

# CHBP School Federation

## Special Educational Needs & Disability Information Report

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### Welcome to the Church Hill and Brunswick Park Federation SEND Information Report Autumn 2022

This report will explain how we know if children have special educational needs or disabilities within our schools and how we support these children/ young people.

We aspire to be an inclusive Federation in which all children are supported, celebrated and challenged into trying their best at all times to achieve their fullest potential.

We are ambitious for our pupils and provide a safe, motivating broad and balanced curriculum in an atmosphere of respect and celebration.

<p><b>Information about the Federation.</b></p>	<p>Brunswick Park and Church Hill School formed a hard federation in April 2018. There is one Executive Head and both schools have a separate 'Head of School'. The Federation has four Assistant Head Teachers (one for Inclusion and three for Teaching and Learning) who were appointed in September 2019 and phase leaders across each school.</p>		
	<p><b>School</b></p>	<p><b>Brunswick Park</b></p>	<p><b>Church Hill</b></p>
<p><b>Pupils on roll</b></p>	<p>456 264 boys 192 girls</p>	<p>211 121 boys 90 girls</p>	
<p><b>SEND %</b></p>	<p>(14 pupils with EHCP and 58 with SEN plan)</p>	<p>14.6% (3 pupil with EHCP and 28 with SEN plan)</p>	
<p><b>Pupil Premium %</b></p>	<p>18%</p>	<p>16.5%</p>	
<p><b>Free School Meals entitlement</b></p>	<p>25%</p>	<p>16%</p>	
<p><b>Ethnic diversity</b></p>	<p>44% have a first language other than English</p>	<p>35% have a first language other than English</p>	
<p><b>What are the aims of the Federation's SEND policy?</b></p>	<p>The aims of the Federation's Special Educational Needs &amp; Disabilities (SEND) policy and practice in relation to special educational needs and disability are:</p> <ol style="list-style-type: none"> <li>1. To identify at the earliest opportunity and support all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction or cognitive development.</li> <li>2. To ensure that these children are given appropriate support to allow each child access to the National Curriculum based on the assessment of their needs.</li> <li>3. To ensure an inclusive approach for children with SEND by ensuring children are fully included in all activities of the school in order to provide them with a broad and balanced curriculum.</li> <li>4. To work in partnership with parents/carers and other relevant parties, accept and value their contribution and involve them fully in decisions made about their children's education.</li> <li>5. To liaise with outside agencies and other schools to ensure effective and cohesive support.</li> <li>6. To listen to the voice of the pupil and parent/carer and to include them in the review process.</li> </ol> <p>Further information can be found in the CHBP Federation SEND Policy on this website.</p>		

<p><b>How does the Federation identify children with SEND?</b></p>	<p>At our Federation, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:</p> <p>Special Educational Needs: 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.</p> <ul style="list-style-type: none"> <li>• A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>According to the SEND Code of Practice (2014) there are 4 identified areas of need which are:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Physical and Sensory</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health</li> </ul>
<p><b>What should a parent do if they think their child may have special</b></p>	<p>At our Federation we ensure that children who need extra help are identified early by:</p> <ul style="list-style-type: none"> <li>• Knowing our children really well and talking to them about their learning;</li> <li>• Listening to parent's concerns;</li> <li>• Careful observation of pupils' learning, social and emotional development;</li> <li>• Gathering information which helps identify our children strengths and needs. This may include information from baseline assessments and progress tracking, advice from other professionals, previous settings and input from the pastoral team.</li> </ul> <p>If you are concerned about your child's progress, you should always speak to your child's class teacher in the first instance. Your child's class teacher is responsible for monitoring your child's learning and ensuring they make the best progress they can.</p> <p>If you continue to have concerns that your child has an unmet special educational need, you should speak to the Assistant Head for Inclusion. Mrs Karen Wright . (<a href="mailto:senco@brunswickpark.barnetmail.net">senco@brunswickpark.barnetmail.net</a>)</p>

