

Friern Barnet School

SEND Information Report

2025-2026



The SEND information Report outlines the school's provision for pupils with SEND and how the school will implement its SEND Policy. Within this report, there will be hyperlinks to other documents that will provide more detailed information around that topic.

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We pride ourselves on being a fully inclusive school that celebrates our common achievements and our diversity and are determined to live by our departmental motto of; ***‘lifting every child beyond their own vision of capability.’*** Our vision is that all students at Friern Barnet School, including those with SEND, are happy, enjoy school and feel a valued part of the school community. We seek to provide a high quality and broad education which will result in students making outstanding progress and achieving high standards, whatever their starting points. Our aim is that our young people will be responsible, independent, happy, well rounded confident citizens and who are proud of their school.

At Friern Barnet School, it is the responsibility of every member of staff to be familiar with the school’s Special Needs Policy and procedures. The Special Educational Needs Coordinator – Holly Levitan, The Special Educational Needs Coordinator (maternity cover) – Dusprit Anand, the Assistant Special Educational Needs Coordinator - Katrina Keaveney, the SENCo of the ARP for Cognition and Learning - Richard Young, the SEND Administrator-Janvi Depala, and the team of teaching assistants provide students, parents/carers, and teachers with SEND support. This support will always initially be internal and where we identify a need for more specialist support, we refer to external agencies, procedures, and strategies; this is so all learners have every opportunity to make progress, achieve independence and fulfil their learning potential.

The Team

Miss Levitan - SENCo and Deputy DSL	Miss Anand – SENCo (maternity cover)	Mr Young – SENCo of the ARP	Mrs Depala - SEND Administrator	Miss Keaveney - Assistant SENCo &HLTA
Miss Buckell - Speech and Language Assistant and Level 4 TA	Mrs Roddis - Extra-Curricular lead and Level 4 TA	Mark Hill - Access Arrangements assessor & HLTA	Mrs Demetriou - Teaching Assistant	Mrs Bajaj - Teaching Assistant
Mrs Ladjadj -Teaching Assistant	Miss Meldrum -Teaching Assistant	Miss Moloney -Teaching Assistant	Mrs Sturt -Teaching Assistant	Mrs Moruzzi - Teaching Assistant
Mr Notice -Teaching Assistant	Ms Fisher -Teaching Assistant	Ms Lynch-Imomoh -Teaching Assistant	Mrs Sedaoui -Teaching Assisstant	Mrs Sarin -Teaching Assistant
Ms Havryshchuk -Teaching Assistant				

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The team of talented and passionate teaching assistants have a rich diversity of backgrounds, education, and experience. Each teaching assistant holds varying roles and levels of responsibility within the department and around the school. There are four tiers of types of support that every teaching assistant offers:

- Link Teaching Assistant to a specific EHCP student(s)
- Support for individual, pairs, and groups of children in the classroom
- Support for individual, pairs and groups of children when participating in interventions
- Whole school community support and access to regular and on-going training

A teaching assistant's primary focus at Friern Barnet School is to facilitate EHCP students' access to the curriculum. The role includes promoting the development of students' learning via effective support and differentiation, and provision of care and management of students' emotional well-being. The link teaching assistant manages the overall care and support for the target student(s). This additional level of personalised support provides students with particular attention on their individual needs. The teaching assistants work alongside the teaching staff to ensure that every child has access to a broad and balanced curriculum and that every child experience quality first teaching in line with the code of practice, children and families act and the equality act.

SEND Team Training and Expertise

We are committed to developing the ongoing expertise of our team. We currently hold the following training and expertise:

- Various SALT (Speech and Language Therapy) training and years of experience with this. Our Level 4 teaching assistant, Miss Buckell, delivers our SALT and works with speech and language therapists from various boroughs. She also trains and supports other members of staff.
- ELKLAN trained Teaching Assistants (a SALT programme that some of our TAs completed)
- Supporting and teaching students with Downs Syndrome along with years of experience of this.
- Lots of experience supporting children with Autism (we work closely with Autism Advisory Teachers who are experts in helping children with Autism.) Our Level 4 Teaching Assistant, Miss Keaveney, leads on our Autism provision and runs our Zones of Regulations sessions for some of our Autistic students.
- SEMH (Social, Emotional and Mental Health) training- This includes emotion coaching as well as various other training to support a range of SEMH needs.
- Reading Wise training- A programme to support students with low literacy levels.
- Training related to support students with hearing impairments including hearing aids and microphones.

