

# SEN & Disability Policy/ SEN Information Report



**Approved by:** Management Committee

**Date:** December 2022

**Last reviewed on:** December 2020

**Next review by:** December 2022

## 1. Aims

Our SEND policy and information report aims to:

- Set out how Northgate School will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN.

We aim to develop in each individual the desire to achieve. We acknowledge and build on existing strengths and lay the foundations for successful reintegration into a course of life-long learning.

We also strive for academic success by meeting the needs of each individual within a safe and caring environment. We foster in all students a sense of self-esteem, confidence and the ability to make informed choices. We make learning a memorable, positive and enjoyable experience.

We understand that education for any adolescent is crucial to their mental health, self-esteem and indeed their whole wellbeing.

We have created an environment in which taking risks, self-discovery and learning go hand-in-hand.

**At Northgate School everyone matters, and we believe that “together we can build a future”.**

## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- [DfE’s Schools Admissions Code, 2021](#) which sets out to ensure that all school places for maintained schools and Academies (excluding maintained special schools and special academies) are allocated and offered in an open and fair way.
- [The School Information \(England\) \(Amendment\) Regulations 2013](#)

### 3. Definitions

#### 3.1 Definition of SEND

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of others of 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.

*[SEND Code of Practice, 2014, p4]*

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

#### 3.2 Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

*[SEND Code of Practice, 2014, p5]*

### 4. Roles and Responsibilities

#### 4.1 The Headteacher/SENDCo

The Headteacher is Northgate’s Acting SENDCO: Angela Moore  
(02082894777/angela@northgate.barnet.sch.uk)

They will:

- Work with the members of the Management Committee to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provisions made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date.

#### **4.2 Allocated member of the Management Committee**

The allocated member of the Management Committee will:

- Help to raise awareness of SEND issues at Management Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Management Committee on this
- Work with the headteacher/SENCO to determine the strategic development of the SEND policy and provision in the school.

#### **4.3 Inclusion Support Officer**

The Inclusion Support Officer is responsible for:

- Risk assessing each student on entry and disseminating the information to all staff
- Monitoring the risk and ensuring appropriate provision is in place in lessons and the wider school community
- Developing and implementing the transition plans for Y11 and post 16 students.
- Developing the SEND training programme for all staff
- Leading SEND student voice, liaising with SLT and implementing any suggestions.

#### **4.4 Pastoral Support Manager**

The Pastoral Support Manager is responsible for:

- Supporting the education of Tier-4 inpatients during their admission
- Liaising with schools to ensure consistent access to education resources
- Reintegration into mainstream settings
- Managing phased returns
- Implementing individualised timetables and personalised programmes to incorporate comprehensive therapies and education
- Mentoring

#### 4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

### 5. SEND Information Report

#### 5.1 The kinds of special educational needs for which provision is made at the school

Northgate School is based in Edgware Community Hospital and specialises in the education of students who are facing mental health challenges. Northgate operates within the specialism of Tier 3/Tier 4 CAMHS.

The school can make provision for students with a range of SEND, which may include those with:

- *Cognition and learning needs (C&L)*  
E.g. Learning difficulties or specific learning difficulties (such as Dyscalculia and Dyslexia)
- *Communication and interaction needs (C&I)*  
E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)
- *Social, emotional and mental health needs (SEMH)*  
E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions
- *Sensory and physical needs (S/P)*  
E.g. Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

However, admission to Northgate is based on students' primary need of SEMH, and some C&L and C&I needs can be met. Many of our students have previously been school refusers or school phobic.

Northgate's admissions criteria is defined separately in our Admissions Policy, but is briefly outlined below, with two main admission types:

- In-patient student admission
- Day student admission

##### *In-patient student admission*

All students between the ages of 12 and 17 are admitted to the school regardless of their length of stay in hospital. Students will be taught in a manner which is most appropriate to:

- meeting their medical/mental, emotional and educational needs
- ensuring the most efficient and effective use of teacher time
- ensuring health and safety considerations within the school and the Beacon Centre are met

### *Day student admission*

An essential pre-condition for acceptance to Northgate School, is that the student must be aged 13 – 17 years, be receiving therapy through CAMHS or a recognised outpatient service.

