sign to confirm consent/or via email, and should have already been involved in SEND support discussions with school about their student.

A small minority of students may have needs that cannot fully be met through the school's available resources e.g. students may have life-long or complex needs. In such cases the school or parent can make a request for additional funding from the Local Authority's high needs block funding via an Education and Health Care Plan (EHCP).

Requests for this must include:

- Detailed information on the student's strengths and difficulties, and the impact of this on their progress and achievement.

- An outline of the additional support that has been provided by the school and the impact of this to date.
- Evidence of advice and recommendations made by external agencies/professionals and how the school have implemented this.
- Recent medical evidence relating to barriers for learning.
- The views of the student and family.
- What additional support is required by the school, beyond what is available from the school, and how this will impact on the outcomes for the student (both short and long-term).

Any application for additional funding will be considered by the 'SEND Complex Needs Panel' of the local authority where the student's home is based, within a 20 week legal timeframe. If it is agreed by the panel, the student will undergo a statutory assessment process which may result in an EHCP being issued, outlining provision, and resources for the student which cannot be met through the school support that is ordinarily available.

Parental agreement is ideal, but not essential. If an EHCP is issued and agreed it will form part of the student's records and will be reviewed annually with parents, school, outside agencies and the student themselves. If the application is refused, then the school and/or parents can challenge the decision at a SEND Tribunal.

Annual review meetings enable the provision to be evaluated and if needed, changes to be put in place. Further information for parents regarding this procedure is available from the SENDCO.

For students who start school with a very high level of need without an EHCP already in place, or who have a change in circumstance which may result in a SEND, the school may make an application for Barnet's Exceptional Circumstances Funding. This fund can provide additional funding for a short period of time so that support can be put in place as quickly as possible.

Exiting the SEND Register

Some students may need SEND support throughout their time at Hasmonean, other students may only need support for a shorter period of time. We will remove students from our SEND Register if:

- Concerns regarding their progress or attainment are no longer present. The pupil may have caught up with their peers, made progress in line with their peers, or may have made progress at a faster rate than their peers.
- Strategies put in place to remove barriers to learning have been successful in doing so or have sufficiently reduced the need for support. The student may be using strategies independently for their area of need.
- A change in the student's needs – i.e. the student's difficulties are no longer impacting significantly on their learning.

What support will there be for children's overall well-being?

The School offers a wide variety of pastoral support for students. These include:

- Personal, Social, Health and Economic (PHSE) issues are integrated into the curriculum primarily but not exclusively through Jewish Studies. This aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- An evaluated assembly topics covering personal, social, health and economic issues as well as those associated with being a British citizen.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the Local Governors.
- Informal educators.
- Small-group intervention. This aims to improve interaction skills, emotional resilience and well-being.

How will students with SEND be included in activities outside the classroom including physical activities and School trips?

- The School provides a range of extra-curricular activities, details of which can be found on the School website. All students, including those with SEND are encouraged to attend.
- Risk assessments are carried out and procedures are put in place to enable as many children to participate in as many School activities as possible.
- The School will endeavour to ensure that it has sufficient staff expertise to support students engaged in physical activities and on school trips.

Supporting Children and Families

The School believes that a positive working relationship with parents is vital in order to ensure that both the student and their families are supported, this is termed as 'co-production' in the SEND Code of Practice. This is why the SENDCO has set up regular sessions to meet with parents to discuss any concerns relating to SEND.

In Barnet, the Local Offer details the range of support and provision ordinarily available for students with SEND and disabilities.

The School works closely with a number of external agencies to support both students and their families, and contact details of these agencies are included at the end of this document, in Appendix 4. Parents are invited to attend meetings with external agencies where possible and are kept up to date and consulted on points of action regarding their student.

Details of our admission arrangements for all students can be found on our website. Those with SEND are included in this document.

We operate an inclusive admissions policy and no student would be automatically refused a place at the School purely as a result of having a SEND, however the School is consulted on prospective students with EHCPs, and will review the ability of the School to meet their needs.