<p><b>educational needs?</b></p>	<p>The class teacher will work closely with the Assistant Head Teacher for Inclusion to ensure they know your child and their progress and development.</p> <p>The Assistant Head Teacher for Inclusion and class staff work closely together with parents to identify special educational needs.</p>									
<p><b>How will the Federation support my child?</b></p>	<p>All children with SEND are welcome to apply in line with Barnet Local Authority admissions policies. Parents of children with Education Health and Care plans are supported with identifying a school place by Barnet's SEN Admin team.</p> <p>Alongside the class teacher, a range of other school staff may work together to help children with special educational needs.</p> <p>School staff include teaching assistants, PE Specialists, the Pastoral Manager and trained volunteers.</p> <table border="1" data-bbox="483 608 2029 1390"> <tr> <td data-bbox="483 608 846 683"> <p><b>The Governing Body</b></p> </td> <td data-bbox="851 608 2029 683"> <p>Makes sure that appropriate provision is in place for pupils with SEND. The <b>Governor with responsibility for pupils with SEND is Mrs Sue Markham.</b></p> </td> </tr> <tr> <td data-bbox="483 686 846 906"> <p><b>Executive Head Teacher &amp; Heads of Schools</b></p> </td> <td data-bbox="851 686 2029 906"> <p>The Senior Leadership team have overall responsibility in managing the budget and provision for children with SEND in accordance with legal requirements and present guidance (including the latest guidance for COVID). They are:  <b>Executive Head: Mr Andy Griffiths.</b>  <b>Head Of School- Brunswick Park: Ms Georgie Wheeler.</b>  <b>Head of School - Church Hill: Ms Jo Porter.</b></p> </td> </tr> <tr> <td data-bbox="483 909 846 1321"> <p><b>Assistant Head Teacher for Inclusion</b></p> </td> <td data-bbox="851 909 2029 1321"> <p><b>The Assistant Head Teacher for Inclusion- Mrs Karen Wright</b></p> <ul style="list-style-type: none"> <li>• Manages the day to day provision for children with SEND, liaises with teachers, teaching assistants and other professionals and monitors the progress of children with SEND ensuring they make the best possible progress from their starting points.</li> <li>• Oversees and updates the schools' registers of pupils who have been identified with additional needs.</li> <li>• Where a child has additional needs, an SEND support plan is written to set targets and the actions needed to achieve them. These support plans are reviewed regularly through the Edukey programme with parents and teachers.</li> </ul> </td> </tr> <tr> <td data-bbox="483 1324 846 1390"> <p><b>Teachers</b></p> </td> <td data-bbox="851 1324 2029 1390"> <p>Teachers are responsible for the children in their class and provide high quality class teaching and use a cycle of asses, plan, do and review to ensure all children's needs are</p> </td> </tr> </table>		<p><b>The Governing Body</b></p>	<p>Makes sure that appropriate provision is in place for pupils with SEND. The <b>Governor with responsibility for pupils with SEND is Mrs Sue Markham.</b></p>	<p><b>Executive Head Teacher &amp; Heads of Schools</b></p>	<p>The Senior Leadership team have overall responsibility in managing the budget and provision for children with SEND in accordance with legal requirements and present guidance (including the latest guidance for COVID). They are:  <b>Executive Head: Mr Andy Griffiths.</b>  <b>Head Of School- Brunswick Park: Ms Georgie Wheeler.</b>  <b>Head of School - Church Hill: Ms Jo Porter.</b></p>	<p><b>Assistant Head Teacher for Inclusion</b></p>	<p><b>The Assistant Head Teacher for Inclusion- Mrs Karen Wright</b></p> <ul style="list-style-type: none"> <li>• Manages the day to day provision for children with SEND, liaises with teachers, teaching assistants and other professionals and monitors the progress of children with SEND ensuring they make the best possible progress from their starting points.</li> <li>• Oversees and updates the schools' registers of pupils who have been identified with additional needs.</li> <li>• Where a child has additional needs, an SEND support plan is written to set targets and the actions needed to achieve them. These support plans are reviewed regularly through the Edukey programme with parents and teachers.</li> </ul>	<p><b>Teachers</b></p>	<p>Teachers are responsible for the children in their class and provide high quality class teaching and use a cycle of asses, plan, do and review to ensure all children's needs are</p>
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		met. They write and review SEND support plans working closely with the Assistant Head for Inclusion and teaching assistants.
	<b>Teaching Assistants (TA)/ Learning support Assistants (LSA)</b>	Teaching assistants work closely with the class teachers and parents to support inclusive teaching in the classroom and to put in place children's SEN support plans.
	<b>Pastoral Team</b>	The Pastoral Manager works closely with parents to support children with behavioural needs. By consistently using the 'The Zones of Regulation', children are helped with their emotions and behaviour.
<b>How will I know how my child is doing?</b>	<p>The Federation values the knowledge and views of parents, as they know their child best. We always keep parents informed through our open door policy and the formal arrangements of:</p> <ul style="list-style-type: none"> <li>• Regular opportunities to talk with class teachers and termly consultations to share achievements and needs.</li> <li>• Termly meetings to review SEND support plans and working together to plan next steps.</li> <li>• Annual Reviews for children with Educational Health Care Plans (EHCP).</li> <li>• Invitations to meetings with other professionals.</li> </ul>	
<b>How will the Federation's approach to teaching and learning be matched to my child's needs?</b>	<p>The Federation uses a <b>graduated approach</b> to support pupils with SEND. This includes the cycle of:</p> <div data-bbox="481 758 1176 1005" data-label="Diagram"> <pre> graph TD     Assess --&gt; Plan     Plan --&gt; Review     Review --&gt; Do     Do --&gt; Assess </pre> </div> <p><b>Assess:</b> Using a wide range of evidence to give a clear understanding of a child's needs and their progress (e.g observations, assessment data, book looks, reading together and looking at how children have progressed with SEN support plan targets as well as parent and pupil views).</p> <p><b>Plan:</b> Making sure classroom teaching and the learning environment both support the child's needs and that carefully matched interventions are in place.</p> <p><b>Do:</b> We adapt the curriculum and learning environment for children with special educational needs using:</p> <ul style="list-style-type: none"> <li>• Different learning materials or equipment</li> <li>• Some group or individual support</li> <li>• Staff training to meet specific needs</li> </ul>	

