

Inclusion Faculty Handbook

“We pride ourselves in being an outstanding inclusive school. Our commitment to inclusion is absolute. At Hendon we celebrate the fact that everyone is unique”



S.E.N - Special Educational Needs

Our Aims

Hendon is an inclusive school. This means that all teachers are responsible for meeting the needs of all pupils. This includes pupils with physical difficulties (Hearing, Visual, and Other Physically Difficulties) as well as those with other barriers to learning (Mild Learning Difficulties, Specific Learning Difficulties, Non-Verbal Learning Difficulties, Speech & Language Impairment.)

The role of teaching staff within the SEN department involves supporting and advising departments and teachers to assist them in delivering lessons.

Staff also work with targeted individuals and small groups for selective input aimed at raising the pupils' ability to access mainstream lessons.

We aim to do this by;

- Working closely with departments to identify areas of concern or weakness and offering suggestions and practical help with differentiation where needed. Target staff/lessons to be negotiated.
- Discussing issues with Heads of Dept. and observing lessons to monitor how effectively SEN pupils are able to access the work.
- Collaborative Paired Reading Programme with our sixth form twice a week to develop reading fluency and confidence.
- Giving positive feedback and constructive assistance through Faculties.
- Taking groups of pupils/individual pupils for intensive remedial lessons in literacy, speech and language, and numeracy, as required and advising staff accordingly.
- Giving curriculum support to selected groups of Year 10 and Year 11 pupils on a reduced timetable.
- Timetabling our team of TAs to support pupils in class and monitoring their support.
- On-going programme of in-service training for teaching assistants and other staff

- Providing staff INSET
- Working closely with other areas within Inclusion.
- Regular contact with parents and other stakeholders involved in the education of pupils.

What kinds of support?

A key role is played by our Teaching Assistants who support individual pupils and groups of pupils in the classroom, following negotiation on roles and responsibilities with the class teacher.

Specialist teaching assistants advise and train staff.

We also offer;

- Speech and Language Therapy – the school has its own SALT therapist to lead this work
- Reading to Fluency synthetic phonics programme for targeted pupils
- Paired Reading scheme
- Alternative accreditation through the AQA Award Units scheme for pupils working below GCSE level; units are available at pre-entry, entry and level 1 and 2.
- Social skills groups
- Alternative curriculum with focus on practical activities, skills development and group work for pupils unable to access all mainstream lessons
- Curriculum support for students
- Advice on differentiation, materials and resources, to teaching staff to ensure better access for all pupils
- Exam concessions
- School-based Assessment of selected pupils and information shared with parents/staff
- Progress plans for pupils with a Statement of SEN
- Annual reviews of progress for pupils with a Statement of SEN
- Collaborative work experience with local schools and businesses such as Boots for KS 4/5 pupils.

Key Outcomes

- Ensuring that individuals are able to access learning, at their own pace and level of ability, whether in mainstream classes or in small withdrawal groups
- Alternative curriculum to develop skills for pupils with particular difficulties (in areas such as social communication, language)
- Accreditation for pupils working at below GCSE level, using the AQA award unit scheme.
- Greater awareness and understanding of a range of additional need for students and staff
- Larger number of pupils with special educational needs staying in education until 17 and achieving positive life outcomes.

Key Contacts: Mrs Revah /Mrs Sen (Ext 236)

HARP (Hendon Autism Resourced Provision)

Our Aims

The HARP philosophy and practice are guided by the SPELL approach which was designed and developed by the National Autistic society. This was developed over many years and provides a framework for understanding and responding to the needs of individuals with an ASC. We aim to ensure that students feel safe, understood, content and valued while simultaneously developing the desire, skills and resilience to be part of a neurotypical (i.e. non-autistic) world. We aim to provide for each individual the appropriate level of support and scaffolding to enable him/her to thrive at Hendon and in the wider community.

