

Mapledown School



Working and Learning Together

Special Education Needs and Disabilities Information Report

Signed:

Chair Of Governors/Committee:

Date:

Name of School	Mapledown School
This report was initially drafted on	12 th November 2020
This report was agreed by Governors and adopted on	23 rd November 2020
The report was reviewed in	September 2021 September 2022 September 2023 September 2024
The report is to be reviewed annually in	September 2025

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

Barnet Parent Carer Forum: <https://barnetpcf.org.uk/>

How we support children with special educational needs or disabilities

All staff are highly ambitious for Mapledown School students to ensure they achieve more than they believed possible, and instil high expectations to all.

All students are supported to have positive attitudes when learning in whole class lessons, in groups and when working as independently as possible.

The vast majority of students make good progress from their different starting points in Communication (which also includes Literacy and English where appropriate), Cognition (which also includes Maths, Science, Computing, Understanding of the world and Creative Arts), PSHE (which also includes Relationships, Sex and Health education) and Physical Development. Progress is measured throughout the year, and based on achievement towards outcomes based on our students' EHCP, through the school's Key Personal Learning Targets (KPLTs), and progress towards the curriculum taught, as well as towards additional frameworks used, such as SCERTS (Social Communication, Emotional Regulation and Transactional Support) and MOVE (to develop physical skills).

Mapledown School is a secondary school in Barnet for students with Severe and Profound Learning Difficulties (including Autism) and we have spaces for up to 115 students, aged 11 to 19 years old.

The main school is organised into eleven classes in three distinct 'Learning Zones' and can cater for up to 90 students. From September 2021, we also have two additional classrooms co-located at Cophall Secondary school, catering for up to 14 students, and from September 2022, two additional classrooms are co-located at Whitefield Secondary school, for up to 16 students.

All students have an Educational Health Care Plan or are admitted on an assessment basis. We have developed strong partnerships with families and carers and will always place the needs of students at the heart of all we do.

Admissions to school are within the admission policy on our website.

Our Ofsted rating for Mapledown School is 'Good'. The most recent inspection was an ungraded two day inspection on 28 and 29 November 2023.

Our vision: Working and Learning Together to Achieve our Best.

As our students have complex learning disabilities, our vision specifically challenges us, parents and our local community to ensure everyone sees the potential in our school population and make progress, demonstrating that preconceived expectations can and must be challenged.

Special Educational Needs

Children's special needs are generally thought of in four broad areas of need.

Communication and interaction	Cognition and learning Social
Emotional and mental health difficulties	Sensory and / or physical needs

1. Communication and interaction. Most of our pupils do not use their voice to communicate, instead they use a range of Augmentative Alternative Communication (AAC) tools and interventions. These interventions could include PODD systems, Makaton, or Hi-Tech voice output devices. Teachers and support staff work closely with speech & language therapists to ensure the best possible outcomes for our young people. The school environment and ethos is one which promotes rich aided language throughout the school day, this includes trained communication partners able to model AAC language and develop the pupils receptive and expressive language during natural conversations. One of the main communication tools that we offer is PODD (Pragmatic Organisation Dynamic Display). An ongoing challenge for people supporting children who are learning to communicate using aided symbols (pictographs, graphic symbols, whole written words) is the need to predict and provide sufficient vocabulary to both meet their present communication requirements and to stimulate the further development of their communication and language skills. PODD enables this to happen in the immersive, aided language environment of Mapledown School.

2. Cognition and learning. All our young people have some form of learning disability. The staff's in-depth understanding of need supports carefully planned differentiation and scaffolding in lessons. The majority of our pupils are working below Pre-key stage 1 standards of the national curriculum. We understand the power and importance of being literate and numerate, how this opens so many doors for our pupils, with regards functional life skills, access to the environment and community. Our approaches to Literacy and Numeracy support them to overcome barriers to learning in these areas.

3. Social, emotional and mental health All pupils have a SEMH target in their EHC plan. The school, its families and young people also benefit from the support of the CAMHS Service, through advice and guidance from the educational psychologist.