	<ul style="list-style-type: none"> <li>• Consultation with advisory teachers and other professionals</li> <li>• Evidence based interventions e.g. Pirate Writers, Phonics Boosters, Maths Magicians, Social Skills Team Lego.</li> </ul> <p><b>Review:</b> Progress is reviewed through:</p> <ul style="list-style-type: none"> <li>• Daily observations and conversations with the children which helps them to know what they have learnt and what they need to do next. Feedback is used to help children know what to do to take the next steps.</li> <li>• Self and Peer reviews are an integral part of the teaching and learning process, and are supported with augmented communication where required.</li> <li>• Assessments are informed by the Pre Key Stage Standards and The Engagement Scales.</li> <li>• SEND Support plans are reviewed each term with parents.</li> <li>• Termly Pupil Progress meetings show how each pupil is progressing and the next steps needed.</li> <li>• Annual reports to parents inform parents about their child's strengths and needs and include opportunities for pupil and parent feedback.</li> </ul> <p>If a pupil is not making sufficient progress and requires provision that is beyond what is ordinarily available in the Federation, the school and parent may apply for an Education, Health, Care Plan (EHCP) needs assessment. EHC plan funding may be used to support daily reasonable adjustments in the classroom, specialist training, teaching assistant support in small groups or 1:1 and for specific resources to meet the child's needs.</p> <p>The Federation acts to fulfil the Special Educational needs Code of Practice to ensure Equality and Inclusion: 6.9 "All Schools have duties under the Equality Act 2010 towards individual disabled children and young people. They <b>must</b> make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage."</p>		
<p><b>What support does the Federation offer for the children's overall health and well being?</b></p>	<p>The Federation believes that for children to learn and progress, they must first be settled, happy and feel valued and safe in their environment.</p> <p>The Pastoral lead and Assistant Head for Inclusion lead the Federation in keeping children safe and supporting their social, emotional and mental health. In 2019, Brunswick Park achieved the Optimus Well Being Award. The Pastoral and Community Lead is <b>Ms Tracey Strachan</b>.</p> <table border="1" data-bbox="481 1214 2033 1355"> <tr> <td data-bbox="481 1214 824 1355">Safeguarding</td> <td data-bbox="828 1214 2033 1355">The Safeguarding Policy is reviewed each year and all staff are trained to identify signs of abuse, and to report them. We follow the latest guidance (Keeping Children Safe In Education 2022) and use the online TootToot recording system.</td> </tr> </table>	Safeguarding	The Safeguarding Policy is reviewed each year and all staff are trained to identify signs of abuse, and to report them. We follow the latest guidance (Keeping Children Safe In Education 2022) and use the online TootToot recording system.
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	Medical	For children with a medical diagnosis, we seek advice from the School Nurse and health professionals to prepare a health care plan to ensure all our children are safe and well looked after. Staff receive training and work closely with the families. Permission to administer medicine is carefully supported through the school offices. First Aid training is regularly completed by many staff. We are a nut / sesame free .
	Social	Staff listen carefully to the pupils views and talk about their strengths, feelings and needs in class, through the pastoral team or individually as needed. The Zones of Regulation help children to recognise different emotions and the steps that can be taken to manage them.
	Behaviour	The Behaviour Policy explains how the schools encourage positive behaviour. Each class and school has rules which are built on our shared British values and created by the children and teachers. They celebrate the positive and encourage children to be responsible for their actions. We work closely with the Child and Adolescent Mental Health Service and Educational Psychologist Team if additional help is needed.
	Anti-Bullying	The Federation's values are shared with the whole community through lessons ( including the RSE curriculum), special events, pupil led assemblies and circle time discussions. All approaches and systems are based on research and advice from specialist supports e.g Antbullying Alliance, NSPCC etc
	Attendance	We know children learn best when they come to school every day. We work with the Education Welfare officer to help families who find this challenging.
<b>What training have the staff, supporting children with SEND, had or are having?</b>	<p>All training includes a careful focus on the needs of SEND. Some training (including safeguarding) happens every year.</p> <p>Training helps to increase knowledge and share good practice for governors, teachers and support staff. It can be delivered by external professionals or by knowledgeable Federation staff. We also share this with our parents when possible. Recent training has included external and internal elements including:</p> <ul style="list-style-type: none"> <li>• Team Teach training</li> <li>• Autism Awareness and Autism in Reception training</li> <li>• Mental Health Awareness</li> <li>• Hearing Impairment</li> <li>• Precision Teaching &amp; Cued Spelling</li> <li>• Safeguarding</li> <li>• First Aid and Epipen training</li> </ul>	



