

Hasmonean High School for Boys Special Educational Needs and Disabilities (SEND) Information Report



This document, in accordance with section 65(3) Children and Families Act (2014), sets out our provision for SEND.

The purpose of the school's SEND Information Report is to inform parents and carers about:

- how we welcome into our school students with Special Educational Needs and Disabilities
- how we support them in all aspects of school life and help remove barriers to learning
- how we communicate and work closely with parents and carers and where necessary outside agencies.

We keep our SEND Information Report under review and regularly ask parents and carers what is working well and what we can do to improve.

There is also a link below to Barnet LA's local offer. The local offer outlines what is ordinarily available in mainstream schools to support students with Special Educational Needs.

Contact Details

SENDCO: Mrs Ruthanne Sireling

020 8203 1411 ext. 363

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>

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Who are the best people to talk to at Hasmonean boys' school about my child's difficulties with learning/SEND?

The subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and teaching the adapted curriculum for your child in class as necessary.
- Personalized teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO Mrs Ruthanne Sireling is responsible for:

- Developing and reviewing the SEND policy.
- Co-ordinating support for students with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) Kept informed about the support your child is receiving.
 - ii) Involved in supporting your child in their learning.
 - iii) Involved in reviewing how they are progressing.
- Liaising with external agencies e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register and making sure records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff so that they can help students with SEND to achieve the best progress possible.

How does the school know if students need extra help?

- Lucid tests in Year 7.
- Students with scores of below 84 on reading and spelling standardised tests will receive support in that area.
- Students who have had targeted intervention from teacher and the SEND department and are still a cause for concern will be placed on SEND register.
- Students on SEND register will have a regular meeting to review progress and set targets. This is in accordance with SEND Code of Practice 2015.

How can I let school know if I am concerned about my student's progress at school?

- Speak to your child's subject teacher or year leader.
- If you have concerns that your child has a Special Educational Need after speaking to the subject teacher contact the Year leader and the SENDCO .

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How will the school let me know if they have any concerns about my student's learning in school?

- If your child is identified as not making progress subject teachers will address this within the subject department.
- If concerns persist a member of the Pastoral Team and/or SEND representative will set up a meeting to discuss with you in more detail and to:
- Listen to any concerns you have
- Plan any additional support your child may need.
- Discuss any referrals to outside professionals
- Decide on a review date.

This may take place at a Parents' evening or at a planned meeting. Hasmonean Boys' School follows the cycle described in the SEND Code of Practice 2015 of Assess, Plan, Do, Review.

How is extra support allocated to students and how do they move between the different levels?

- The school budget includes money for support of students with SEND.
- The Head Teacher decides on the budget allocation for Special Educational Needs and disabilities in consultation with the school governors on the basis of needs in the school.
- The Head Teacher, Mrs D Lebreton and the SENDCO discuss all the information they have about SEND in the school including:
- Students receiving support already
- Students needs extra support
- Students who have been identified as not having made as much progress as would be expected.

They then decide what resources/training and support are needed.

Who are the other people providing services to students with SEND at our school?

Funded by the school:

- Heads of Year
- Teaching Assistants and Teachers
- Learning Mentor (emotional support)
- SENDCO and Deputy SENDCO
- Specialist teacher
- School Counsellor

Paid for centrally but delivered in school:

Advisory Teacher for Hearing Impairment
Advisory Teacher for Autism
Advisory Teacher for Visual Impairment
Educational Psychology Service
(CAMHS) in school support and BICS
Speech and Language Therapist

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How are teachers in school helped to work with students with SEND?

- The SENDCO supports the subject teacher in planning for students with SEND.
- Training for all staff to improve teaching and learning of students with SEND.
- Whole school training on ASC, ADHD and Speech and Language difficulties and practical strategies for the classroom
- Individual teachers and support staff attend training courses.

How will teaching be adapted for my student?