4. Sensory and/or physical needs Some of our pupils have physical disabilities, many with one or more additional sensory impairments. Barnet's outreach service for sensory impairment is able to provide staff and pupils with advice and support, including one to one support from specialist teachers where appropriate. Across the school we have a multi-sensory approach to curriculum delivery, that

includes considerations around vestibular and proprioceptive needs, including use of our sensory rooms. We have occupational therapists and physiotherapists based at the school, who work with our school staff to support the pupils' physical needs, including following postural and stretching management programmes, walking, use of standing frames, hydrotherapy, and Rebound therapy.

To achieve our vision we aim to:

Create a happy and secure learning environment where all students' needs are met and where achievements and successes are recognised and praised.

Ensure that all the National Curriculum/statutory curriculum guidance is adapted and delivered to all students.

Ensure that Computing and Technology are an essential vehicle to access and enhance the curriculum and communication for students.

Ensure that safeguarding is paramount in keeping all members of the school community safe.

Provide all staff with training and development opportunities to enable effective practice.

Promote the students' spiritual, physical and emotional well-being so that they are secure, confident and well motivated.

Help students acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.

Develop students' personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.

Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.

Offer opportunities of working cooperatively alongside others, developing friendships and respect for others.

Provide students with experiences of their own and others' religious and cultural backgrounds and values.

Foster relationships with parents and other professionals

How does your school ensure that children who need extra help are identified early?

All our students have SEND or a disability. Therefore they perform below national age related expectations. Many of our students also have medical needs.

As described above, our students' identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEND Code of Practice. Our students will also have associated needs in the areas of Communication and Interaction, Physical and / or sensory difficulties, and emotional, social or mental health needs.

All our staff are highly skilled and we have a multi-disciplinary team based at Mapledown: Speech and Language Therapists (including support from a visiting Dysphagia specialist), a Physiotherapist, an Occupational Therapist, a Music therapist, a full time school nurse and a healthcare assistant.

Before students join the school, a detailed programme of information exchange and visits to our feeder primary schools takes place to ensure a smooth transition from primary to secondary school. When students first join the school, staff conduct a baseline assessment, therapists work with teachers and parents to identify therapy requirements, and all students may benefit from a SaLT

(Speech and Language) programme, an Occupational Therapy Programme, and a Physiotherapy Programme, if they require it, as detailed in their Education, Health and Care Plan. Students presenting with further needs, such as social and emotional needs, will be also referred to our Music therapist if appropriate. A transition review also takes place within the first half term, during which the students' EHCP and outcomes are confirmed with the families and professionals.

All students have an Education Health and Care Plan (EHCP). Further information on the admission and assessment procedures can be found on our website.

In addition, children needing extra support are identified in a variety of ways:

Concerns raised by parents;

Concerns raised by teachers, for example behaviour or self-esteem is affecting progress;

Liaison with external agencies, e.g. Educational Psychology Service or CAMHS;

Health diagnosis through a paediatrician;

Liaison with previous school or setting.

Common barriers to learning in our school

Complex communication difficulties with cognitive impairments

Complex social, emotional and mental health impairment resulting in complex and severe emotional regulation difficulties

Complex physical disabilities alongside cognitive impairments

Multisensory impairments and cognitive impairments

What is the provision for students/students at Mapledown School and how is it evaluated?

As discussed above, all students attending Mapledown School will have an EHCP. There may be an agreement with the local authority that a child or young person is placed in our school pending the outcome of an assessment for an EHCP.

Our provision is based on a strong vision that:

Our school is a place where everyone is treated with dignity, respect and is of equal worth.

Our vision is to develop a highly effective learning environment.

We believe that all staff have a responsibility to meet the needs of all students at Mapledown.

Our key purpose is the delivery and constant improvement of quality learning experiences appropriate to the needs of all our students.

Who will explain my child's needs and progress to me?