How will parents be helped to support their child's learning?

The class/subject teacher or SENDCO may also suggest additional ways of supporting your child's learning. Parents may also be signposted to external services.

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents half termly through feedback and also through the School reporting system and parent's evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, Head of Department, Director of Learning (DOLs), the SENDCO or Year Leader, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. In the event that parents feel the need for further discussion they can then request to meet the Assistant Head responsible for Student Development. Please contact the School office who will arrange this appointment for you.
- SEND students are identified as a group who are particularly vulnerable in the KCSIE guidance. The school will therefore ensure that all guidance relating to child protection and safeguarding is closely adhered to in this regard.

How is the decision made about how much support each child will receive?

For students with SEND but without an 'Educational Health Care Plan' (EHCP), the decision regarding the support provided will be taken in consultation with parents. For students with an 'Educational Health Care Plan' (EHCP), this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will parents be involved in discussions about and planning for their child's education?

This will be through:

- Discussions with Directors of Learning (DoL's), Head of Year, and SENDCO.
- During parents evening.
- Meetings with external agencies.

Who can parents contact for further information or if they have any concerns?

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the School's response to meeting these needs they are encouraged to contact the following member of staff in the order outlined:

- The child's year leader
- The SENDCO (who has weekly parent consultation sessions, please see page 1 of this policy document)
- Directors of Learning
- The Head Teacher
- The Executive Head Teacher
- The SEND Governor

Access Arrangements (please also see the school's 'Access Arrangements Policy')

The School will test all students in the first term of year 7 and the last term of year 9. This allows the school both a means to screen students for possible SEND, and consider any provision they require e.g. extra time, a reader or scribe. The year 9 assessment is a screener for students that may require a range of access arrangement for GCSE and other formal examinations. Parents will be informed where such additional allowances have been applied for and approved by the Joint Council of Qualifications (JCQ), the body in charge of GCSEs and other formal qualifications. The JCQ have strict rules regarding use of private assessment reports, so only the school and any agreed assessment partner may assess for such allowances. The school will accept medical reports from consultants regarding additional arrangements, however not from GPs (General Practioners).

JCQ guidelines are very precise, and require schools to monitor the use of such arrangements in the run-up to formal examinations (end of term or year examinations, or mock examinations in Years 10 and 11). The term 'use it or lose it' defines the guidelines

schools use, and schools must keep records of use of additional allowances. The school is at liberty to withdraw additional allowances if they have not been used consistently in examinations. So the school can monitor how students are using their extra allowances (e.g. extra time), for example in mock examinations students to use a green pen to indicate extra work completed during extra time. JCQ guidelines now indicate that unless the School has evidence of extra time being used in examinations (in each subject), the student will lose such privileges (in subjects where no evidence has been gained) for the actual GCSE and GCE examinations. This complies with the 'use it or lose it' guidelines from JCQ.

4. ADMISSIONS

The Trust operates two schools on separate campuses, a boys school and a girls school.

- Wheelchair access is variable throughout the girls' school though all areas of the School can be reached. Access at the boys' school has been improved with the installation of a lift in the main building.
- The School ensures that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.
- For children with an EHCP, parents have the right to request a particular School and the local authority must comply with that preference and name the School in the EHCP unless:
    - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
    - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name the School in a child's EHCP, the local authority must consult with the School, and will send the Local Governing Body a copy of the EHCP inviting the School to comment on the above points. The local authority must then consider the school's comments very carefully before it makes a final decision on placement. In addition, the local authority must also seek the agreement of School where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school or alternative school, if they consider that their child's needs can be better met in specialist provision.

5. TRANSITION ARRANGEMENTS

How will the School prepare/support my child when joining or transferring to a new School?