Where a student has SEND that does not occur as frequently and with which the school may be less familiar, training and advice will be sought from relevant services such as Barnet's Inclusion Advisory Team, so that individual needs are met.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Decisions on the admission of students with an Education, Health and Care plan are made by the Headteacher.

## **5.2 Identifying students with SEN and assessing their needs**

At Northgate School we recognise the importance of early identification and aim to identify students' special educational needs as early as possible. Our aim is to facilitate the early identification of young people with SEND through the following systems:

### Pre-admission

The SENDCo will monitor applications and make history checks to the secondary school of any student who may have SEND. The SENDCo will liaise with Local Authority SEND Teams to identify students with EHCPs consulting to attend Northgate.

### Admission

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

We gather information from referring schools which may include:

- progress reports
- attendance records
- risk assessments
- SEND Support Plans
- specialist reports including Education Psychologists etc.

Baseline assessments are undertaken using the Hodder Access Reading Test and Access Maths Test.

### Throughout the academic year

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Examples of special educational provision are:

- 1:1 support
- learning mentor
- targeted intervention for areas of weakness
- liaison with outside agencies who may visit the home
- support from volunteers
- reduced timetable
- additional time to complete tasks
- use of a laptop or scribe
- appropriate breaks
- communication cards
- visual prompts.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents/carers, we have access to external advisors who are able to use a variety of assessment tools to determine specific learning difficulties. Examples of specialist assessors include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Specialist Teachers, CAMHS practitioners etc.

The purpose of a more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents/carers, put into a SEND support plan and reviewed regularly, and refined/revised if necessary. At this point, we will have identified that the student has a special educational need because the school is making special educational provisions for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is made, parents/carers will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

### **5.3 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Each review of the SEN support plan will be informed by the views of the student, parents/carers and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the individual provision.

Every student in the school has their progress tracked termly. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc via external agencies. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

### **5.4 Our approach to teaching students with SEND**

We are a fully inclusive school, committed to providing appropriate support for all students for whom alternative 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.

High-quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered

(SEN Code of Practice, 2014)



In Northgate School, the quality of teaching is judged to be outstanding.

#### *Classroom-based learning (High-Quality First Teaching)*

Teachers have the highest possible expectations for every student including those with SEND. The first response to your child, if they are experiencing difficulties in their learning, is that teachers use a whole range of strategies to support them to access the lessons.

#### *Targeted interventions*

There are students who will need support in certain areas of their learning such as an aspect of literacy or numeracy or communication skills. Academic intervention is provided through specialist teaching by Northgate staff. Pastoral intervention such as 1:1 mentoring is provided by the Inclusion Support Officer and Pastoral Support Manager.

#### *Specialist professional input*

If any student continues to struggle, the school will refer to the relevant external service so that another professional can make further assessments and advise the school or work with the student. You may be asked to give permission for this to happen so that we can better understand your child's needs and support them more effectively.

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

The SEND team at Barnet local authority will undertake an assessment of a student in extreme cases where the learning needs are severe, complex and lifelong. They will provide resources to help meet agreed short- and long-term outcomes.

### **5.5 Adaptations to the curriculum and learning environment**

#### *Curriculum*

At Northgate School, we adapt the curriculum and the learning environment for students with special educational needs. We also incorporate advice provided as a result of assessments, both internal and external, and the strategies described in the Education, Health and Care Plans.

Students follow individualised curriculum pathways.

Our day provision comprises a range of pathways to support young people on to the next step in their education. Each timetable is bespoke and reviewed regularly to meet the needs of the young person.

Every student at Northgate has a core curriculum offer including English, Maths, Science, PSHE, PE (core) and Yoga. We also offer Citizenship, RS, PE, Sociology Art and Health & Social Care. Our options subjects vary depending on the cohort of young people.

Year 10 students have an enrichment programme which focuses on building skills for life and creativity. We supplement our core curriculum with a range of trips and visits to bring the learning alive and develop resilience and a love of learning across students.

### *Learning Environment*

Northgate school's classrooms facilitate a learning environment conducive to learning for all pupils with special educational needs, including SEMH.