- 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 SEND will have student passport which outlines the needs of the student and strategies to support them.
- Teachers adapt planning to support the needs of your child.
- Specific resources and strategies will be used to support your student.
- Teachers and Teaching Assistants work together to give support according to your child's needs.

How will we measure the progress of your student in school?

- By subject teachers and via Progress reports
- Students on the SEND register will have a regular meeting and review.
- Progress of students with a statement or EHCP will be reviewed at an Annual Review once a year.

What support do we have for you as a parent of a student with SEND?

- Subject teachers are available at Parents; Evening and via email to discuss your child's progress.
- SENDCO is available to meet with you to discuss your child or via email.
- All information from outside professionals will be discussed with you.
- Regular meetings.
- Adjustments made in lessons and with homework as required.
- Year leaders may give your child a report card and monitor their progress daily in this way
- Barnet host regular support meetings and groups for Parents and SEND staff will send out information about this.

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What support is there for my child's wellbeing?

- We are an inclusive school and celebrate diversity.
- We have a caring, understanding pastoral team looking after our students.
- Hasmonean High School for Boy's School counsellor is there to support students mental- health and well-being
- Heads of Year have overall responsibility for pastoral and social welfare of students in their year group. They are overseen and supported by the assistant head responsible for pastoral and behaviour matters. Heads of Year would be the first point of contact.
- If further support is needed the Year leader liaises with the assistant head responsible for pastoral care, the welfare and attendance officer and the SENDCO for further advice and support. This may include working with outside agencies.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site and on educational visits.
- Parents should contact the welfare and attendance officer if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Welfare officer oversees the administration of any medicines.
- Students with serious medical needs have a health Care Plan in place.
- Regular training and updates on conditions and medication affecting individual students.

How is Hasmonean Boys' School accessible to students with SEND?

- The school site has a lift for students with access problems
- Reasonable adjustments are made in order that students with physical disabilities can access lessons.
- There are disabled parking bays in the car park.
- There is a disabled toilet.
- There is yellow and black tape to make the stairs more visible
- Teaching resources are adapted and specialist equipment is used as needed e.g. wheel chair access, hearing aids .
- After school and extra-curricular provision is accessible to all students including those with SEND.
- All students have an equal opportunity to go on school visits. If needed extra support is provided.

What are the different types of support available for students with SEND at our school?

We are a mainstream school providing support for students with SEND where mainstream education is appropriate.

- Subject teacher support via Quality First teaching.
- Highest expectations for all students.
- Teaching Assistants target support to ensure each student with SEND makes progress.
- All students are encouraged to be fully involved in learning in class.
- Strategies suggested by the SENDCO or other professionals working with your student are in place.

Specific Intervention

- Catch up groups
- Speech and Language sessions, social skills training.
- Complete homework, revise or pre-teach work.
- These interventions can be run by a Teaching Assistant or Teacher.

Specialist professional support:

- Parents may be asked to give permission for a referral to a Specialist e.g. Educational Psychologist. This will help the school and you understand your child's needs better.
- The Specialist may work directly with you and your child. The SENDCO will share advice with teachers who will implement it.

Specified Individual Support – Statements of Special Educational Needs or an Educational, Health and Care Plan (EHCP)

- This support is for students whose learning needs are severe, complex and lifelong.
- Students learn in class for the majority of their lessons and a small number may have a slightly reduced curriculum.
- The statement or EHCP will outline the outcomes expected and how support should be used including what strategies must be put in place. It will also have short and long-term goals for your child.
- Additional adults may be used to support your child with whole class learning, or individual programs or run small groups.

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How will we support your student when they are joining or leaving this school?

Hasmonean recognises that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCO and make sure he/she knows about any SEND arrangements or support your student needs.
- We will make sure that all records are passed on in a secure manner.
- Safeguarding information will also be passed over in a secure manner

When moving classes/years in school:

- Information is passed on to new subject teachers and year leaders in advance.