A number of strategies are in place to enable successful transition. These include:

On entry:

- A planned introduction day is delivered in the Summer term to support transfer for all students starting School in September.
- An additional transition morning is delivered after this date specifically for students identified as SEND through transition meetings.
- The SENDCO will be endeavour to attend the final annual review at the primary school in year 6.
- Parent/carers are invited to a meeting at the School and are provided with a range of information to support them in enabling their child to settle into the School routine.
- The SENDCO meets with new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting, the previous School records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next Stage, preparation for adulthood and independent living

The School adheres to the guidance in *Careers guidance and inspiration in Academies: Statutory guidance for governing bodies, School leaders and School staff April 2014* http://preview.tinyurl.com/mn5muuo. The Trust has in place a careers programme that is delivered for Year 7 to Year 13. The Trust has trained staff who provide careers guidance to students from year 9 to 13 including trained specialists for applications to higher education.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

The School is in the process of creating a SEND Careers Guidelines document, this will assist students with SEND and their parents, to understand the available post-school opportunities, and the 6th form options available at the School.

6. OTHER AREAS

Managing and Supporting Pupils at school with medical conditions

Hasmonean recognises that pupils with a medical condition should be properly supported, so that they have full access to education, including school trips and physical education. Some student with medical conditions may have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). Some student with medical conditions may also have special educational needs, have an EHCP which brings together health and social care needs, as well as their special educational provision. SEND Code of Practice (2015) guidance is followed.

Arrangements for pupils with medical conditions will depend on the needs and conditions of the individual student. The school liaises with the school nurse service and other health professionals to ensure that Health Care Plans are put in place where needed and kept up to date. Medication may be kept at school where required.

We have a number of staff who are trained First Aiders and staff will undertake further medical training where required.

SEND Funding

All schools gain two types of funding, Tier 1 funding is for all students, to fund provision that is 'ordinarily available' in schools, this may include additional teaching from support staff, equipment or training for staff. Tier 2 funding is allocated according to several local factors to the School, such as deprivation, low prior attainment, English as an additional language, and mobility. The Tier 2 funding will provide a range of SEND provision for the school.

Some schools also receive several types of Tier 3 (top-up) funding:

- EHCP students: the School receives additional funding from the local authority where the student lives. This funding is attached to the individual student and must be spent in a way that supports that student at school. This may be through employing a Learning Support Educator (LSA) to work with the student, or by buying in resources or equipment for that student.
- The School also receives Pupil Premium (PP) funding for students who have free school meals or are 'Looked After Children' (LAC). It may be that some of these students also have SEND, so part of the PP money may be used to purchase additional provision such as speech and language therapy, additional hours from an Educational Psychologist or Emotional Well-being teams.

Training and Resources

School staff will have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training will be provided to all staff on:

- How to support students with speech, language and communication needs.
- How to support students on the autistic spectrum.
- How to support students with SpLD, including those with dyslexic or dyspraxic needs.
- How to support students with social and emotional needs.
- How to support students with sensory needs.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCO to explain the systems and structures in place around the School's SEND provision and practice, and to discuss the needs of individual students. On-going training is provided through the School's regular whole-school Inset programme. Enhanced and specialist training is provided where students present with rarer difficulties. This enhanced and specialist training and support is available from specialist teachers or therapists.

Specialist training is provided in the following ways:

- All SEND staff attend INSET days and appropriate training sessions.
- The SENDCO attends Local Authority SENDCO meetings in order to keep up to date with local and national updates in SEND.
- The SEND Governor receives training through the Local Authority.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake further training and professional development. This training may take place within school for all staff, or certain relevant staff, or it may take place elsewhere at a training location. Training may be on generic areas such as speech and language, behaviour or learning styles, other training may be specific to assist staff develop their expertise in supporting an individual or group of students.

When new teachers start at the School they will meet with the SENDCO to explain the systems and procedures in place at our school, plan any additional SEND training required, and to discuss the SEND needs of individual pupils in their new class.

The SENDCO regularly attends the Barnet SENDCO network meetings, held each term, in order to keep up to date with local and national updates in SEND. The SENDCO also attends further specific SEND courses and conferences.