	<ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Restorative Approaches</li> <li>• The Power of Language</li> <li>• Lesson Study and Teaching Assistant training</li> <li>• Language Enrichment Program (at Brunswick Park)</li> <li>• The OTTO Project(at Church Hill)</li> <li>• Universal training from Children's Clinical Therapies (various)</li> <li>• Deaf Awareness Training</li> </ul> <p>All staff see themselves as learners and try to develop themselves through further training.Regular training is planned and delivered through staff meetings and INSET days.Staff access online and inperson training.</p>
<p><b>What specialist services are available at or accessed by the Federation?</b></p>	<p>We use specialist external services when we need to provide support that is in addition to or different from our high quality class teaching and targeted interventions.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>• Educational Welfare Officer</li> <li>• Educational Psychologist</li> <li>• Speech &amp; Language Therapists</li> <li>• Behaviour Support Service</li> <li>• Child and Adolescent Mental Health Service and Social Care</li> <li>• Advisory Teachers for Autism, Physical Development, Hearing Impairment or Visual Impairment</li> <li>• Specialists in other schools e.g. teaching schools, special schools, sports coaches</li> <li>• Social Services</li> <li>• Health partners such as School Nurse and Occupational Therapists, Physiotherapists</li> <li>• Voluntary sector organisations - e.g. Barnardos, Noah's Arc Hospice, Mencap</li> <li>• Advice services and parent groups e.g. SEND information and Advice Service (SENDIASS)</li> </ul> <p>All provision is made within the requirements of legal requirements and the latest Government guidance.</p>
<p><b>How will you help me support my child's learning?</b></p>	<p>Information to help you support your child at home is shared regularly through:</p> <ul style="list-style-type: none"> <li>• A termly curriculum brochure</li> <li>• Parent consultation meetings</li> <li>• Informal discussions</li> <li>• Termly SEND review meetings</li> <li>• An Annual School report</li> <li>• Weekly Newsletters</li> <li>• Text messages</li> </ul>



