AKIVA SEND INFORMATION REPORT
Part of the Barnet Local Offer for Learners with SEND

Introduction

Welcome to our SEND (Special Educational Needs and Disabilities) information report which personalises the Barnet Local Offer to Akiva School is part of the Barnet Local Offer for learners with SEND. All governing bodies of maintained schools and maintained nurseries have a legal duty to publish information on their website about the implementation of the governing body’s policy for pupils with SEND.

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) 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 (SEND) aged 0-25. The LA refer 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. For more information follow this link, Barnet’s Local Offer

What is the Special Education Needs and Disabilities Information Report?

The SEND Information Report determines the 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 constitute our Special Education Information Needs Report.

1. What kind of special educational needs provision is available for children at Akiva School?

Akiva is an inclusive, welcoming and caring school with respect, tolerance and acceptance, friendship and empathy at the heart of all we do. As a thinking school we endeavour to promote independent and interdependent learning. At Akiva we believe in high expectations and high standards across the curriculum for all children. We offer an inclusive, broad and balanced curriculum which ensures that we give as many opportunities as we can for all our pupils to succeed.

We 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. How do we identify SEND children?
At Akiva 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 disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Some children arrive at Akiva with identified SEND, in which case the SENCo and relevant staff will liaise with the previous school/nursery to ensure there is a smooth transition and continuity of provision.

Where pupil’s progress is significantly slower than that of their peers, or does not match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners ‘falling behind.’ These may include absences, attending lots of different schools, having English as an additional language, or worries that distract them from their learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special education provision will be identified as having SEND.

3. What provision is made for children with SEND; with and without a Statement/EHCPlan?

a) What are the school’s arrangements for assessing and reviewing progress of children with SEND?

Teachers carry out regular teacher assessment of all children using a range of sources and tools including observations, class work and class based assessment.

Pupil progress meetings/discussions are held termly from which we track and identify children who are not making expected national progress. If teachers have concerns about pupil progress or attainment at Akiva, parents will be invited to discuss these concerns so that they can share their views and possible additional support can be discussed.

The Inclusion Team consisting of the Head, Deputy Head and SENCo meet once a month to discuss referrals and other SEND related issues.
Interventions/support programmes may be implemented and monitored to ensure that the child makes accelerated progress.

If a learner is identified as having SEND, we will provide support that is ‘additional to’ or ‘different from’ the differentiation approaches and learning arrangements normally provided as part of the high quality first teaching intended to overcome the barrier to their learning. This support is set out in the ‘Ordinarily Available’ document.

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher, support staff and information obtained from observations and assessments.

**Plan** – this stage identifies the barriers to the learning, intended outcomes and details additional support to be provided to overcome the barriers. Decisions will be recorded on a ‘Provision to Meet the Needs’ document and will form the basis for termly review meetings.

**Do** – providing the support – extra assistance for the learning or learning aids as set out in the plan.

**Review** – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENCo contribute to this review. This stage then informs the next cycle, if necessary.

This additional input ‘intervention’ will support the child in moving forward with their learning. This support may be provided in the classroom or through withdrawal sessions, in a small group with learners with similar needs or on a more individualised basis.

Sessions are usually run by a trained member of our support staff. For some learners interventions may entail or include access to a resource such as a writing slope, ICT equipment, visual aids or specialist writing equipment.

While the majority of children with SEND will have their needs met in this way, some children whose needs are severe, lifelong and complex may require an EHCP in full needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

*b) How is the intervention/support monitored as to its effectiveness?*

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.
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, Child and Adolescent Mental Health Service, advisory support teacher, Educational Psychologist or health services such as a paediatrician.

Where a child has a Statement/EHCP, there will be an annual review in addition to the termly review meetings, taking into account the views of the child, their parents or carers and other professionals involved with the child.

c) What is the school’s approach to teaching children with SEND?

Children with SEND are included in an age appropriate classroom with their peers most of the time.

Teaching and resources are differentiated within the classroom to ensure that children are able to achieve objectives.

If additional support is identified pupils will engage in interventions as necessary. 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.

d) How does the school adapt the curriculum and learning environment for children with SEND?

At Akiva school we endeavour to ensure all children’s needs are met through Quality First provision in the classroom so they can access the curriculum. All children at Akiva are the responsibility of their class teacher, who plans for and teaches all the children in their class. At times this involves differentiation and extra support, either through the deployment of additional adults or additional 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.

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.

Links are forged between classroom and intervention to ensure continuity, through verbal communication. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEND?
The school provides various interventions/support that meet the individual needs of the children.

Class-based support staff work alongside the class teacher to support children with SEND either individually or in small groups.

Differentiated activities and resources to support children so that they can access the curriculum and make progress.