We aim to -:

- Tailor each student's learning package to meet his/her individual educational, emotional and social needs
- Develop an Autism friendly environment, providing structure to make HARP a predictable and safe place, to reduce levels of anxiety
- Support students to develop[social understanding
- Help students to develop a positive and realistic self image, self esteem, independence, confidence and resilience to cope in a neurotypical works
- Help students to gain an understanding of people and how they think, feel operate; to form positive relationships with others
- Develop – via staff training – Autism friendly teaching and interactions throughout the school
- Develop positive relationships with parents, carers and other professionals
- Offer to each individual 'the best of both worlds'; a balance between inclusive education and separate autism- specific teaching and support

- Focus and build on the positive interactions, interactions, interests and achievements of our students
- Give specific and detailed feedback and praise to ensure individuals fully understand expectations and the effect of their behaviour on others

HARP students receive a broad and balanced curriculum comprising national Curriculum and the HARP Personal, Social and Relationships Education curriculum. The latter is Autism-specific and is taught individually and in small groups. HARP students study academic subjects both within the mainstream classes alongside their peers and also within HARP in the appropriate ratio, according to assessed personal, social and educational need. We offer pre- and post tutoring and additional practice to ensure access to, and an understanding of, a concept or a topic studied in a mainstream class.

What kind of support?

The role of the teacher/supporter of an individual with Autism has been likened to that of a cross-cultural interpreter; someone who understands both cultures and can convey information effectively in an accessible manner and to translate to students the expectations of a neurotypical environment. We aim to bridge the divide between the perceptions, cognitive style motivation and experiences of our students and the demands of school and wider society.

HARP staff are skilled at listening intently and gaining insight into how an individual perceives situations. This understanding, in addition to in depth knowledge of an individual student's strengths and difficulties in different areas, enables us to support students in the classroom and to offer appropriate teaching within HARP to meet targets agreed with parents/carers in Individual Education Plans (IEP's).

Enormous learning and social support comes from Peer Supporters – students who volunteer for this important role and who receive training from ECM and from HARP staff in order that they feel confident to become friends and allies in school. Peer supporters regularly eat and spend leisure time with us in HARP as well as supporting our students in class and within school.

The HARP Speech and Language Therapist provides individual and group therapy, Social Skills groups and advice to staff and parents in relation to an individual student's receptive and expressive language abilities and communication needs.

Partnership with Parents/carers

Parents and carers are encouraged to be actively involved in HARP and in the education of their sons and daughters. In addition to formal meetings, we have an open door policy and regular and frequent contact is maintained via telephone, email and home-school books in order to share and gain a thorough understanding of the student's experiences and perceptions.

Key Outcomes

- *We ensure that each student has an individualised learning package designed to meet his/her personal, social and educational needs
- * We provide an Autism-specific HARP curriculum which focuses on Social Understanding, Moral Development, Personal Growth and Social and Lifeskills. Our work in this area within school is augmented by a twice-yearly residential experience in which students develop and practice independence skills
- * In conjunction with the SEN Department, we provide an alternative curriculum as appropriate leading to accreditation at pre-GCSE levels using the AQA award unit scheme
- *Our students are confident and competent members of the Hendon School community

Key Contact: Ms Downs (Ext 285)

PDS - Provision for Deaf Students



Our aims

- To give deaf/hearing impaired students access to a broad and balanced curriculum, including the National curriculum, within the context of an integrated mainstream secondary school.
- To give deaf/hearing impaired students the opportunity to enjoy and achieve academically, socially, emotionally and economically, when they leave school. To facilitate the development of communication and language skills.
- To assist deaf/hearing impaired students, their families and the wider community to acknowledge, accept and understand the implications of deafness.
- To help students gain confidence and independence so that they are prepared for future education and adult life.
- To promote equality of opportunity for all students and respect for the language, culture and religion of their homes and families.

What Kind of Support?

We determine the optimum level of support for each student in all main curriculum areas.

We establish, for each subject:

- How much support should be given in class
- How much support should be given in the PDS
- How to balance time spent in class and the PDS to ensure students attend a broad range of curricular areas and receive the appropriate amount of pre/post tutoring and individual teaching.

The decisions on support will be based on;

- Provision recommended by the Statement.
- Classroom observations.
- Feedback from mainstream teachers.
- Reports at annual Reviews.
- Discussions between PDS staff.
- Test and examination results.
- Discussions with students and parents.
- Input from other professionals.

Our current staff includes Teachers of the Deaf, support workers, educational interpreters, a sign language tutor and a Speech and Language Therapist

The PDS provides additional resources to ensure deaf/ hearing impaired students have access to the mainstream curriculum. The PDS work in partnership with Hendon School so that the school can meet its responsibilities for deaf/ hearing impaired students. Key PDS tutors, who are all qualified teachers, support staff or Teachers of the deaf, are allocated to each form and they follow these forms as they go up through the school.