Accessible information is available to disabled students in the following ways:

- Student-friendly policies.
- Visual timetables
- Use of visuals, coloured paper
- Pre-printed slides
- Writing frames
- Use of laptops
- Dyslexia friendly handouts.

### **Accessibility**

Northgate School's Accessibility Plan is accessible on the school's website. The plan outlines the school's current accessibility provision, and outlines areas of improvement.

The school's current accessibility provision includes:

- building accessibility
- curriculum accessibility
- extra-curricular activities accessibility.
- The school is located on the ground floor of the Northgate Building at Edgware Community Hospital, and is step free.
- Toilets are gender neutral
- Fully accessible car park with disabled parking bays available on the Hospital grounds.
- Dedicated drop off and pick up point outside the school for those requiring travel support

### **5.6 Additional Support for Learning**

As a specialist alternative provision, we receive additional funding as part of our budget, which varies year on year. This funding is used to provide adult support, 1:1 teaching and small class sizes.

The amount of support required for each student to make good progress will be different in each case. In a few cases, a very high level of resource is required and will be funded through additional SEND funding including EHCP personal budgets.

### **5.7 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

All of our activities are available to all our students. All of our extra-curricular activities and school visits at Northgate School are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the student in the activity

A risk assessment is carried out to ensure everyone's health and safety is maintained. In the unlikely event that it is considered unsafe for a student to take part in an activity, alternative

activities that will cover the same curriculum areas will be provided in school.

Parents/carers will be asked to give permission each time that their child is given the opportunity to attend a school trip.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in activities, visits to places of interest and special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability. However, robust risk assessments are undertaken for every child.

Our school is based on the ground floor of the building and all classrooms are accessible for wheelchair users with wider doors.

### **5.8 Support for improving emotional and social development**

At Northgate School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and PSHE, tutor time, targeted social skills, collapsed curriculum days and indirectly with every conversation adults have with students throughout the day.

For some students we also provide for example: mentor time, liaison with CAMHS, break-out space, flexible curriculum and where necessary individual timetables and attendance programmes.

We have a zero-tolerance approach to bullying.

#### *Risk Assessments*

Each student has an individual risk assessment, primarily to mitigate the risk of self-harm, disassociation, absconding and dysregulation. Risk assessments for additional needs and challenges can be accommodated. The Inclusion Support Officer leads on writing risk assessments, with oversight by the SENDCo.

All Risk Assessments are:

- written in conjunction with students and parents
- shared with all staff.
- reviewed half-termly as a minimum

#### *Wellbeing Support Plans/One Page Profiles*

All pupils complete a one-page profile as part of their induction process.

A one-page profile can help staff and other professionals to provide better person-centred care and support to students. It is a simple summary of what is important to someone and how they want to be supported. Each one-page profile forms the basis of assessment when further support plans are required as part of wave 2 targeted support.

## **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Using provision maps to measure progress

## **5.10 Expertise and training of staff**

### **SENDCo**

Our SENCO has 2 years' experience in this role and is an active member of Barnet's SENDCo forum.

### **Inclusion Support Officer**

Qualified Teacher with 7 years experience in education, 3 years specialising in SEMH, with a MSc in Psychology. LGBTQ+ inclusion and emotionally based school avoidance specialist.

### **Our Pastoral Support Managers (Beacon)**

4 years experience in current role, with prior background in educational support. Mental Health First Aider.

### **Our Pastoral Support Managers (Northgate)**

Over 20 years experience in educational support, specialising in behaviour, trauma, restorative approach and systematic family therapy.

### **Staff Training**

Staff are experienced working with young people with a variety of mental health conditions including:

- anxiety
- depression
- bi-polar disorder
- psychosis
- eating disorders
- Emotionally Unstable Personality Disorder (EUPD)
- Obsessive Compulsive Disorder (OCD)

Northgate will work with the following specialist staff and services, to provide advice, guidance and training where necessary:

- Inclusion Advisory Team
- CAMHS
- Speech and Language Therapist service
- Occupational Therapists
- Physiotherapists

Staff have access to attend Barnet's Inclusion Advisory Team free CPD training events available at [https://www.barnetlocaloffer.org.uk/senco\\_zone/events](https://www.barnetlocaloffer.org.uk/senco_zone/events)

All teachers have had in house and external awareness training in a wide range of specialist areas such as ASD, mentalisation, mental health conditions such as eating disorders, depression, schizophrenia, personality disorders, OCD, anxiety, PSD & body dysmorphia.