The class teacher meets with parents formally at least on a termly basis (this could be as part of Parents' evening or an EHCP review) to discuss their child's needs, support and progress. When the meetings cannot take place at school, arrangements are made for the meetings to take place virtually, via phone or teleconference.

The school also hosts a number of events throughout the year to enable parents to see how their child is in class, e.g. coffee mornings, etc.

For further information the Learning Zone Leads and Senior Leaders are always available to discuss support in more detail.

Your child's teacher will communicate daily in the home school book, via email or a telephone call to report on your child's daily progress.

How will school support my child?

Our Senior Leaders (Headteacher and Deputy/Assistant Heads) oversee all support and progress of all students across the school.

Class teachers will oversee, plan and work with each child regardless of any additional special educational needs or disabilities in their class to ensure that progress in every area is made.

All children benefit from Individual Education Plans (IEPs/KPLTs – linked with EHCP outcomes, and recorded and monitored termly via our KPLTs process – key personal learning targets) with specific time limited targets so that it is easy to track progress.

Learning support Assistants will be working with your child either individually or as part of a group.

We have a school development plan and evaluate this throughout the year. There are link governors for all aspects of the plan and this supports the evaluation of our progress towards any aims.

How are the Governors involved and what are their responsibilities?

The Assessment Lead reports to the Governors every term to inform them about the progress of all children: the report clearly identifies trends within zones/key stages, subjects and category of need (PMLD, SLD, ASC). This report does not refer to individual children and confidentiality is maintained at all times.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make at least good progress.

How do teachers match the curriculum to an individual child's needs?

The curriculum has recently been re-developed, and has been rolled out. It meets the needs of our students effectively, and enables a more bespoke approach, further focussed on the skills all our students will need when they leave Mapledown.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs, and all the work is individualised and differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Staffing levels are enhanced so that students/students are taught in classes of up to 8 or 9 students with a teacher and at least 3 learning support assistants, and, if appropriate, additional learning support assistants to meet the needs of the class group.

Curriculum Delivery

At Mapledown main school and for our @Copthall and Whitefield provisions, we have one curriculum, organised as a continuum of skills, further divided into levels or curriculum.

The Pre-formal Curriculum has been designed for learners with Profound and Multiple Learning Difficulties (PMLD), including complex Autism, and complex learning styles and learning needs. Although some consideration has been given to overlaps and links with National curriculum subjects, it has been developed around the starting point of their individual needs, rather than from a forced attempt to make what is traditionally offered by schools "accessible". Four key areas of learning are "taught" via a vast array of opportunities. The fundamental structures underpinning this level are the twin pillars of communication and cognition (Dr Penny Lacey [in preparation], *Educational Provision*

for Pupils with Severe and Profound and Multiple Learning Difficulties (Research Report for Mencap). All pupils are learning to communicate and to think and learn. At this stage, “communication” and “cognition” form half of the curriculum. The other half consists of “physical development”, and “personal health education” (including self care and independence). National Curriculum areas are not taught within subject specific lessons, although pupils use some subject areas, such as the arts, physical education and the humanities, to provide the contexts for their learning. These subjects are part of a thematic approach to the curriculum adopted by the whole school.

We recognise this group of learners are working in the “here and now” and as such need repeated opportunities to practice and revise their learning. It is expected that this group of learners will require a multi-sensory approach.

The content of the curriculum for pupils with such complex needs was developed through studying the historical perspective on curriculum design, typical child development textbooks, published curriculum materials and curriculum documents from other schools, with their consent.

The Semi-formal Curriculum has been designed for our learners who have Severe Learning Difficulties (SLD), including Autism. This group of learners also require repetition and a consistent approach. They may be able to demonstrate learning over time and some understanding that symbolic representation carries meaning. This curriculum builds on prior learning which has enabled the learner to demonstrate skills which allow developing relationships with others, effective engagement and understanding of cause and effect. This curriculum teaches through six main subject areas (Communication, Language and Literacy, Cognition, KUW, Personal development, physical development, and creative development). It is expected that there will be regular overlapping of teaching which will enable generalisation and transfer of the skills and knowledge taught. This level is designed to address the “gap” often found between learners who are not presenting as children and young people with Profound and Multiple Learning Difficulties, but who are not yet able to access subject specific learning.