One student who is a BSL user is supported through signed interpretation.

Tutors ensure that all Hendon staff teaching deaf students and others such as the School Pupil Officer and SENCO receive information about pupil needs and strategies that are useful in the Student Information, with copies of the ILPs going to appropriate staff. This information is also available for all staff on the S Drive. Support staff work under the guidance of the Head of the PDS.

Tutors attend Registration and form times during the week as often as possible.

They attend assembly, to take notes. These are then displayed in the PDS for reference for pupils and staff.

Tutors support in PSHE lessons. on PSHE days, Sixth Form Taster Days and on school visits.

PDS staff also involve themselves with the life of school generally, for example Duke of Edinburgh Award, Activity Week etc

Tutors supporting pupils report back to the Key PDS tutor if there are any problems.

Tutors are available in the PDS at break, lunchtime and after school, to offer support if pupils have experienced problems, or to carry out very minor repairs to hearing aids and radio aids.

Tutors meet with their tutees to discuss targets for the ILPs, but may also oversee some School Action or School Action Plus pupils who also have hearing loss. Advice is also given to subject tutors about these pupils.

Audiological equipment

We try to ensure that pupils have the best amplification possible, by ensuring that equipment is working well.

Pupils collect their Radio Aids from the PDS every morning, and return them at night. This provides a useful opportunity to exchange a few words, give praise and generally chat to pupils.

A Teacher of the deaf has responsibility for audiology at the PDS. We buy in a specialist Audiologist also.

Minor repairs can be done here, for example re-tubing, new batteries, checking cochlear implant processors.

For anything more serious parents are asked to send the hearing aid to the hospital. In some cases, we will do this for parents.

Timetabling

The timetable is set up so that wherever possible there is continuity of support. Subject specialist tutors are allocated where possible.

For Year 10 pupils and above, there is also time in the PDS for direct teaching. Changes to the timetable can be made to meet the needs of pupils or in response to other factors within Hendon School. Requests are made to Hendon regarding grouping of pupils, so that support can be maximized to increase cost effectiveness. However, this cannot be done to the detriment of any pupil, if pupils have very different abilities and teaching groups are set.

Home links

We maintain strong links with parents, and can assist those parents who need help filling in forms to apply for DLA etc. We can offer guidance to parents and pupils about choosing FE or HE courses that will be able to offer good support to the pupils when they leave school.

Social development

We recognize the importance of self-esteem and self confidence and work towards this at all times. We ensure that all pupils and staff have access to Deaf Awareness training so that the whole ethos of the school reflects the fact that there is provision for deaf students here. We also provide signing classes for all staff and pupils and we promote BSL through sign of the week which is done at briefings, assemblies and on display around the school. We offer specific training sessions, but also such events as Sign Language Awareness Week. We are very aware of the need to promote self esteem and dual identity with pupils who use BSL and spoken English.

Liaison with partners

This can encompass a whole range of other professionals such as Speech and Language Therapists, Educational Psychologists, Doctors, Career Advisors and Teachers of the Deaf from other LEAs. Good quality liaison is essential to allow us to deliver the best possible support to the pupils

Key Outcomes

- The integration of students into all aspects of school life.
- Training, formally and informally, to mainstream staff to ensure they have a full understanding of the implications of hearing loss when teaching a deaf/hearing impaired student.
- Ensuring all PDS staff are fully involved in mainstream issues by attending staff meetings, department meetings and pastoral meetings.
- Ensuring e all PDS staff are well trained by attending courses aimed at professional working with Deaf/hearing impaired students.
- Working in partnership with students and parents to facilitate all aspects of a student's education and to provide support with parents where necessary.
- Ensuring all students are Deaf aware.
- Liaising with all stakeholders and involved professionals involved with the students.

Key Contacts: Mrs Ward Ms Whittaker (Ext 258)

ECM - Every Child Matters

Our Aims

The department was set up to target support for the Every Child Matters agenda for every child, whatever their background or circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We aim to help in forming an effective 'team' around a child.