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- Access arrangements training to ensure students receive their access arrangements during their examinations.
- Training relating to other specific learning difficulties such as: Dyslexia, Dyspraxia, Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), attention deficit disorder (ADD), speech and language needs, physical disability needs (including hearing and visual.)
- Our Level 4 Teaching Assistants are also trained to deliver our entry level and/or vocational qualifications.

The Learning Support Department regularly hosts and delivers training within the department and for the wider school on their areas of expertise. This sharing of good practice aims to promote consistency and is an effective way of ensuring inclusion for all learners.

Where is the SEND team based?

The SEND team are based in the Bungalow - a small building located next to the Usher building and year 7 area.

What happens in the Bungalow?

The Bungalow is where you will find the SENDCo Miss Levitan, the SENDCo (maternity cover) Miss Anand, the SENDCo of the ARP, Mr. Young, the Assistant SENDCo Miss Keaveney and Mrs Depala's office; as well as the level 4 teaching assistants' offices. Small group and 1:1 intervention take place in the Bungalow, as well as breakfast club, lunch time games club and the SEND homework club. There is also a sensory room, in which some students choose to take their time outs.

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SEND Codes and Register

We use three different codes to inform teachers about the level of SEND support students require:

- 1) **E** – This means that the students have a statutory EHCP. The provision within the EHCP must be adhered to by the school.
- 2) **K** – This represents SEND Support. This code is for students who do not have an EHCP but do require SEND support; both K and EHCP students have an Individual support plan. (See below for more details)
- 3) **W** – This represents 'Send Aware.' These students **will not** have outcomes that need to be assessed three times a year. They are **W** as it is important for teachers to be aware of something. This may be that a student has a need but is doing well and making progress, or that the student has been granted access arrangements (in year 9/10/11) and so the teacher must ensure these are being implemented in class. Or that a student is receiving short-term support due to an SEMH (social, emotional, mental health) need or to close any gaps in learning.

The SEND register is reviewed termly by the SENCo and the wider team and if we feel a student is making progress then we may move them from a K to a W or in some circumstances we may take them off the SEND register all together, depending on the assessment of their outcomes and the progress they have made. For some other students we may need to move them up a code and increase the level of support (from W to K) and in the most exceptional circumstances this could mean applying for an EHCP; if successful this would mean the students being registered as an E student on our register.

Individual Support Plans

Individual support plans (ISPs) are written for all students who have an EHCP or are registered on the SEND register as a K student.

The ISP outlines: important information that all teachers should know about your child, six specific strategies that are tailored to their need that teachers can use to differentiate their planning and teaching, strategies that we know that do not work or should be avoided and three SEND outcomes. The SEND outcomes are set collaboratively with the student, parents, and link teaching assistant.

Each term, all teachers and teaching assistants assess their SEND outcomes. This is an effective way for the SEND team to monitor progress in all the students' subjects.

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SEND Outcome Review Day

Once the students' SEND outcomes have been assessed, students and parents are invited to meet with their link teaching assistant to review their SEND outcomes and ISP. This is called SEND Outcome Review Day and takes place three times a year, during an INSET day. It is important that the review is collaborative, to ensure students' and parents' views are included.

Once the ISP and SEND outcomes are reviewed and updated, these are updated on our system for all teachers to use for their planning and teaching.

Identifying students with SEND

- Identifying students who have SEND needs is a key role that sits within our department but also the wider school. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than many others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

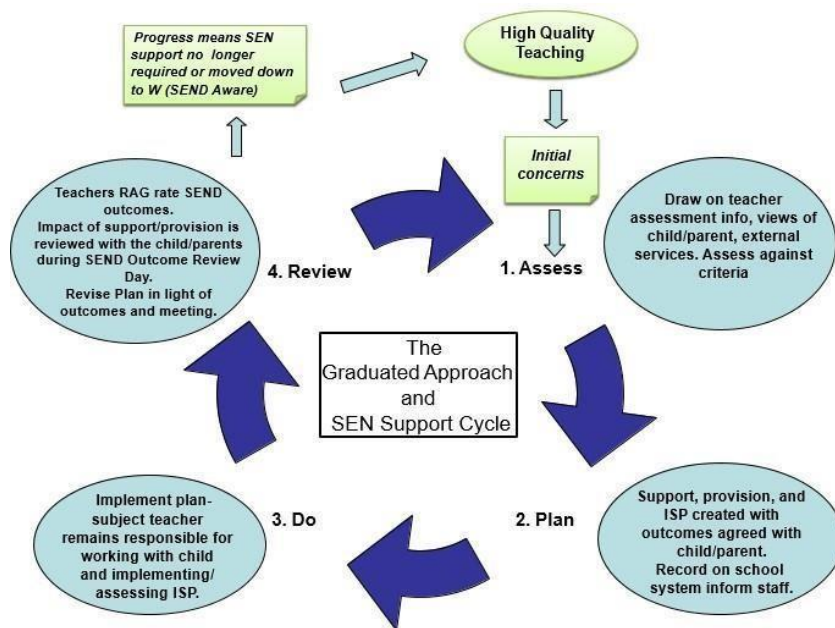
We identify students who may have SEND in the following ways:

- Teacher raising concerns to the SENCo and learning support department
- Parents raising concerns to the SEND department
- Conversations with the students
- Use of computerised interventions with built in assessment
- SENCo observing student in a lesson(s)
- CAT 4 assessments Dyslexia Screeners

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Monitoring and reviewing progress

- If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high – quality first teaching. This support is set out in a child's 'ISP' (Individual Support plan) which will be discussed in a meeting with the parents of the child. This is updated termly.
- We create a 'Provision Map' which monitors these interventions to make sure they are effective. When providing support that is 'additional to' or 'different from' we engage in a four-stage process:



Our SEND Provision

We are dedicated to providing a high-quality education for all students, no matter their starting points or needs. Pupils who have identified SEND needs are, as per the Code of Practice 2015, entitled to ***'inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education'*** (SEND Code of Practice 2015, p.25).

The learning support team offers a wide range of support for our SEND students, the support includes:

- In class TA support
- Individual Support Plans

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- Interventions such as Speech and Language, Occupational Therapy, Reading Wise, Social and Emotional Mental health support, and Zones of Regulation. (Please see our interventions booklet for more detail around the specific interventions.)
- An alternative curriculum (ARP for Cognition and Learning) for those students who cannot access key stage 3 or 4. (Please see our curriculum booklet for more detail around the ARP.)
- Homework Club
- Breakfast Club
- Extra-Curricular clubs and activities
- Games/social skills club at lunch time

The provision outlined above is overseen by the SENCo – Holly Levitan and other areas are led by the wider team of teaching assistants. Students and their parents are informed if they are identified to take part in an intervention and their input will be agreed by all.