Transition from KS2 to KS3

- Information collected from primary school.
- SENDCO visits where a student has an EHCP
- Students with an EHCP or who are SEND support and who find transition difficult are offered an additional visit to support their entry to secondary school.
- A transition booklet is provided.

Transition from KS3 to KS4

- Pastoral team and SENDCO meet with students to discuss and give guidance for option choices.
- Information will be handed over if a year group has a change of Head of Year
- Options Evening for parents to inform them about options and courses.
- Your child's subject teacher will discuss options with you at Year 9 Parents evening.
- Students with a statement or EHCP will have additional support from SEND team.
- Year leader will meet with parents to explain option choices if necessary.
- All students in Year 9 will have a Careers interview.

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Transition from KS4 to KS5/college

- Career guidance to all students.
- Additional Careers guidance provided as necessary to students with an EHCP or those on SEND support.
- Form time and PSHE days will inform students about future options and career choices.
- Discussions about different pathways are held with the year leaders
- Barnet post 16 careers guidance provided and students with an EHCP are entitled to a free interview with the Barnet post 16 careers officer

Transition from KS5 to further study/employment

- Form tutors and Heads of Year give advice and guidance about different pathways available.
- Students with EHCP/Statements can get additional advice if needed.

How will my student be able to contribute their views?

- Students on SEND support or who have an EHCP discuss and set their targets with SEND department.
- Student questionnaires
- Open door policy in SEND department and students can talk to staff at lunch or break times.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The School has a robust behaviour policy which all students are made aware of. There are high expectations of standards for all students, as this ensures a safe environment for the whole school community.
- Support is available for students with behaviour challenges via Year leaders, director of standards and Assistant Headteacher for pastoral and behaviour
- Attendance of all EHCP students is monitored daily
- Lateness and absences are recorded and sanctions given for lateness.
- Staff on duty in playgrounds
- The school has a Reflection room where student who are removed from their lesson can calm down and reflect on their behaviour

- The student support unit has a calming room for students who need it
- Referral to CAMHS and other external agencies.
- Advice taken and respite given at The Pavilion

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How will my student be included in activities outside the classroom including school trips?

- Students are included in all parts of the curriculum unless a reduced curriculum has been agreed by school and parents.
- We aim for all students to be included on school trips and provide support if necessary.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- In the unlikely event that it is considered unsafe for a student to take part in activity then alternative activities which will cover the same curriculum areas will be provided in school.

How the school's resources are allocated and matched to students' SEND needs.

- We ensure that students with SEND have their needs met to the best of the school's ability with the funds available.
- Team of Teaching Assistants who are funded from the SEND budget who support in class.
 - Budget allocated on a needs basis. Students with higher level and complex needs given the most support.

What specialist services and expertise are available at or accessed by the school?

- Our SENDCO is a specialist teacher.
- One of our LSAs is a level 5 dyscalculia specialist
- Educational Psychologist
- Barnet Advisory Teachers for Hearing Impairment, Visual Impairment and Autism

What training have staff had?

- SENDCO is a specialist teacher with the RSA SPLD qualification who has had the 3 day SCERTS autism training and weekly LA autism training for a term
- Our specialist teacher is going on PATOSS level 7 training
- Our deputy SENDCO and one of our teaching assistants have had a 2 day SCERTS autism training

- Counsellor
- School Nurse
- Speech and Language Therapist
- CAMHS worker
- Occupational therapist

- One of our teaching assistants completed level 5 dyscalculia training last year
- One of our teaching assistants is on level 5 dyslexia training from the BDA
- Teaching Assistants have had training in reading and spelling programmes.
- Teaching Assistants and teachers have SEND awareness training
- ADHD training, autism training, currently undergoing MITAS training
- Meetings with teachers and SENDCO regarding specific needs of students with SEND.

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What if I need to complain?