The Hasmonean SENDCO is part of a SENDCOs cluster group of local schools and meets termly with them to discuss local and national SEND issues and developments.

Monitoring and evaluation of SEND

The School regularly and carefully monitors and evaluates the quality of provision offered to all pupils, including those with SEND.

This may be done through a variety of ways including:

- Lesson observations,
- Pupil progress review meetings,
- Seeking pupil and parent views through parent and pupil questionnaires,
- Annual Review meetings,
- Parent year group meeting feedback.

The Board of Governors is kept up to date through SEND reports to governors about the provision and the SENDCO attends meetings as needed.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Monitoring and Evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. It forms an essential part of whole School monitoring, evaluation and review (MER). This includes half-termly progress reviews, observations of teaching and learning, learning walks, book looks and sampling of parent, student and staff views. The SEND Local Governor makes regular visits and completes an annual audit with feedback to the Local Governing Body.

Storing and Managing Information

- Confidential records for students with SEND are stored by the School. Paper copies of records are kept in a locked cupboard in the SENDCOs' office. Electronic data is stored securely on the school system.
- Class teachers can access copies of plans and records of SEND through Bromcom, and are responsible for keeping these document files in a secure place.
- Further information regarding SEND students is shared with staff on a need to know basis.

Accessibility (Statutory Responsibilities)

The Equality Act (2010) places a duty on schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Dealing with complaints

For complaints, please contact the SENDCO in the first instance. He will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Head Teacher who serves as the line manager for SENDCO. If the matter is not resolved, the matter will then be referred to the SEND Local Governor who can be contacted via Mrs Oskis either by telephone on 020 8203 1411 ext. 210 or email l.oskis@hasmonean.co.uk

Bullying

We do not tolerate bullying at the School and take steps to ensure that all students feel safe and secure while at our school. Our ethos encourages everyone to feel valued and accepted. We take any incidents of bullying extremely seriously and ensure we deal with them immediately.

We ensure that all students with SEND are fully included in school life and events, from lessons, assemblies to school trips and outside events. Our pupils are encouraged to recognise their own strengths and build on these as well as asking for help if needed and to help each other. We try to encourage our pupils, including those with SEND, to develop independence and resilience in their learning and in life. We frequently set targets with students around building their independence and that they are likely to make mistakes along the way that they will be able to learn from.

We address the needs of particular groups of students such as those with speech and language difficulties, ASC or emotional and behavioural needs with specific strategies and approaches. These strategies encourage confidence and the ability to stand up for themselves and might include practising what to say to others, looking at alternative responses to situations and what would be the best thing to do/say at the time.

Reviewing our Policy

This Policy has been produced in line with the SEND Code of Practice (2015) and is reviewed annually.

7. ROLES AND RESPONSIBILITIES

The Executive Headteacher has overall responsibility for SEND at this Multi-Academy Trust. The Headteacher of each Academy School delegates responsibility to the SENDCO, Assistant Head Teachers and Heads of Year and Directors of Learning but are still responsible for ensuring that all students' needs are met and they make the best possible progress. The Headteachers makes sure that the Local Governing Body is kept up to date about all issues in the School relating to SEND.

For students

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self- evaluation and review.

For Parents and Carers

To be actively involved in working with the School to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

The Roles in more detail, regarding SEND:

For Teachers

- Checking on the progress of children in the class and identifying, planning and delivering the differentiated curriculum for children in class as necessary.
- Personalized teaching and learning for children in class.
- Ensuring that the Trust's SEND Policy is followed in their classroom and for all the students they teach with any SEND.
- Personalized teaching and learning for your child, as part of 'Quality First Teaching' (WAVE 1 SEND provision).
- Ensuring that the School's SEND Policy is followed in their classroom and for all the students they teach with any additional needs.
- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To ensure that strategy sheets are used as part of the lesson planning process.
- To work in collaboration with the SEN department to develop resources and ensure effective use of support, including partnership teaching.