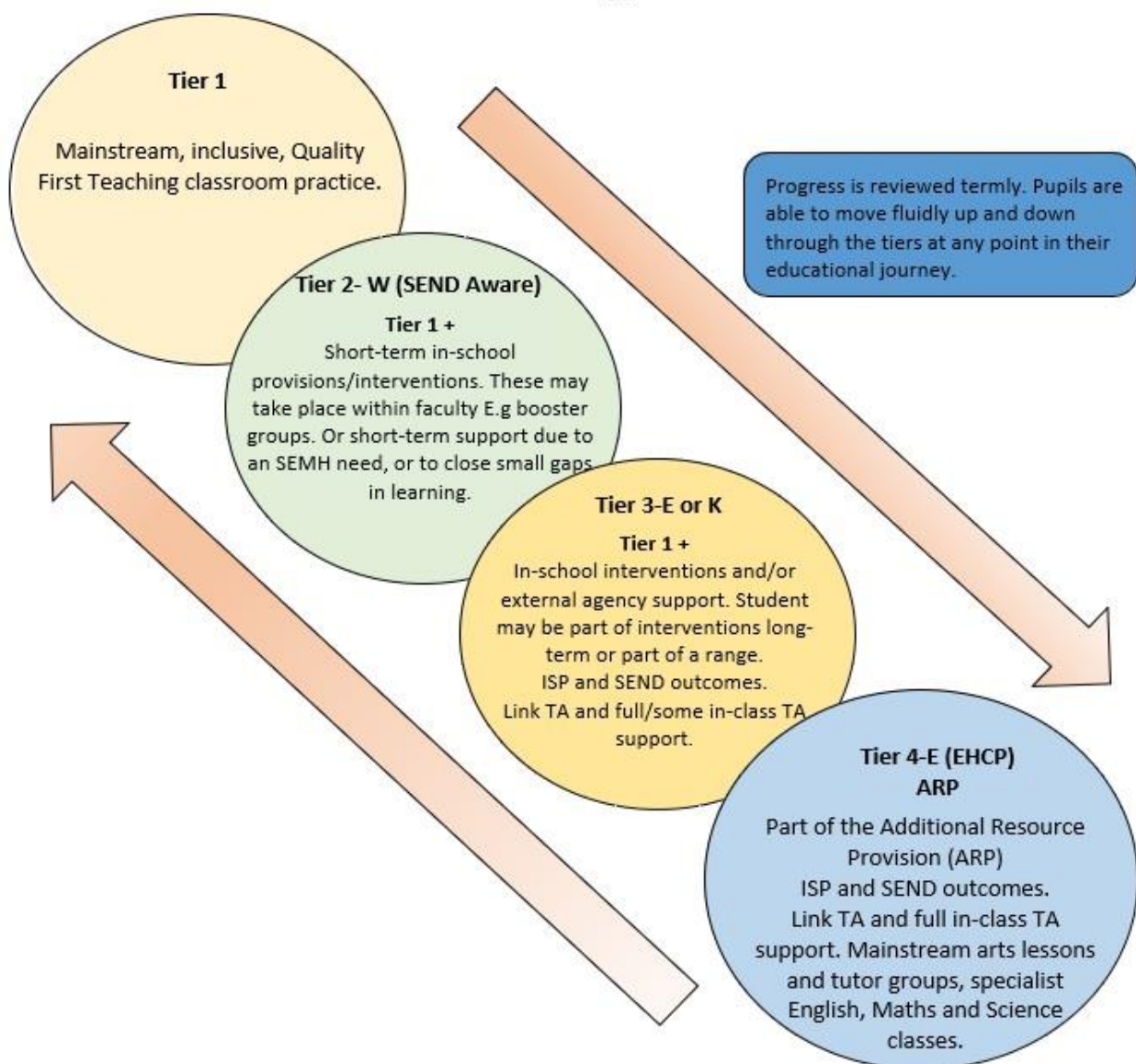
The support that students receive is based on the stipulations outlined in their EHCP or what the SENCo and wider team believe is right for them. For those students on SEND support, the type of support that is delivered is based on identifying where the student is experiencing barriers to accessing the curriculum and/or school life. This is then discussed with parents/carers/guardians teachers and the student. This support is then reviewed.

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There are four tiers of provision within the school, which are detailed in the diagram below. This is a fluid system and based on termly reviews of students' progress, students can move from each strand; the support they receive will adapt in line with their needs/progress.

We are also committed to ensuring that all statutory duties and expectations within EHCPs are met; we work with external agencies and professionals to ensure joined up thinking, enabling pupils to work towards their stretching, yet achievable outcomes.

Tiers of Support



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The tiers

Tier 1

This tier includes Quality First Teaching from all teachers across the school. These are universal provisions – what every student can access in our school, regardless of additional needs. This will also include in class observations by the SENCo and/or Assistant SENCo to offer further support within the classroom.

Tier 2- W (SEND Aware)

This tier includes Quality First Teaching from all teachers across the school and in all subject areas. This tier also allows targeted interventions within subject areas where pupils require it. E.g., booster groups, revision classes, with the support of the SENCo, Assistant SENCo and the Pastoral Team. This tier may also include short-term interventions to be put into place due to an SEMH need, or to close small gaps in learning. The students remain within all their lessons. These students will be on the W (SEND Aware) register and their progress will be reviewed at the end of their short-term support.

Tier 3- K/E (SEND Support or EHCP)

This tier means that a student has a link teaching assistant and TA support in some of their lessons. They will have an ISP (Individual Support Plan) that is written collaboratively with the student, parents, and link Teaching Assistant. As part of their ISP, the student will also have SEND outcomes that are RAG rated by their teachers, termly. After this, students and parents attend a SEND Outcome Review Day to review and update the students' ISP. Students will receive 1:1 or small group interventions that will be delivered by school staff or by external agencies, when required. Students will remain within the mainstream classroom and will follow the two-week timetable as normal, but may be withdrawn from specific lessons to focus on their interventions. During these, students will have the opportunity to build on their gaps in learning and without filling the gaps in learning, pupils cannot progress with their education.

Tier 4- E (EHCP) ARP Students

This tier provides students with our ARP (additionally resourced provision). This is designed for those students who are working significantly below their peers (cognitively, socially, and emotionally) and who are unable to access the key stage 3 curriculum on entry. Students who are part of this provision are working at key stage 1 and lower key stage 2 levels. The aim of this curriculum is to close the attainment gaps by the end of year 9 so that students can begin working towards entry level qualifications in core subjects, as well as other vocational accreditations. Our ARP consists of no more than 7 students and is a blend of mainstream and specialist provision to ensure that all students receive a broad and balanced curriculum but also receive the tailored

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support for their needs. The curriculum includes intervention time, where students will receive targeted interventions as outlined on their EHCP. The group has two teaching assistants and one teacher to each group.