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. Risk assessments are also completed should a child wish to attend an after school club.

g) What support is available for ensuring the emotional and social development of pupils with SEND?

At Akiva 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 concerns. Assemblies, Jewish Studies, Shiur Torah and RE and other class activities also provide regular 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.

Bullying is endemic in schools. No one deserves to be the target of bullying. The governing body and staff at Akiva School are totally opposed to bullying and it will not be tolerated. We have a responsibility to respond promptly and effectively to issues of bullying by having a clear and robust policy and appropriate procedures.

Akiva School is committed to providing a caring, friendly, safe and inclusive environment for all of our pupils so they can learn in a secure atmosphere. All pupils have the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Pupils who are targets of bullying need support to help them deal with the situation assertively.

5. Who is the named SEND contact?
6. What specialist services and expertise are there for children with SEND?

For a higher level of need we have a collaborative approach to supporting children with SEND and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service; High Incidence Support Team; Parent Partnership and Outreach Advisory Teachers – all of whom work with children at Akiva by arrangement and when necessary. We use the Visual Impairment and Hearing Impairment Services. We also contract services from Binoh, the Jewish SEND service run by the Norwood charity https://www.norwood.org.uk/pages/what-we-do/kennedy-leigh-family-centre-barnet/ and Barnet’s Local Offer.

7. What training has the staff supporting SEND had?

Staff receive ongoing training and Continuing Professional Development (CPD) through Inset days, staff meetings and regular courses run by the Local Authority, Binoh, and sometimes the Institute of Education in London. The programme of Inset training is always devised to take into account the specific needs of our current cohort of children to most closely meet their needs.

Staff working with children with specific needs will attend specialised courses particular to those needs, (e.g. Autism, dyslexia etc) and also have access to advisory staff from the Local authority.

The SENCo, who has accredited training, attends regular briefings and training, disseminating relevant information to all staff. We arrange regular training from outside agencies and from Barnet LA, including Speech and Language, Occupational Therapy and Autism Outreach. There is a regular training programme for support staff.

8. How accessible is the school both indoors and outdoors?

Our school environment is on two floors. We have a lift and a disabled toilet, shower area and changing facilities. We endeavour to remove any barriers to learning to enable pupils with ‘SEND’ to fully access the school and curriculum. The Moadon, an additional learning space, is not accessible and special arrangements are made in respect of a child with needs who may have difficulty learning there.

We are able to provide workstations for individual pupils where necessary and other necessary resources such as writing slopes, move-n-sit cushions.
Children with SEND are often encouraged to extend their use of ICT to facilitate their learning.

We try to ensure that equipment used is accessible to all children regardless of their needs.

Exam access arrangements are sought where needed.

Please see our accessibility plan.

9. What arrangements are there for consulting and involving parents of children with SEND?

We offer:

- Termly Parent Consultation meetings with the class teacher
- Easy communication with class teacher/SENCo
- Relevant information about how parents can support their child at home
- Annual reports to parents
- We hold multi-agency meetings as required

Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings. Children with complex needs may have a statement of SEND or an Education Health Care Plan (ECHP). These are formally reviewed annually.

10. What are the arrangements for consulting children with SEND about, and involving them in, their education?

Our assessment processes aim to ensure that all children, regardless of SEND, are aware of their next steps in their learning. Children who have additional needs have targets which are shared, discussed and worked upon with their class teacher and those members of staff who are providing their additional support.

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

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

Parents should initially speak to the class teacher about any concerns. If the concern is not resolved parents are advised to contact the SENCo. Parents may then be encouraged to speak to the Head Teacher regarding their complaint. If the concern still cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school’s Complaints procedure.
12. How does the School/Governing Body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

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.

13. What are the contact details of support services for the parents of children with SEND?

The first point of contact to discuss something about your child would be their class teacher.

Barnet SEND Information, Advice & Support Service is also available to support parents. They can be contacted on: 020 8359 7637 or please refer to the Barnet website for further information.

14. What are the school’s arrangements for supporting children with SEND in transferring between phases of education?

If a child is joining our school we are happy to meet parents of children with SEND to discuss transition. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to the child joining us.

If a child is moving to another school contact will be made with that school and relevant information exchanged. If a child is in Year 6, the school will arrange as far as it is able, to meet teachers in the secondary school and relevant information will be exchanged. Where a child has SEND a meeting with the SENCo of the new secondary school, the SENCo at Akiva and parents will be arranged, or where that is not possible, we will speak to the school on the telephone. Through the school, the SENCo identifies children for whom transitions may be challenging and works with staff to support them. All children take part in a ‘Meet the Teacher’ day in July and any vulnerable children may be provided with a transition book and/or extra visits to help prepare them for their next class.

Relevant records will be obtained and/or passed on.

15. Where is the Local Authorities’ Local Offer published?

Barnet Website