In the last academic year, staff have been trained in:

- Selective Mutism
- Emotion Coaching
- Autistic Training by Aucademy
- SEND legal essentials for frontline staff
- Neurodiversity, the new normal
- Developing resilience and wellbeing in neurodivergent pupils (parents, carers, families and staff)
- Understanding and supporting the mental health and wellbeing of Autistic girls in schools.
- Zones of Regulation
- Emotional literacy training
- Emotion-based school avoidance

Where a training need is identified, Northgate School seeks a provider who is able to deliver it such as specialist trainers from the London Borough of Barnet, Special Schools, Professionals from The Beacon Centre, Adolescent Crisis Unit, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists. The cost of training can be covered by the SEND top-up funding and professional development budgeting.

### **5.11 Securing equipment and facilities**

Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using the SEN top-up funding or ask for funding from the home school. In the unlikely event that highly specialist communication equipment is required, the school will seek the advice of the Communication and Assistive Technology team.

### **5.12 Consulting and involving students and parents/carers**

#### *Parent involvement*

All parents/carers of students at Northgate School are invited to discuss the progress of their children termly and receive a termly progress report. In addition, we are happy to arrange meetings outside these times.

As part of the assess, plan, do, review cycle, we will contact parents/carers to discuss the use of a

range of assessments that will help us to address additional needs if progress is not made, despite high-quality first teaching and intervention support. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents/carers of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents/carers. School staff are happy to explain any information to parents/carers when requested.

All information from other professionals will be shared with parents/carers directly or a report will be sent to them.

### *Student Involvement*

Students will be consulted about and involved in the arrangements made for them as part of person-centred planning. Whilst parents/carers are likely to play a more significant role in the childhood years, the young person is given greater opportunity to take more responsibility and act with greater independence in later years. Students are invited to attend meetings where appropriate, and their views will be sought where attendance is not deemed appropriate. Students also attend regular one-to-ones with staff.

### **5.13 Supporting students moving between phases and preparing for adulthood**

At Northgate School, we work closely with educational settings in order to make the transition as seamless as possible. We work with colleges, 6th form providers and mainstream settings to ensure that staff are fully aware of the needs of the individual student. Where necessary we will attend interviews, taster days and pre-course meetings to ensure the best possible outcomes.

Where transition is back to the mainstream setting we work closely with heads of year, pastoral heads and learning mentors to develop phased transition plans and support before reintegration is completed. We aim to follow the home school's curriculum as closely as possible to aid in a smooth transition back to school. The school feeds into multi-disciplinary care planning meetings to ensure that all professionals working with the student are fully informed about transition planning.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this.

Person-centred planning is a way of supporting a person to achieve the things that are important to them in their life and underpins the Northgate School's approach to supporting students between phases and preparing for adulthood.

### *Preparation for Adulthood*

'Being supported towards greater independence and employability can be life-transforming for children and young people with SEND. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions'. (SEND Code of Practice, 2015, p122)

Preparing for adulthood means preparing for:

- **Employment:** – this includes exploring different education, employment and training options, such as support for becoming self-employed, help from supported employment agencies, supported internships, apprenticeships, higher education and volunteering opportunities.
- **Independent living:** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- **Community Inclusion:** - this includes having friends and supportive relationships, and participating in, and contributing to, the local community
- **Health:** - being as mentally and physically healthy as possible in adult life.