A summary of our curriculum is as follows:

Specialist element where students are in their group of 7:	Mainstream element where they are with the mainstream classes:
• Weekly sessions of woodlands learning for year 7 ARP, and one day at the farm for year 8 ARP. Year 9 have one afternoon a week of life-skills. • Entry Level English • Entry Level Maths • Entry Level Science • Life Skills • Food technology • Interventions (SALT, OT, Zones of Regulations, Reading Wise, Social Skills) • PSHE • Our World • Lunch/break time support.	• PE • Music • Dance • Drama • Art • Tutor time

ARP Pathway at KS4

The ARP curriculum at Key Stage 4 is structured to build upon the foundations laid in Key Stage 3. All students work towards Entry Level qualifications in the three core subjects. In addition, students pursue AQA unit awards in arts subjects (Music, PE, Dance, Drama, Art, Music, Food wise, PSHE and Life-skills) to ensure a well-rounded and balanced curriculum. Extra literacy support is provided in speech and language interventions, alongside weekly rewards sessions.

Specialist element where students are in their group of 10: (24 Hours per fortnight)	Arts lessons where students are taught AQA unit awards: (18 Hours)	Additional intervention lessons: (8 Hours)
• English – Entry level qualification (8hrs) • Maths – Entry level qualification (8hrs) • Science – Entry level qualification (8hrs)	• PE (4hrs) • Music (2hrs) • Dance (2hrs) • Drama (2hrs) • Art (2hrs) • PSHE (2hrs) • Life skills (2hrs) • Food wise (2hrs)	• Extra reading in the LRC (2hrs) • SALT (2hrs) • Literacy and typing (2hrs) • Rewards (2hrs)

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Assessing and monitoring progress

Students that are part of the ARP are assessed in line with the school's procedure; they receive their academic support termly. Please see Friern Barnet School's assessment and progress grid. ARP students are measured against entry levels and are unified with the mainstream levelling system. This is to ensure that movement between the tiers is seamless.

FBS Progress Tracking

Mainstream	Secondary school (Y10-11)	KS4	GCSE 1-9
	Secondary School (Y7-9)	KS3	S9 E/S
			S8 E/S
			S7 E/S
			S6 E/S
			S5 E/S
			S4 E/S
			S3 E/S
			S2 E/S
			S1 E/S
Alternative Curriculum	KS2 (Y5-6)	Entry Level 3 equivalent to literacy levels at age 9-11	EL3 S
			EL3 E
	KS2 (Y3-4)	Entry Level 2 equivalent to literacy levels at age 7-9	EL2 S
			EL2 E
	KS1 (Y1-2)	Entry Level 1 equivalent to literacy levels at age 5-7	EL1 S
			EL1 E
	EYFS	Pre-entry Level 1 equivalent to literacy levels at age 3-5	PE S
			PE E

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The use of external professionals and referrals

Where appropriate the school will consult with external professionals. This may be to seek advice on how best we can support a student or to carry out assessments that will help with support that is provided by the school. For referrals and assessments to take place, parents/carers will always be informed, and it would require their approval to carry out any such assessments. When a referral is made consultation and approval of parents/carers will always be required before any paperwork is submitted; we would also require information from the parents/carers to complete any referral.

We work with a range of external professionals and organisations. These include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Local Authority SEND professionals such as SEND caseworkers
- Advisory Teachers
- SENDIASS
- 0-19 Early Help Practitioners
- CAMHS
 - BYCAS
 - Pavilion School
 - ACE – Alternative Centre of Education

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The Code of Practice identifies four broad areas of need

1. Communication and interaction

Children with speech, language, and communication needs (SLCN) have difficulty in communicating their needs to others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile of each child is different and is likely to change over time.

Children with Autistic Spectrum Disorder (ASD) are likely to have difficulties with social interaction and may experience difficulties with language, communication, and imagination.

2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace or are significantly behind their peers in terms of achievement even with appropriately differentiated work in class. These difficulties can be defined as Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD).

Children with Profound and Multiple Learning Difficulties (PMLD) are likely to have severe / complex learning difficulties as well as physical disability or impairment.