	<ul style="list-style-type: none"> <li>• Google Classroom/ Class Dojo/ Tapestry online provision</li> </ul> <p>Homework activities are carefully planned to help children learn new skills or facts, try some new learning or use learning from before. We make adjustments according to pupil's needs and encourage the children to be creative. We might suggest other ways you can practise at home too e.g. games, apps, books etc. Remote learning is provided during any necessary closures in relation to Covid 19.( Further information is included in the Remote Learning Policy).</p> <p>Parent training on Phonics and Reading is provided each year for pupils in Reception.</p>
<p><b>How does the Federation build partnerships with families?</b></p>	<p>The Federation values the contributions and enthusiasm of all our families. We also listen to and include parents views in:</p> <ul style="list-style-type: none"> <li>• Parent consultations and SEND review meetings to help with feedback and planning;</li> <li>• Annual Reviews for children with EHCPs;</li> <li>• Feedback from Annual Reports.</li> <li>• Feedback through formal and informal feedback.</li> </ul> <p>Supporting class events, assemblies and engaging with home learning are other ways to be involved. There are many different ways you can help regularly or just now and then. These include:</p> <ul style="list-style-type: none"> <li>• Parent Governor to help with the policies and leadership of the Federation;</li> <li>• Parent Teacher Association, to help with fundraising and the social events of the Federation;</li> <li>• Parent volunteer ( subject to a DBS ) as a reader, gardener, mini bus driver and to share expertise, faiths or experiences.</li> <li>• Parent Coffee Mornings</li> </ul> <p>The Federation continues to support parental partnership in accordance with the latest Government guidance.</p>
<p><b>How are children included in activities outside the classrooms including</b></p>	<p>Educational trips are planned to provide real life learning chances. These are now organised through WOW moments and through authentic outcomes. In some circumstances, we may ask a parent to accompany their child for their safety. Adjustments are made to ensure access for all whenever possible.</p> <p>The Federation offers a range of experiences through:</p> <ul style="list-style-type: none"> <li>• Breakfast/After school clubs</li> <li>• Residential experiences</li> <li>• External providers (including sports, cookery and languages)</li> </ul>

