

Hendon School and the New Special Educational Needs Code of Practice: Our Commitment to Inclusion

Hendon School has a long term outstanding record of inclusion; we pride ourselves on being a genuinely inclusive school. Our provision for Special Educational Needs is reflected in our commitment to this vision: we have two resourced provisions, for deaf students and for those on the Autistic spectrum. These are both very successful, popular with the community, with high demand for places. In the mainstream we are able to meet the needs of children with a wide range of Special Educational Needs. We have a dedicated team of specialist teaching and support staff who work with these young people using a team around the child approach, with Hendon's Autistic Resource Provision (HARP), the Provision for Deaf Students (PDS), SEN, Student Support and Heads of Year working together with students, parents, carers and other professionals to support tremendously positive outcomes.

There is an excellent transition programme in place where all major primary feeder schools are visited enabling us to meet students and professionals working with them to arrive at the best form of support once students arrive at Hendon. As part of this planning transition groups for pupils identified with social/emotional needs are run for those who may benefit from extra support at the start of their secondary schooling.

There is extensive assessment of pupils needs to further inform their transition. These assessments include CATS, spelling and reading tests and school based assessments to identify needs and provide advice to teaching and support staff. A wide range of professional services support our inclusive practice. The PDS, HARP and SEN departments work closely with professionals including educational psychologists; occupational and physiotherapists; counselling services; transitional groups and behaviour support. We benefit from the expertise of two speech and language therapists in house, working across SEN, HARP and the PDS. A comprehensive and continuing programme of INSET is in place for all staff throughout the year to ensure that all staff are familiar with existing and developing legislation and issues impacting on classroom practice.

Hendon's Autistic Resource Provision offers a balance between interaction with the mainstream and separate Autism-specific teaching and with support within an Autism-friendly environment. The approach is highly student centred, with a holistic view to each student's emotional, social and physical well-being as well as to different learning styles and ways of interacting. The aim of the work is to help students develop a positive and realistic self-image, self-esteem, independence and confidence. A particular focus is the development of

resilience so that students increasingly learn to tolerate, cope with, and ultimately to enjoy the changing demands of life 'in the real world'.

Outcomes in our Provision for Deaf Students show that our students make the same and often better progress than their hearing peers. Pupils feel safe in the PDS; bullying is rare due to early interventions. Work with more vulnerable PDS pupils is very effective; this is reflected in very positive views of the provisions work both from pupils and parents. PDS staff demonstrate ambition, vision, high expectations and reflect constantly on teaching and learning. There is a high retention rate of staff. The PDS offers tailor made programmes for individual pupils, based on detailed knowledge of education and social and emotional needs. The PDS champions equal opportunities and encourages parental engagement.

Provision for students through the SEN department includes a paired reading scheme with Sixth Formers; a synthetic phonics programme; a nurture group for Year 7; curriculum support groups; qualifications through AQA in alternative curriculums such as art and craft; cookery; life skills and horticulture for selected pupils on reduced timetables; withdrawal teaching for literacy in Year 8. We have a comprehensive provision for exam concessions including testing; application for readers, scribes and relevant advice for staff.

Student Support works closely with pastoral Year Heads and form tutors to offer emotional support to students and their families. The Common Assessment Framework process is used effectively to ensure families receive appropriate support from school, and outside agencies. Staff in Student Support recognise the kind of interventions that students with special education needs require, promoting effective team work and communication between the departments to support all vulnerable students in the school. Student Support also organise and implement a Peer Support Scheme in school based on the Child Line model to ensure all students feel supported by trained older students and their peers. This ensures that vulnerable students are sensitively dealt with and supported throughout the day and feel they are part of the school community.

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A working party of Special Educational Needs Coordinators from Barnet Schools and academies across phases together with officers from the LA has compiled a document which describes educational provision for children with SEN and/or disabilities that is ordinarily or normally available in Barnet maintained schools and academies.

This document can be found on our school website on the Curriculum – SEN section.

A copy of the SEN draft Code of Practice is also on the website.