Our main aim is to cover the very basic care of the students. We have well trained staff to look after students who are taken ill, suffering from serious medical conditions or who have sustained an accident during the school day or

Full attendance of all students is another aim that we aspire to so all can achieve their potential. Monitoring effectively the attendance of all students, proactively supporting students and families when a problem occurs and ensuring that the students has appropriate help on their return to school.

Liasing effectively with outside agencies

The ECM dept has always seen their role as supporting individual students who had wide ranging issues. Increasingly this work means that our aim is to ensure that the students obtain the best possible care and support from other professionals in school and outside agencies. Increasingly the use of the CAF (Common Assessment Framework) is being used to formalise and activate this support within school and from other agencies.- this is a form of written agreed plan for co-ordnatinmg work for forming a team around a child around a child

The ECM staff are constantly aiming to find new ways to engage students where problems can be resolved. Their aim is to respond to needs imaginatively, and use their initiative to engage challenging students.

The Core aim of all staff in ECM is to value every student as an individual and for all staff to ensure they use their full expertise and skills to offer effective and proactive help and support tailored to the students needs.

What kinds of support?

ECM ensure that the family feel supported before their first day by ensuring any issues have been discussed and a support plan had been put in place. This may be initiating a care plan for serious medical matter, arranging how the child will cope with a particular medical or emotional issue. Identifying a key worker. In the case of transition from primary school ECM is part of the planning of support for individual students identifying vulnerable students and ensuring they have support either by group work or individual support.

You will often see various members of staff working together but we all have very defined roles within the department and responsibilities to be covered ranging from Free School Meals and First Aid to PSHE Teaching, Peer Support and the School Listening Service. Current areas of support offered include;

- Medical care
- Health or Social Care plans
- Admissions
- Attendance
- Free School Meals
- Child Protection
- Personal, social and health education
- Sign posting, information advice and guidance for students, parents and staff

- Co-ordination of specialist or visiting agency work in school
- Peer Support Training
- Counselling (including the School Listening Service)
- Therapy (including Psychotherapy, Art Therapy and Pet Therapy)
- Mentoring

All support is constantly reviewed by the team and students causing concern are identified in a variety of ways, using regular communication with another pastoral members of staff. ECM have a weekly team meeting where students are discussed and the expertise, knowledge, and insight of all the team is pooled to look at the most effective help, playing to the strengths of the individual team members for a student.

The Manager meets on a weekly basis to discuss with individual members of the team their case load and look at future work. Students are also discussed in the weekly meetings the Manager and Attendance officer has with the Year Heads. The behaviour Support Manager and her assistant are also members of this meeting.

Key Outcomes

Essentially we look to work with other staff in the school to the secure the five key areas of the Every Child Matters agenda for all our students.

We are striving for all students to achieve their potential academically. At the same time passing through adolescence successfully, making positive relationships with their peers and adults and having the knowledge (provided through our wider PSHE programmes) to avoid making the wrong choices in as regards their behaviour in the wider world. We hope that they will end their school careers with a positive feeling of self worth; with a belief in themselves that they can move on with their life and succeed both professionally and personally.

Key Contacts: Mrs Fella (Ext 287) Mrs Martin (Attendance and Admissions) (Ext 275)

EAL – English as an additional language

Aims

There are around 100 students on the EAL target register – when not supporting those students new to English (and sometimes education) we aim to;

- Implement support for all target pupils with EAL needs
- Keep an updated EAL register for ethnic minority pupils in school
- Support teachers in their teaching of EAL pupils including differentiation
- Raise awareness of issues affecting ethnic minority communities
- Work with the borough of Barnet and other institutions (such as Middlesex University) to develop initiatives for EAL/Refugees

Kinds of Support

- Withdrawal support/In class support
- Focus on classes where there are a lot of pupils with language needs to help them to access the curriculum.
- Run meetings with any ethnic minority groups in need of induction to British education
- Use of Bilingual Dictionaries, peer support (seating next to someone who speaks the home Language), or keyword lists prior to lesson. Developing new 'Table Tools' to support individual students and differentiation in the classroom

Key Outcomes

- ▶ Improved outcomes for all Bi-lingual learners
- ▶ Improved Initial Assessment Tools
- ▶ Establishing an Advanced Bi Lingual Learners Programme
- ▶ New 'Understanding British Education' Parent's Group

Key Contact: Ms Hoare (Ext 227)