



# **SEND INFORMATION REPORT 2019 - 2020**

Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true, do what is right. Rooted in our Christian understanding of who we are before God, we strive to be fearless advocates of this, dedicated to service and the flourishing of peace.

## **Introduction**

The SEND Information Report is part of the Barnet Local Offer for children and young people with Special Educational Needs.

Local Authorities and schools are required to publish information about services available for children with SEND. The Local Authority have produced a Local Offer so all Barnet maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs.

Click on either of the two links below for direct access to the Department for Education revised documentation on Special Educational Needs.

## [SEND Code of Practice](#)

### [Guide for Parents and Carers](#)

The SEN Code of Practice says that

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;*
- or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum.

### **What is the Local Offer?**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. The LA refers to this as the ‘Local Offer’. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

### **What is the Special Education Needs Information Report?**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and provision that the school is able to provide. Schools refer to this as ‘The Special Education Needs Information Report’. The following questions and responses provide information regarding our provision for children with SEND and constitutes our Special Education Needs Report.

#### **1. What kind of special educational provision is available at Monken Hadley CE School?**

Monken Hadley CE School is an inclusive, welcoming school with respect, tolerance, acceptance, friendship and empathy at the heart of all we do. Our ethos is in line with all Church of England primary schools: “Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.”

In serving our community we see it as our duty to offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs.

**2. Where can I find information about the school's policies for the identification and assessment of pupils with SEND?**

At Monken Hadley CE School we recognise SEND as defined in the 2014 Code of Practice:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a displaying which prevents or hinders him or her from making use of facilities of a kind generally provide for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Monken Hadley's Inclusion Policy provides information about the school's policies for the identification and assessment of pupils with special educational needs.

**3. What provision is made for pupils with special educational needs whether or not pupils have EHC Plans?**

- Teachers carry out half termly teacher assessment of all children using a range of sources.
- Pupil progress meetings are held half termly to track and identify children not making expected progress.
- If teachers have concerns about a pupil's achievement (attainment + progress) they will inform the School's Special Education Needs Co-ordinator and the Head of School. The parents/carers will then be contacted and a discussion will take place to agree any further support or intervention programmes which will then take place.
- Support will be via a four stage process: Assess, Plan, Do, Review (see SEND policy for more details).

**4. What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

The effectiveness of the provision for those with SEND is evaluated in a variety of ways including: Annual Reviews for children with statements or Education, Health and Care Plans, Individual Education Plan meetings, pupil progress meetings, half termly tracking, teacher observations and learning walks. There are also meetings with professionals from outside services where necessary.

**5. What is the school's approach to teaching pupils with SEND?**

- Children with SEND are inclusively educated within an age-appropriate classroom with their peers most of the time;
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve the objectives;
- If additional support is identified as necessary, pupils will engage in interventions. Parents/carers will be notified that their child is accessing this support.
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning.

**6. What adaptations are made to the curriculum and learning environment for pupils with SEND?**

The school adapts the curriculum and learning environment for pupils with special educational needs according to their needs. The class teacher will provide Quality First Teaching with differentiation and extra support where necessary. This can be through additional adults or extra materials and resources, to reduce or remove barriers to learning. Where necessary, children are given extra support or additional, time-limited and targeted interventions to accelerate their progress.

The School takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

**7. What additional support for learning is available to pupils with SEND?**

Additional support for learning available to pupils with special educational needs is listed in the Inclusion policy.

Class-based support staff, work alongside the class teacher to support children with SEND either individually or in small groups and to facilitate the child's access to the curriculum and to support them with making progress. The interventions used will be those that are proven to make a difference for most learners. The school monitors the effectiveness of these interventions on a regular basis and will make appropriate changes to their provision in accordance with the changing needs of pupils in the school and the evaluation of the effectiveness of the interventions.

Links are forged between classroom and intervention to ensure continuity, through verbal communication.

Where difficulties persist despite interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents'/carers' consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS, advisory support teacher, Educational Psychologist or health services such as a Paediatrician.

**8. How does the school enable pupils with SEND to engage in activities of the school (including physical activities) together with children who do not have special educational needs?**

All children with SEND engage in the same activities of the school (including physical activities) together with children who do not have SEND. Activities may be adapted depending on the needs of the child and risk assessments are carried out before any visits or trips.