### *Careers*

Students have the opportunity to engage in a range of careers and work-related learning activities. As a school, we are firmly aligned towards achieving the Gatsby Benchmarks. In short, the Gatsby Benchmarks have a key role in:

- Raising young people’s aspirations and promoting access to all career pathways
- Enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- Underpinning the Department for Education guidance to schools on meeting their statutory responsibility for career guidance

Students at Northgate School all have access to:

- A stable careers programme which is delivered through PSHE, Life Skills lessons, assemblies and drop-down days
- The opportunity to learn from career and labour market information
- Careers related activities which link to different curriculum areas. This supports the connection between subject areas and future career opportunities
- Encounters with employers and employees. For example, our young people have had the opportunity to interview an author and a GP to find out more about routes into these sectors
- Experience with workplaces
- Encounters with further and higher education
- Personal guidance which meets the individual needs to each student

### *Post-16 Transition*

Students are supported into post 16 through visits and regular contact throughout the first term after leaving Northgate. This allows them the opportunity to discuss any concerns as well as supporting the 6<sup>th</sup> form/college in understanding the student's needs. If there are any concerns, Northgate School will work closely with the new provider to support the student to continue to access their education and resolve any difficulties. In rare cases, Northgate School will support the student to change placement to a more suitable provider.

#### **5.14 Working with other agencies**

Northgate School works collaboratively with external agencies in the following ways:

- A Service Level Agreement with Educational Psychology
- A Service Level Agreement with Safer Schools
- Children's Services for support to families for some students with high needs
- Ability to request advice from Communication and Assistive Technology Team, Inclusion Advisory Team
- CAMHS

Northgate is the education provider for the Beacon Centre, a specialist acute mental health facility which provides assessment and treatment services for young people. Northgate staff work closely with staff at the Beacon Centre to ensure a seamless educational provision for young people undergoing treatment, in the following capacity:

- Weekly ward rounds, which is a multiple disciplinary meeting to discuss all patients
- Daily handover between the Beacon Centre nurse in charge and nominated Northgate staff member for daily updates.
- Multi-Disciplinary Meetings (MDT) to schedule individualised timetables to incorporate education and therapy sessions.
- Community meetings which are patient led
- Care Planning Approach meetings, which is a framework used to assess needs and make sure that patients have support for their needs. Care Co-ordinators monitor patient care and support and will review the plan regularly to see if needs have changed.

#### **5.15 Complaints about SEND provision**

The normal arrangements for the treatment of complaints at Northgate School are used for complaints about provisions made for special educational needs.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance.

If the complaint cannot be resolved at this stage, formal complaints should be made to the Chair of the Management Committee.

If the complaint is not resolved after it has been considered by the Management Committee, then a mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

They can make a claim about alleged discrimination regarding:



- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.16 Contact details of support services for parents/carers of students with SEN

### SENDIASS

The service provides free advice and support to parents/carers and carers of young people up to the age of 25 with SEND

They can be contacted:

Barnet SEND Information, Advice and Support Service

London Borough of Barnet, 2 Bristol Avenue, London NW9 4EW

Tel: 020 8359 7637

Email: SENDIASS@barnet.gov.uk

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/thelocal-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html>

## 5.17 The local authority local offer

Barnet's local offer is published here: <https://www.barnet.gov.uk/citizenhome/children-young-people-and-families/the-local-offer-and-special-educationalneeds.html>

Parents/carers who do not have internet access should make an appointment with the SENDCo for support to gain the information they require.

## 6. Access Arrangements

### 6.1 What are access arrangements and reasonable adjustments?

#### *Access arrangements*

"Access arrangements are agreed before an assessment. 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. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'."

[JCQ Access Arrangements and Reasonable Adjustments, page 13]

#### *Reasonable adjustments*

"The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment..."

A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not ‘reasonable’.”

[JCQ Access Arrangements and Reasonable Adjustments, page 13]

## **6.2 Purpose of the policy**

The purpose of this policy is to confirm that Northgate School complies with its obligation to identify the need for, request and implement access arrangements.

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication “Access Arrangements and Reasonable Adjustments”.

## **6.3 The Rationale for Exam Access Arrangements (EAA)**

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability
- EAAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment
- EAAs are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment
- Credit is only given for skills demonstrated by the candidate working independently
- EAAs are not intended to give an unfair advantage
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands
- An alternative assessment route may be available within the specification
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled

## **6.4 The Exam Access Arrangements that are available**

### *Cognition and learning needs*

E.g. Learning difficulties or specific learning difficulties (such as Dyscalculia and Dyslexia)

Candidates with cognition and learning needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers.

### *Communication and interaction needs*

E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

Candidates with communication and interaction difficulties may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- modified language papers.

