

SEND (Grow and Thrive) Report 2021-2022

1. SEND school profile

We are a community school committed to providing appropriate support for all pupils for whom mainstream education is appropriate. This means that we have a graduated approach to the delivery of education to each student who presents with barriers to learning. The school works with pupils with a wide range of SEND, including those with communication needs, social, emotional and mental health needs, cognition and physical / sensory needs.

Of our pupils 675 pupils, 93 pupils are on the SEND register, which means that 14.1% pupils are registered as having additional needs. 20 pupils have an EHCP and that is 3% of the school population. We also have a group of 39 pupils with additional needs whose progress is monitored by the pastoral team with mentoring sessions. We also have one LAC pupil who the school supports together with the Virtual School in Barnet. Needs have been broken down below.

COMMUNICATION AND INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES	SENSORY AND/OR PHYSICAL NEEDS
No. of pupils with this need	No. of pupils with this need	No. of pupils with this need	No. of pupils with this need
29	30	30	7

2. Identifying pupils with SEND

Pupils in our school will have their special educational needs met through good classroom practice, with Quality First Teaching. In deciding whether to make special education provision to support educational, social, physical or emotional needs, we will

- Work in partnership with families and pupils
- Raise concerns during internal team meetings
- Consult with relevant external agencies
- Use assessment tools and materials.

Where a pupil is identified as having a special educational need, we follow a graduated approach which takes the form of cycles of “Assess, Plan, Do, Review”.

This means that we will:

- **Assess** a pupil’s special educational needs. This would include assessment by teachers supported by the SENDCO, observations and assessments carried out by the educational psychologist and advice from outside agencies.

- **Plan** the provision to meet the pupil's aspirations and agreed outcomes. The class teacher with support from the SENDCO and external advice plans additional or different provision where it has been requested. Targets are set and formalised, a support plan or an EHCP and are discussed with families and the pupil.
- **Do** - Put in place the provision in place to meet those outcomes. Interventions are put in place and time and support is allocated for them to be carried out.
- **Review** the support and progress. The impact of any intervention is reviewed with teachers, families and the pupil looking at progress towards targets and next steps.

A small percentage of young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

3. Additional support for Pupils

Literacy support

As a school we assess every term the reading ages of the pupils. We have identified a group of 65 pupils in KS3 with a reading age between 06:02 to 9:05 years. These pupils receive weekly interventions in the form of Fresh Start, Inference, Reading Recovery and EAL sessions.

Following Covid restrictions, we have noticed that our pupils needed more support in further developing their communication and interaction skills. Thus, we have a group of 9 pupils who receive weekly support for their Speech and Language needs.

Access arrangements

We have identified a group of 41 pupils who have screened for access arrangements and they have completed mock exams having reasonable adjustments set into place: 25% extra time, reader, scribe, word processor, 10% extra time and dictionary and prompts. Some pupils will sit their Community Language exam in the Summer term.

ASDAN Award

ASDAN is an awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life. We believe this additional qualification for some of our KS4 pupils will support them to take pride in achievement and have commitment to learning, develop self-confidence, self-awareness and understanding of how to be a successful learner. ASDAN awards will support pupils in gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training.

Extracurricular Activities

All pupils are encouraged to participate in at least one extracurricular club each week. These support all pupils to develop communication needs, social, emotional and mental health needs, cognition and physical / sensory needs.

4. Update on the school's implementation of the SEND system

Targeted support for Pupils with SEN

At Saracens High School we assess children's progress against national expectations and age-related expectations. Assessment is an ongoing part of the teaching process with teachers and Learning Support Assistants (LSAs) noting achievements, areas for further development and next steps in learning.

Before transitioning to Year 7, we discuss learning profiles with primary school teachers and SEND teams in order to support continuity of provision. On entry we carry out baseline assessments (MidYIS tests) and identify the children's strengths and any areas for development.

We assess reading ages each term. If a child is performing below age related expectations this will be discussed with the teachers and SENDCO and further observations may be carried out.

We have an open-door policy and as well as regular formal meetings. There are informal opportunities for families to raise concerns.

We have learning mentoring programmes of support and any child causing concern will be supported. The school runs an intervention programme for children with fine and gross motor skills difficulties. We also work closely with the educational psychologist, IAT (Inclusion Advisory Team in Barnet), BICS (Barnet Integrated Counselling Services) and CAHMS (Children and Young People's Mental Health Services).

Gradual approach of support

At Saracens High School, we have the following type of support:

- Classroom-based learning (Quality First Teaching)

Teachers have the highest possible expectations for every pupil including those with SEND. The first response will be used in the lesson to support learning. Teachers will use a whole range of strategies to support pupils to access the lessons. Teachers use updated data from Pupil Information Booklet where details of the needs / strategies for support are presented. Teachers also are regularly informed of the changes in provision.

- Targeted interventions

There are pupils who will need support in certain areas of their learning such as an aspect of literacy, numeracy or communication skills. It is usual that these interventions are delivered in small groups outside of mainstream classes. The school has a team of Learning Support Assistants who offer support inside and outside the main classroom.

- Specialist professional support

If any pupil continues to struggle, the school will try to access the relevant external service so that another professional can make further assessments and advise the school or work with the pupil. Families will be asked to give permission for this to happen so that we can have a better understand of the pupils' needs and support them more effectively.

- Statutory Assessment leading to an Education, Health and Care Plan (EHCP)

The SEND team at Barnet local authority undertakes assessments of pupils in extreme cases where the learning needs are severe, complex and lifelong.

5. Staff Development

The Grow and Thrive Team had attended internal and external CPD. Examples include:

- Emotional coaching
- Energy accounting in supporting neurodivergent pupils
- Autism awareness and strategies for support
- First Aid training
- Motivational Interviewing
- Access Arrangement training
- Theories of Attachment
- Speech and Language support
- Safeguarding and Child Protection
- Building a language for culture
- Polyvagal theory in supporting emotional needs

6. Work with external agencies

Saracens High School works collaborates with the following services:

- Educational Psychologists supporting the assessment of pupils and delivering CPD for the Grow and Thrive Team
- Speech and Language Therapists to assess the needs of the pupils and offer strategies to teachers for support.
- Advisory Teacher for Physical Disability and Medical needs supporting pupils with medical needs
- IAT (Inclusion Advisory Team) offering advice and training to the Grow and Thrive team.
- BICS (Barnet Integrated Counselling Services) supporting pupils with social and emotional needs
- Autism Advisory team support pupils and the Grow and Thrive team with training.

7. Local Offer

Saracens High School also guides parents on best ways to meet the needs of their children checking the local offer:

https://www.barnetlocaloffer.org.uk/parent_zone

Also, parents can access the services of SENDIASS for more guidance.

<https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/barnet-send-information-advice-support-service-1>