The Formal Curriculum has been designed for our learners who have more moderate learning difficulties, including Autism, and working at Pre-Key stage 1 or 2 standards. Some of these learners may have a spiky profile which means they may need to dip into the semi-formal curriculum, but have specific skills in one area. This level allows these learners to straddle curricula and/or use the curriculum in its totality. There are eleven subject headings (mind map below) which are taught in more traditional stand alone sessions. These learners continue to require real objects, practical opportunities, modelling and a carefully differentiated approach.

The Formal Curriculum - Reaching Higher has been designed for learners with moderate learning difficulties, including Autism, but which may not be their main barrier to learning, and who are able to work within the national curriculum, up to upper Key stage 2. It is expected that this level is only used for a very small number of learners, who are generally placed at our **@Cophall satellite provision**, and who have been able to demonstrate the ability to work independently in sessions with less adult input. There are twelve subject headings (see mind map below) which are taught in discrete sessions which stretch and challenge the learners knowledge and understanding.

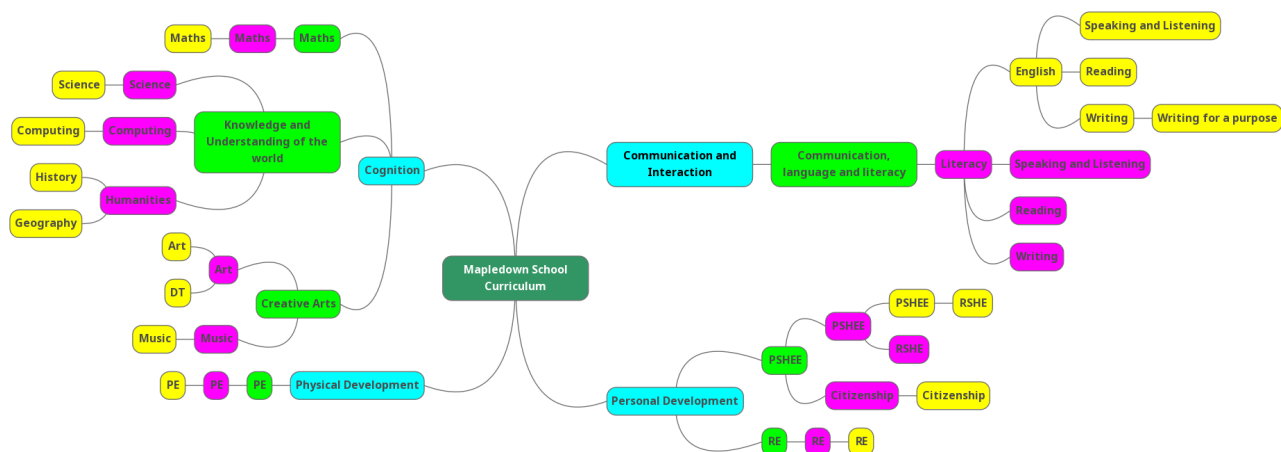
Across the school the curriculum is further split into Secondary (KS3 and KS4) and Post 16. Each phase is expected to deliver sessions which recognise the age of the learners whilst using key motivators for our learners.

KS5, Years 12, 13, 14 (Post 16): The curriculum at Post 16 builds on the experiences pupils have had in KS4. Learning is still underpinned by preparing for adulthood, and there is a strong focus on the development of skills for independence and communication.

Pupils take part in work related learning through in-house and off-site work experience, as well as with enterprise projects and community projects.

There is a comprehensive system in place to support pupils and their families to understand and make choices about the opportunities Post 19.