Directors of Learning (DOLs) and Heads of Year

- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students working below expected levels in these core areas.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to students with SEND.
- To monitor the academic progress of students with SEND across the curriculum ensuring that the identified strategies on strategy sheets are in place.
- To make referrals to the Head of Year where there are any concerns identified.

For the SENDCO

- To identify students' needs accurately and ensure support is targeted efficiently and effectively.
- To maintain and update the School's SEND Support register.

- To work with subject areas to develop resources and/or deliver CPD to support student learning so that students are achieving in line with national expectations and in line with their ability.
- To establish systems that ensure statutory requirements are met for SEND under the SEND Code of Practice.
- To deploy staff and resources according to the needs of the students.
- To agree a programme of professional development with the Senior Leadership Team that will ensure all staff have the knowledge skills and understanding to support those students with SEND.

For Learning Support Educators Assistants (LSAs) and SEND/EAL Teachers

- LSAs are line managed by the SENDCO, and the Deputy SENDCOs on each site.
- To work with teachers and support students so that students with SEND are able to access the curriculum and make expected or good/outstanding progress.
- To empower students to develop effective strategies that enable them to become independent learners.
- To provide effective 1:1 and small-group support for students which enables them to meet their individual targets.
- To implement specialist-support strategies within the classroom.
- To provide robust feedback and tracking data.

For the Senior Leadership Team (SLT) and Executive Leadership Team (ELT)

- To ensure statutory requirements are met for SEND by the subject areas within each faculty.
- To establish a program of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the School will ensure a quality education for students of all abilities and learning profiles.

For the Governors

- To review and agree the SEND policy annually.
- To ensure that the School has appropriate provision and has made necessary adaptations to meet the needs of all students at the School, including those identified as SEND.
- To make regular visits to monitor provision within the School

8. 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 CEO where possible, before escalating to the Local Governors via Mrs 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. The contact details for the helpline are as follows:

Number: 0800 028 0285 – the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk.

References

The SEND Code of Practice (January 2015) http://preview.tinyurl.com/nenth62. This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Supporting students at School with medical conditions http://preview.tinyurl.com/p4qu8ar.