Children with Specific Learning Difficulties (SpLD) may have a difficulty which affects more specific areas of learning and encompasses dyslexia, dyspraxia, and dyscalculia.

3. Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which may manifest themselves in a variety of ways: withdrawn or isolated behaviour; challenging behaviour; disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders or unexplained physical symptoms.

We have clear systems to manage disruptive behaviour so that other children are not adversely affected.

4. Sensory and/or Physical Needs

Some children require special provision because they have a disability which hinders them from making use of the educational facilities generally provided. These difficulties may be a vision or hearing impairment,

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multisensory impairment, or physical disabilities both of which require special equipment or may be sensitively to certain stimuli (often associated with children with ASD).

The school will identify the special needs of a child to work out what action it needs to take and the SENCo will be in touch to arrange a meeting with parents/carers. It will identify needs alongside parents, carers and other health and education specialists and ensure that due consideration is given to the needs of the whole child not just the special educational needs. Once the child has been identified as having Special Educational Needs or disability they will be classified as 'SEND Support' and support will be provided accordingly. If a parent, carer, or guardian has a concern then they must contact the SENCo directly to request a meeting.

Access Arrangements

At the end of Key Stage 3, students are tested for Access Arrangements. This testing assesses whether a student might benefit from alternative/added arrangements during their exams, which can include the use of a scribe, a reader, a word processor, extra time, alternative rooming and so on. These access arrangements are provided to remove any disadvantage for candidates and where there is evidence of need, and the reasonable adjustments fall within the candidate's normal ways of working. They allow candidates with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. Please note that if a student has an EHCP then they automatically receive exam access arrangements for all formal assessments.

Raising concerns around Bullying and Social and Emotional Mental health

We take all bullying issues extremely seriously at Friern Barnet School. For more specific information on this please refer to our behaviour policy. Needless to say, that if we are made aware of any bullying issues then they are dealt with in a fair, considered and robust manner. The heads of year and relevant SLT members will be made aware, and students, parents/carers and guardians will be kept informed.

If we are made aware or identify a student who has SEMH concerns, then we will look to use a three-step approach:

Step 1 = Talk to the student, parent, carer, guardian to gather more information

Step 2= Decide on the correct intervention

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Step 3 = Review the intervention at regular periods Possible

interventions include:

- Close monitoring of progress in lessons
- Enrolling a student onto our SEMH small group intervention if they are not already a part of it
- Referring the student to see our in-school counsellor
- Peer mentoring
- Referring to an external agency or professional like the Educational Psychologist, SEMH advisory teacher or CAMHS

All interventions will be agreed with the student, parent/ guardian/carer.

Continued Professional Development

The world of SEND is always evolving; therefore, we ensure that all our staff have a comprehensive professional development package with specific focus on various aspects of SEND throughout the school. The staff have received training covering all 4 broad areas of SEND needs in line with the code of practice 2015.

Training is delivered by both external professionals and by the SENCo and Assistant SENCo.

Accessibility

We want to ensure that the physical environment in and around our school is accessible to all children especially those with Special Educational Needs and Disabilities.

Although there are stairs and different levels to our school, there are some specially built ramps for wheelchair access. We have accessible toilets to all our classrooms and there is a disabled toilet also. The classrooms are spacious and can house specialist desks and chairs, standing frames, computer stations etc. with ease.

Where there is a need, each SEND child has a risk assessment of their access needs carried out by our SENCo and we purchase or borrow any equipment needed to remove any access barrier. Pupils may for instance need specialist IT equipment or furniture.

All classroom resources are made accessible by making personalised modifications as necessary such as the use of coloured overlays, proximity to the whiteboard, access to dyslexic dictionaries etc.

School trip sites are risk assessed beforehand to ensure any barriers are removed or alternate provision is put in place e.g., suitable travel arrangements, road crossing safety measures, keys for accessible toilets.

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Extra-curricular provision ensures equal access for all children with individual arrangements for instance an additional adult may be supplied where necessary.

We ensure that our school and curriculum are accessible to all (See Friern Barnet School's [Accessibility Plan](#), 2020-2021)

Raising Complaints

If you would like to raise a formal complaint about the SEND department then you can contact the Head Teacher and/or the Chair of Governors directly.

Local Offers

For further information on SEND within your local authority then please refer to the local offer using the links below.

<https://www.barnetlocaloffer.org.uk/>

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

<https://www.haringey.gov.uk/children-and-families/local-offer>

<https://www.brent.gov.uk/localoffer>