Curriculum Coverage:



Curriculum Progression

Progression in different subject or skill areas is not defined by age but by prior achievements and next steps for learning. Each level of our curriculum provides opportunities to learn new skills, acquire additional knowledge and develop a deeper understanding across the full range of subjects at a level appropriate to each pupil's need. Our curriculum is designed to allow for progression, learning new skills and making progress within the strand a pupil is working as they move through the school, approaching more complex skills or abstract skills in the next strand in areas in which an individual has particular strengths and consolidating skills and learning and generalising existing knowledge.

Each curriculum pathway has clearly defined content and approach. Opportunities for developing communication and independence skills and for work towards therapy targets are planned and delivered across the day.

How are the school's resources allocated and matched to children's special educational needs?

We ensure that all our students are provided to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

Staff (Learning Zone Leads, teachers, SLT) meet termly to discuss the children's needs and what support would be appropriate.

Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

By reviewing students' targets on Individual Education Plans via our KPLT process and ensuring they are being met (our data is compared with other special schools with students with similar needs locally through SSMAG – special school moderation and assessment group). Education, Health and Care Plans are also reviewed annually to ensure the provision we offer remains appropriate.

By ensuring that each student is making progress academically against our curriculum framework, and additional frameworks such as SCERTS and MOVE.

Verbal feedback from the teacher, parent and pupil.

What opportunities will there be for me to discuss my child's progress?

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly. Teachers communicate daily in the Home/School books or via emails, and may phone to discuss anything further.

You will be able to discuss your child's progress at parents consultations events and EHCP reviews.

You are welcome to make an appointment at any time to meet with either the class teacher or Senior Leaders and discuss how your child is getting on.

How will you help me to support my child's learning?

We run regular coffee mornings and training, led by teachers, senior leaders or therapists on a variety of topics: Makaton, communication, behaviour, sensory processing, etc

As your child will have complex special educational needs or a disability when they attend Mapledown school, they will have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

All children with an Education, Health Care Plan (EHCP) will have an Individual Education Plan (IEP / KPLT) which will have individual targets.

How do you measure my child's progress?

As a school we measure children's progress in learning against the outcomes set within their EHCP and against curriculum targets. In addition, we use assessment tools that can capture all areas of learning, such as engagement, physical development, independence, etc, through MOVE, SCERTS, AQA Unit Awards. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

We track children's progress from their admission through to Year 14, using a variety of different methods.

Children who are not making expected progress are identified through the Leaders' termly Analysis and pupil progress meetings held by Leaders and Classteachers. Where needed a discussion will take place about those students experiencing difficulties and what further support can be given to aid their progress.

When a child's IEP (through their KPLT) is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. The KPLTs are set at EHCP reviews, which link to the students' over-arching aspirations, and which are recorded and monitored within our KPLT documents as detailed above. The goals are set in partnership with parents and therapists and progress against these goals is analysed termly.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to young people's well-being.

The classteacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they should be your first point of contact. If further support is required, the class

teacher liaises with other professionals for further advice and support. This may involve working alongside outside agencies such as Health and Social Care Services.

Our school nurse is also available, as are our therapists, and parents can make appointments to see them as they require.

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines at school.

All students requiring medication onsite will have a Healthcare Plan written by the school nurse and agreed by parents.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises. A number of our students have epilepsy, all staff are trained in administering specific epilepsy rescue medication. They are also trained in Enteral Feeding.

Most of our students require personal hygiene care: this is managed by staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management, which refers to our “Students’ Constitution” with a clear Behaviour policy that is followed by all staff and modelled to all students. The attendance of every child is monitored on a daily basis by the attendance Champion (DHT). Lateness and absences are recorded and reported to the Head Teacher and Governing Body.

What specialist services and expertise are available at or accessed by the school?

We work very closely with external agencies that we feel are relevant to individual children’s needs within our school.

These include: GPs, School Paediatrician, Dietician, School Nurse, Clinical Psychologist, Wheelchair services, Orthotics, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services (0-25 Children with Disability Service).

What training have the staff supporting children with special educational needs, had or are currently having?

Mapledown School is highly committed to the ongoing training of staff.

All staff have clear job descriptions which detail the required qualifications for each post in school.