<p><b>educational visits?</b></p>	
<p><b>How accessible are the environments at each school?</b></p>	<p>The physical environments are adapted to meet the needs of pupils and ensure there are no barriers to learning but that all children can achieve success by learning in the environment. Our Accessibility Plan sets targets to improvement for the environment and the curriculum and follows all necessary guidance.</p> <p>Adaptions are made for specific needs (e.g. acoustics for hearing needs, work stations, visual timetables and regulation stations).</p> <p>Regular tours by the leadership team are offered to families who are considering applying to the Federation and the Assistant Head for Inclusion will help families of children with SEND.</p> <p><b>Brunswick Park Primary and Nursery Site</b>  Entry is through a secure system and all visitors are welcomed to sign in at the Main Office.  <b>Please contact the Office to confirm arrangements prior to your visit</b></p> <p>The Early Years buildings, lower floor of Key Stage 1 and Key Stage 2 buildings are all wheelchair accessible. There is a disabled toilet in each building. Shower facilities are in the EYFS building.</p> <p>Special learning spaces include: the Inclusion office, Pastoral Lead Office, the Library, the Parent hub and the intervention room in EYFS. All facilitate teaching for SEND children.</p> <p>Parking is on a slip road at the rear of the school and local streets. There is no dedicated car park. The entry call system to the office should be used and a car space is reserved for disabled drivers on request.</p> <p><b>Church Hill School Site</b>  Entry is through a secure system and all visitors are welcomed to sign in at the Main Office.  <b>Please contact the Office to confirm arrangements prior to your visit.</b></p> <p>The School environment is wheelchair accessible throughout with dedicated toilet facilities (including a hoist) in each building.</p> <p>Special spaces include: the Library, the Inclusion office, small quieter spaces outside each classroom, Cosy room, Art room and the Pastoral Lead office. All facilitate teaching for SEND children.</p> <p>Parking is on the local streets as there is no dedicated car park. The entry call system to the office should be used.</p>

<p><b>Who can I contact for further information?</b></p>	<p>Executive Head Teacher: <b>Mr A Griffiths</b></p> <p>Head of School - Brunswick Park Primary &amp; Nursery School: <b>Ms G Wheeler</b></p> <p>Head of School - Church Hill Primary School: <b>Ms J. Porter</b></p> <p>Assistant Head for Inclusion: <b>Mrs K Wright</b> (Church Hill School - Wednesday &amp; Thursday/ Brunswick Park Primary &amp; Nursery - Monday, Tuesdays, Friday) <a href="mailto:senco@brunswickpark.barnetmail.net">senco@brunswickpark.barnetmail.net</a></p> <p>Governor for pupils with SEND: <b>Mrs Sue Markham</b></p> <p>Pastoral Lead: <b>Ms Tracey Strachan</b> (Church Hill School - Wednesday , Brunswick Park Primary &amp; Nursery - Monday, Tuesday &amp; Thursday )</p> <p>Your <b>child's teacher is always your first point of contact</b> if you want to discuss something about your child. Please contact the school's office to speak to a member of the Federation Leadership.</p>
<p><b>How does the Federation welcome and support children when they arrive?</b></p>	<p>The Federation welcomes and supports children as they move through their school life and helps them to be ready for the next stage of their life</p> <p>Barnet Admissions team process all school admissions (except for Nursery places at Brunswick Park) and details are on the Barnet website. <a href="https://www.barnet.gov.uk/schools-and-education/school-admissions">https://www.barnet.gov.uk/schools-and-education/school-admissions</a></p> <p><b>Early Years Foundation Stage Entry (EYFS)</b></p> <p>The carefully planned admissions' process is explained in the Admissions and Settling In Policy for each school. The aim is to build a partnership with our families and make their beginning a good experience.</p> <p>The settling in processes include:</p> <ul style="list-style-type: none"> <li>• A school/ home visit</li> <li>• Stay and Play sessions</li> <li>• New Parents meetings (plus information via Tapestry)</li> <li>• A graduated entry schedule</li> <li>• A key worker system</li> </ul> <p>For SEND children, bespoke arrangements can be made and can include small group visits, story times in the new class, visits by the new staff and photo stories to use at home over the holiday.</p>