- Parents can use the school's or Local Authorities complaints procedure.
- The disagreement resolution service (for disagreements between parents/young people and the Local Authority or parents and the education provider.
- Complaints to OFSTED (about whole SEND provision rather than in relation to individual students and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First Tribunal about EHC assessments/plans and or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- Complain to the Secretary of State (against schools or LAs)

What is available to support students with SEND at Hasmonean boys' school?

Transition – SENDCO available at Open evening. Visits to primary school. Visits to Hasmonean boys' school to prepare students. Parents visit to Hasmonean boys' with potential student. New Intake evening. Student induction day in summer term. Transition booklet worked through with students. Reading and Spelling support based on SEND register and Year 7 testing. Meetings with teachers to inform them of needs of students with significant SEND..

Need	Cognition and Learning	Communication and Interaction	Behaviour, Emotional and Social	Sensory and/or Physical
KS4	<p>Guidance with options choices Modified curriculum for some students</p> <p>SEND department and TA to work with students on core subjects Liaison with Pastoral team, HOY, Senior Management Team.</p> <p>Special exam arrangements. Revision and study skills support</p> <p>TAs and mentors work with parents on independence skills and Study skills/</p>	<p>EAL students – assessed on entry to the school. EAL withdrawal and in class support lessons, and advice from EAL co-ordinator to teachers on adapting lessons for students with EAL.</p> <p>Autism/Social skills – visual timetables created. Social stories and social skills sessions.</p> <p>Clear structure and class routines. Calming room available</p> <p>Speech and Language sessions</p>	<p>School counsellor Director or standards and Head of year Student mentors Guided options choices Lunchtime ADHD sessions</p>	<p>Guidance with options choices Mobility support from Barnet. Advice from Physiotherapists</p>

Need	Cognition and Learning	Communication and Interaction	Behaviour, Emotional and Social	Sensory and/or Physical
<p>Access Strategies:</p>	<p>Dyslexia-friendly advice given to teachers. Whole school focus on adaptation with training for all teachers. Subject specific TAs in English, Maths, Science. Home school link SEND handbook in all departments Special exam arrangements for those who qualify.</p>	<p>Advice given to teachers Use of keywords and visuals in lessons where students have communication difficulties provided by LSAs. Special exam arrangements for those who qualify. Whole school focus on adaptation with training for all teachers. Subject specific TAs in English, Maths and Science subject to availability Home school link Lunch club</p>	<p>Whole school behaviour policy Mentoring by LCS Motivational Interviewing support Advice to teachers to ensure consistency across lessons Social skills groups Whole school focus on adaptation with training for all teachers. Subject specific TAs in English, Maths, Science subject to availability. Home school link ADHD lunch time clubs</p>	<p>Accessible toilets Welfare room Welfare staff to administer physiotherapy Medical support from NHS nurse Liaison between SEND staff and hospitals, occupational therapists, Advisory teachers. Mobility training Transport – home to school Lunchtime supervision Specialist equipment (e.g. hearing equipment) Risk assessments for moving and handling Special exam arrangements for those who qualify. Whole school focus on adaptation with training for all teachers. Subject specific TAs in English, Maths, Science and PE. Home school link</p>

Liaison with Parents: Senior TAs and SENDCO liaise regularly with parents. SEND staff have meetings with HOY and parents. SEND staff also communicate with parents as part of Annual Review process. Termly meetings with parents to review progress, profile and set targets. SEND team present at Parents evenings and Open evening.

Student voice -Questionnaires- Interviews- Annual Reviews- Parents evenings- Target setting – open door policy – students involved with interview process of prospective staff

Partner Agencies: Educational Psychologist, Speech and Language therapist, Occupational therapy, NHS nurse, CAMHS secondary project, Parent partnership, Advisory teachers for Autism, VI and HI, Brent Outreach team, physiotherapy team.

Continuing Professional Development: Whole school INSET on adaptation, meetings with teachers in relation to specific students' special needs. Knowledge disseminated to teachers through SEND department. Regular SEND updates and Top Tips SEND to teachers. INSET for TAs