All staff have a core training programme related to their work. Training is specifically related to the needs of the children in our school and also as required by statutory guidance.

Other staff continue to gain a range of certificates to mark their commitment to courses such as PODD, First Aid, Manual Handling, Team Teach and Makaton.

We continue to commit to having qualified trainers in school for courses such as Moving and Handling, PODD, Team Teach and Rebound.

In addition:

Members of staff have ongoing training in delivering Speech & Language programmes from Speech & Language Therapists, Physio programmes from Physiotherapists, and programmes from the Occupational Therapist

A number of staff are 'Team Teach' trained to safely support children demonstrating unsafe behaviour (these incidents are always recorded).

All staff (teachers and our teaching assistants) have had training in communication strategies and aids such as Makaton, PECS or PODD.

How does the school include my child in activities and school trips?

At Mapledown we are committed to ensuring that anything which is planned can include all students, regardless of their individual needs (including access needs).

Activities outside of the classroom are part of Mapledown's curriculum.

Specialist facilities onsite include a hydrotherapy pool, a soft play cabin, an immersive and sensory studio, an extensive outdoor area with accessible play equipment and sunken trampolines, a 175 metres bike/trike circuit and a fenced flat accessible surface for students using walking frames or wheelchairs.

All students join in school-wide activities including expressive arts, celebrations and events and physical activities. Some represent the school in competitions (sports and dance) with local and national agencies.

Students at Mapledown use the local community for learning, visiting local shops, playgrounds and other amenities.

Students at Mapledown benefit from educational visits to places of interest in our local area.

Any trip or events are organised on this basis, with appropriate support put in place to ensure that this can happen safely.

All trips organised are carefully risk assessed with support from senior leaders, and venues chosen so they can cater for all our students.

How accessible is the school environment?

The main school is fully accessible.

The school has a disability and accessibility plan and is accessible to wheelchair users.

The satellite provisions at Copthall and Whitefield schools are also fully accessible.

How will the school prepare and support my child when joining the school or transferring to a new school?

All families and their children visit the school prior to starting with us.

Staff may conduct a home visit prior to starting school, and a detailed programme of information exchange and visits to our feeder primary schools takes place to ensure a smooth transition from primary to secondary school. A transition review with school staff, parents and therapists if appropriate takes place within 8 weeks of starting at the school.

When young people are preparing to leave us for other schools or adult provisions when they are 19, where appropriate, we work with the next setting to arrange a series of transition visits and activities for them. Preparation for Transition from Mapledown begins at the Year Eight Annual Review. Where appropriate Work Experience opportunities begin at year 10 and continue until school leaving. During the final two years of school at Mapledown visits are arranged for students and parents to visit either

Barnet-Southgate College or an identified Barnet Resource Centre. Some students may go to out of Borough placements depending on need.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant documentation is passed on and all needs are discussed and understood.

In addition, we will hold regular coffee mornings and workshops to share any relevant strategies.

What support does the school provide to develop independence skills and prepare my child for adulthood?

Developing independence and work related learning in preparation for adulthood are integral parts of the whole school curriculum and more specifically of the PSHE & C (personal, social, economic and citizenship education) and RSHE (relationships, sex and health education) curriculum that is taught to all students as they move through the school. Students are supported to develop their knowledge, skills and understanding that are useful in day to day living and work. This underpins our whole school curricula, no matter what age the students are.

Work related learning can therefore take place via classroom based learning, workplace visits, work placements, development of skills for independence and visits to the school by local employers and / or providers. Students have the opportunity to develop their enterprise skills by undertaking specific projects. For some students this will be a chance to develop an awareness of the workplace while for others it will be an opportunity to improve skills that may help them to enter the job market at some point in their lives.

We aim to ensure that all our students, throughout their whole time in school, have opportunities to fulfil their potential and to achieve as much independence as possible with a curriculum adapted to meet their needs.