**9. What support is available for improving the emotional and social development of pupils with SEND?**

- We have a variety of provision available for supporting the emotional and social development of pupils. We put great emphasis on the emotional happiness and well-being of our pupils
- Personal Social Health Citizenship Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Collective Worship, RE and P4C also provide daily opportunities for pupils' reflection and discussion
- For children who may be having difficulties, we are able to offer various support and interventions, including 1:1 mentoring support, and/ or group support as appropriate
- We have robust Behaviour and Anti-Bullying policies in place

**10. What expertise and training have staff had in relation to pupils with SEND?**

The SENCO has had a variety of training and experience in SEND, including being a SENCO at another Barnet primary school. Teaching and support staff receive training relevant to their role including Speech and Language, Physiotherapy, Occupational Therapy, Autism and medical training.

**11. How are equipment and facilities to support children with SEND secured?**

Our school environment is based on one floor. We have a disabled toilet and there is a ramp on our entry and departure point to facilitate access.

We try to ensure that equipment used is accessible to all children regardless of their needs. A range of specialist equipment and resources are used to support children with SEND. Adaptations will continue to be made to the physical environment of the school in order to ensure access for all with varying physical needs. Exam access arrangements are sought where needed. Please see our accessibility plan.

Please see the School's Accessibility policy.

**12. What are the arrangements for consulting parents of children with special educational needs and involving such parents in, the education of their child?**

- When a concern arises from a parent/carer or the school a meeting is set to discuss the pupil.
- When a need is identified, the child is included in the SEND register and an ITP is put in place in consultation with the child and parent/carer. This is then reviewed at a termly meeting.
- All children have an autumn and spring term parent consultation meeting as well as an annual written report in the summer term.
- Appointments can be made with the SENCO and class teacher throughout the year where concerns may arise or discussions are required.
- Children with statements or Education, Health and Care Plans (EHCP) have an Annual Review.
- Multi-Agency meetings are held as required.

**13. What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?**

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets, which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children on the SEND register are aware of their additional termly targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive.

Children with Statements of SEND or EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.

**14. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents/carers should initially speak to the class teacher about issues that are of concern. If the concern is not resolved parents/carers are advised to contact the SENCO. Parents/carers are then encouraged to speak to the Head of School regarding their complaint.

If the issue still cannot be resolved at this level or the complaint is regarding the Head of School the parent/carer will be directed to the Chair of Governors through the School's Complaints Procedure.

**15. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health and social care colleagues to support the child's academic and social progress.

**16. What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?**

If a child is entering the school with SEND we will meet the parents and other professionals to discuss transition. We encourage the child to visit prior to joining us.

If a child is moving to another school or is in Year 6, the school will arrange to meet teachers in the secondary school. Where a child has SEND, a meeting with the SENCO of the new secondary school and the SENCO at Monken Hadley will be sought, or where that is not possible, speak to the school on the telephone.

Relevant records will be passed on. When moving classes in school, all children take part in an induction afternoon and any vulnerable children, where appropriate, will be provided with a transition book and extra visits to help prepare them for their next class.

**17. What are the contact details of the SENCO and support services for the parents/carers of pupils with special educational needs?**

For the current term the day to day contact for SEND at Monken Hadley CE School is: Ms. Julie Eysers. She can be contacted via the:

School Office, Monken Hadley CE School, Barnet. Herts. EN4 0NJ

Tel.: 020 8449 0989

email: [head@monkenhadley.barnetmail.net](mailto:head@monkenhadley.barnetmail.net)

**Barnet SEND Information, Advice & Support Service (SENDIASS)**

Barnet SENDIASS offers free, confidential, impartial information, guidance, advice and support for parents/carers of children with special and additional educational needs via telephone or face-to-face meetings.

Tel.: 020 8359 7637

email: [SendIASS@barnet.gov.uk](mailto:SendIASS@barnet.gov.uk)

**18. Where can I find information on where the local authority's local offer is published?**

The following link provides information about the local authority local offer:

<https://www.barnetlocaloffer.org.uk/pages/home/find-out-more-about-the-local-offer>