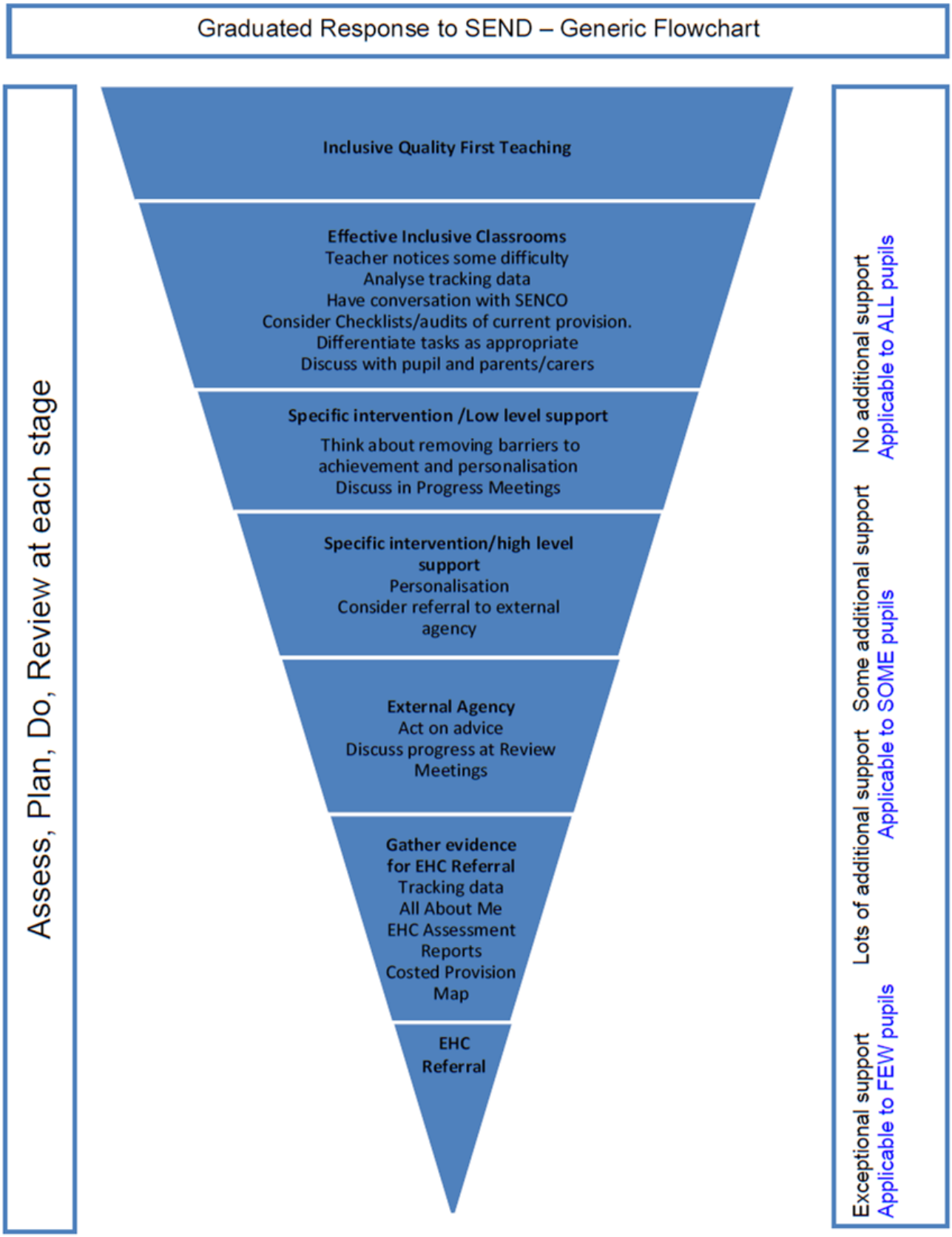
Reviewed by Stone King January 2020

Approved by the Trustees January 2020

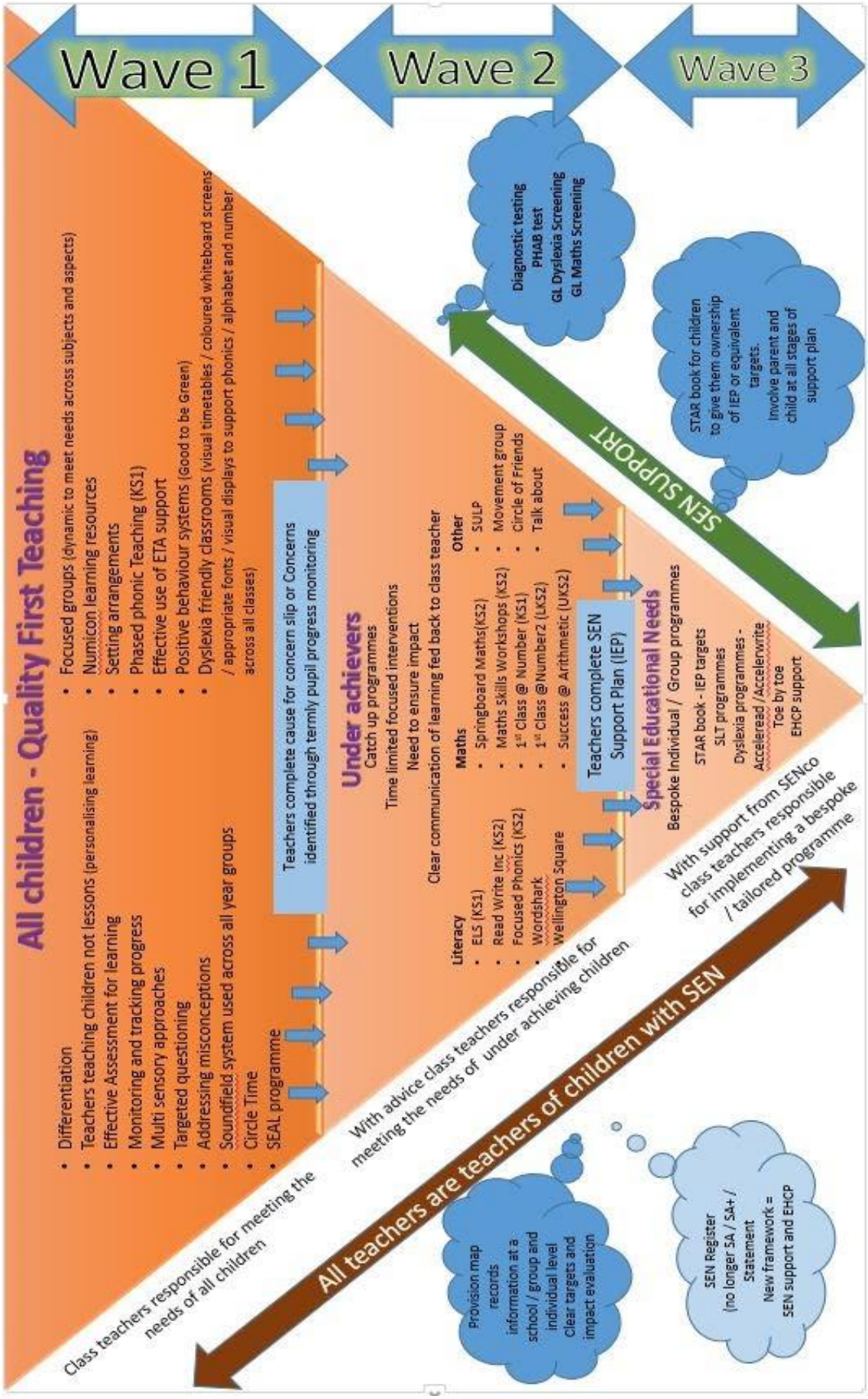
Next Review: January 2021

9. APPENDICIES

Appendix 1 (Graduated approach example)



Appendix 2 (Example of Wave 1, 2, 3 provision)



Appendix 3. Support services for parents of students with SEND:

Parents can contact SENDIASS (Barnet Special Educational Needs and Disability Information and Support Service). SENDIASS provides free, confidential and impartial information, advice and support to parents and carers of students and young people up to 25 years old. The contact details of SENDIASS are as follows:

Contact number: 02083597637
Email: SendIASS@barnet.go.uk

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The contact on the nearest PPS can be located via https://www.barnet.gov.uk/children-and-families/support-parents-and-carers

KIDS SEND (Special Educational Needs and Disability) Mediation service is an independent mediation and disagreement resolution service, which is free of charge for parents/carers and young people. Our service helps to settle disagreements between parents or young people and local authorities (LA's), schools or other education providers. These disputes are often about the SEND of children and young people, and how best to meet their needs. https://www.kids.org.uk/london-mediation

Parents and carers can also appeal to the First-tier Tribunal (Special Educational Needs and Disability) (part of HM Courts and Tribunal Service) if they disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the Special Educational Needs and DisabilityTribunal if you believe the School or council has discriminated against your disabled child. Information on this process is available here: https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability:

The address to which appeals should be sent is:

First-tier Tribunal (Special Educational Needs and Disability)
1st Floor, Darlington Magistrates Court
Parkgate
Darlington
DL1 1RU
United Kingdom

Email: send@justice.gov.uk
Telephone: 01325 289 350
Fax: 0870 739 4017

Additional information about services that are available in the London Borough of Barnet can be found in the Local Offer on the Barnet website: https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/send-local-offer