	<p><b>In Year Admissions</b></p> <p>If pupils are transferring from another school, their records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. They are invited for a tour with the Head/and introduced to their class teacher and spend half day in school to get to know their class. When they start, they have an induction with the Pastoral lead. Classes have a buddy system to help welcome our new friends .</p>
<p><b>How does the Federation support children when they transfer to a new stage of their education?</b></p>	<p><b>Transition from KS2/KS3.</b></p> <p>The Federation follows a carefully planned sequence of experiences and the admissions process is completed through Barnet Admissions. For pupils with SEND additional steps include:</p> <ul style="list-style-type: none"> <li>• For pupils with an ECHP, the secondary school preference placement is identified early by Barnet SEN Admin. Team.</li> <li>• Important information about your child is collected through our Pupil on a page document, extra visits and a meeting with Senco at the Secondary school, support from the Pastoral Lead or through outside agencies including SENDIASS.</li> <li>• Additional visits to the Secondary school (when possible) to help your child adjust to the new school.</li> </ul>
<p><b>How are resources matched to my child's special educational needs?</b></p>	<p>Each school is allocated a notional SEN budget based on the number of pupils who have a special educational need.</p> <p>Additional funding can be requested for exceptional needs so that help which is additional to or different from ordinary provisions can be matched to pupil's needs.</p> <p>For pupils with significant or complex needs, it may be necessary to apply for an Education and Health Care Plan. If this is agreed by the local authority, a band of additional funding will be allocated to the school according to need.</p>
<p><b>Where can I find out about the local authority's services and provision for pupils with SEND?</b></p>	<p>Local Authorities and schools are required to publish and review information about educational provision available for children and young people with SEND under the <i>Children and Families Bill</i>. This is known as the 'Local Offer'.The Local Offer should help parents and families know what they can reasonably expect from their local school.</p> <p>Barnet's Local Offer can be found on <a href="https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html">https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html</a></p> <p>Other useful contacts include:</p> <p>Barnet Parent Partnership Services: <a href="http://www.oaklodge.barnet.sch.uk/">www.oaklodge.barnet.sch.uk/</a></p>

	<p>Community Parent Support Group: <a href="https://www.familylives.org.uk/about/our-services/parent-support-in-the-community/">https://www.familylives.org.uk/about/our-services/parent-support-in-the-community/</a></p> <p>SENDIASS: <a href="https://www.kids.org.uk/sendiaass">https://www.kids.org.uk/sendiaass</a></p> <p>Antibullying Alliance: <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a></p> <p>Calm down Jars: <a href="https://lemonlimeadventures.com/lego-calm-down-jar/">https://lemonlimeadventures.com/lego-calm-down-jar/</a></p> <p>Zones of Regulation information : <a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a></p>
<p><b>Glossary</b></p>	<ul style="list-style-type: none"> <li>• <b>SENDco</b> - Special Educational Needs &amp; Disability Co-ordinator</li> <li>• <b>SEND Plan</b> - Special Educational Needs &amp; Disability Plan - shows the areas of needs and the steps/resources or different ways being used to help your child make progress. This will be monitored and reviewed each term.</li> <li>• <b>Educational Health Care Plan</b>- (EHCP) this may be applied for if a pupil has significant or complex needs which can not be met by the high quality teaching and interventions already provided in our Federation. It will include the outcomes expected, the long and short term targets and the types of support your child will receive from the Local Authority and how this should be used. It is reviewed annually. Additional funding allocated through this plan will be used to provide the additional resources, staffing, facilities or approaches needed to meet the pupil's needs.</li> <li>• <b>A Graduated Approach</b> - this is the sequence of steps taken to match the learning in class to your child's needs. It is often called assess, plan, do and review.</li> <li>• <b>Early Years Foundation Stage</b> - this is the curriculum for the children up to age 5. (Nursery and Reception in school)</li> <li>• <b>Key Stage 1 and 2</b> - this is the curriculum for children in years 1 &amp; 2 (KS1) and for years 3-6 (KS2)</li> <li>• <b>Key Stage 3</b> - this is the curriculum for children at the start of Sceondary school.</li> </ul>

Date of Completion: January 2020- Updated October 2021 following the most recent Coronavirus Guidance

Updated: March 2021

Next Review July 2021

Updated: November 2021 (updated Spring 2022)

Next Review:- Summer 2022

Updated Review Summer 22

Next Review Autumn 22

Updated Review Autumn 22.....Next Review Spring 23