### *Sensory and physical needs*

E.g. Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

Candidates with sensory and physical needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a Language Modifier
- a live speaker
- a Communication Professional (British Sign Language practitioner etc.)
- a practical assistant
- Braille papers, modified enlarged and/or modified language papers.

### *Social, emotional and mental health needs*

E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, emotional and mental health needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- alternative site arrangement
- separate invigilation within the centre.

[JCQ Access Arrangements and Reasonable Adjustments, page 22-23]

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All of the above EAA have to be a student's normal way of working with evidence provided.

## **6.5 Staff roles in determining and managing EAA**

### *The Head of Centre/SENDCo*

- To ensure there is a 'whole centre' approach to access arrangements, it is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor(s) within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENDCo, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within the centre.
- The SENDCo, supported by teaching staff and members of the senior leadership team, determines and implements appropriate access arrangements.
- Ideally, the SENDCo will also be the in-house specialist assessor and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.
- To complete Section A & B of the Form 8 EAA application.

### *Specialist Assessor (inhouse or consultant)*

- To work with students, teachers and support staff to build a picture of need and provision.
- To administer recognised psychometric testing after gathering evidence from teachers, student interviews and classroom observations.
- To complete Section C of the Form 8 EAA application.

### *Examinations Officer*

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To manage any questions and queries regarding EAA provision on exam days.
- To put in place (in conjunction with the SENDCo) any on day provisions – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.

### *Teaching Staff*

- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENDCo/Examinations Officer..
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct EAAs are in place for in-class tests, assignments and controlled assessments.

## **6.6 The assessment process**

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA 7.3.

### *The qualification(s) of the current assessor(s)*

Northgate currently commissions a specialist assessor to carry out exam access assessments. The specialist assessor holds a Level 7 qualification in Certificate in Psychometric Testing, Assessment and Access Arrangements.

Evidence of the assessor's qualification(s) are held on file by the SENDCo and HR for inspection purposes and will be presented to the JCQ Centre Inspector when required.

### *How the assessment process is administered*

Exam Access Assessment processes are administered with regard to the equality Act 2010 regulations and SEN Code of Practice (2014).

The school makes every attempt to identify students needing exam access as early as possible.

At the start of each academic year, the school collects data from new students about previously held exam access arrangements. The school may use this information to request Form 8's from mainstream schools and as evidence for history of need.

Teachers and the SENDCo identify students needing exam access through:

- Screening tests
- Candidates self-reported difficulties

- Information from mainstream schools
- Comments on teacher questionnaires about a candidate's difficulties.
- Data drops and tracking information.
- Information contained in Educational Health Care Plans, Educational Psychology, CAMHS and other medical reports etc.

### **6.7 Recording evidence of need for Exam Access Arrangements**

Various pieces of evidence are required to apply for an Exam Access Arrangement from JCO, depending on the arrangement required. These include:

- Form 8 report from Specialist Assessor
- Previous Access Arrangements approvals and Form 8's from other schools
- Subject teachers – examples of work as appropriate
- Results of baseline tests e.g. reading/comprehension scores, writing tests etc.
- The SENDCo working with teaching staff to gather further evidence. Teachers complete a teacher questionnaire detailing how a candidate's difficulties impact on teaching and learning.

Once students have been identified, the SENDCo completes a 'skeleton' Section A of Form 8 prior to the candidate being assessed (Section C of Form 8).

### **6.8 Gathering evidence to demonstrate normal way of working**

Students with exam access arrangements will have these arrangements in-class tests, mock exams and assessments. Details of these measures provided in assessments are documented in the secure O>Drive in the Exams 'Access Arrangements and Reasonable Adjustments' folder.

The access arrangement(s) put in place for a student may also reflect the support given to the student:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons.

For candidates with learning difficulties, this is recorded as background information within Section A of Form 8 by the SENDCo or the assessor working within the centre.

## **7. Monitoring Arrangements**

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

## 8. Links with other Policies and Documents

This policy should be read in conjunction with the following school policies, which can be found on the [school's website](#):

- Behaviour Policy
- Equalities Policy
- Child Protection Policy
- Complaints Policy
- Admissions Policy
- Accessibility Plan