We also aim to provide opportunities for all our students to maximise their ability to participate in activities to prepare for adulthood, as independently as they possibly can. We aim to prepare them for when they leave the school. Each of our students are individuals and the degree of independence that they will demonstrate will vary accordingly. Students' timetables should provide opportunities for students to develop skills which are a particular priority for the individual and will be weighted differently for different students.

Post 16 students follow a personalised pathway tailored to their skills, abilities, interests and needs, leading towards independence, personal autonomy, vocational training, further education and employment.

All outcomes are supported by family support, community inclusion and participation, voice, independent advocacy and transitioning to adulthood, social and personal relationships, long term planning and transitions and accreditations.

What arrangements are in place to support children and young people who are looked after?

Mapledown school is committed to ensuring outcomes for young people who are looked after are as successful as their peers.

We work closely with Virtual schools, who promote the progress and educational attainment of children and young people who are looked after, so that they can achieve educational outcomes comparable to their peers.

Our partnership with Virtual schools enables us to receive advice, support and training for key staff to improve access to established specialist services for all our children and young people who are looked after.

We place a focus on progress within a framework of high expectations and good teaching and learning, with a close monitoring of their academic, social and personal progress.

We ensure our young people who are looked after can be involved and successful in all learning activities, including those taking place outside the classroom.

We ensure a unified but low profile support in school for each looked after child so that they are not made to feel different from other children.

We adopt swift and early interventions if a problem emerges.

We encourage and facilitate the successful engagement of carers and parents wherever possible.

We recognise that individual students will have different learning needs, but through assessment and securing information about prior learning, we can identify each student's needs and develop learning plans and learning tasks to closely match them.

Rigorous target-setting and monitoring of progress made by our looked after students focuses on academic progress as well as emotional well-being, behaviour and attendance.

How are parents involved in school life?

We have parent workshops which give parents the opportunity to see and participate in their children's learning.

We have parents evening and whole school events during which parents are invited to offer their comments and opinions.

Who can I contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet with the Headteacher (Sandra Chaaya) or Senior leaders (Caroline Garvey, Deputy Head, Charlotte Abley and Michaela Pogue, Assistant Heads).

Barnet SEND Information, Advice and Support Service (IASS, previously known as Parent Partnership) is an organisation that provides free, confidential, independent advice and support for families of children with SEND or a disability – 020 8359 7637 / SendIASS@barnet.gov.uk

Barnet Parent Carer Forum is a voluntary group of parents and carers working with the Local Authority to ensure that the voices of children, young people and their families are heard – info@barnetpcf.or.uk / 07468 029 705.

Who should I contact if I am considering whether my child should join the school?

Contact the Headteacher to arrange a meeting and tour of the school.

Contact the SEN department at Barnet Council.

Students on Roll	2019	2020	2021	2022	2023	2024
Male	64	67	77	81	81	84
Female	19	22	28	33	34	30
Total	84	89	105	114	115	114

Accessibility

Information for Governors annual report to Parents	Summary of where information may be found
Admission/transition arrangements for students with SEND	SEND policy

Details of steps taken to prevent students with disabilities from being treated less favourably than other students Details of facilities provided to assist access to the school by students with disability	SEND Policy Accessibility policy
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Attainment Information over time

Summary of the analysis:

2019 - 20– Final Figures – Please note, due to COVID-19, students did not complete the full cycle, therefore these figures are not a true reflection of progress - targets were amended as a result

Total number of targets set across the school			
1 Fully met and exceeded the target			
2 Made progress or partially achieved			
3 Not met			
Whole School Average number of KPLTs			
Whole School KPLT outcomes	(1) 53%	(2) 45 %	(3) 2%

2020 - 21– Final Figures – Please note, due to COVID-19, students did not attend as regularly, and lockdowns and restrictions impacted on progress - targets were amended as a result

Total number of targets set across the school			
1 Fully met and exceeded the target			
2 Made progress or partially achieved			
3 Not met			
Whole School Average number of KPLTs			
Whole School KPLT outcomes	(1) 32%	(2) 68 %	(3) 2%

2021 - 22– Final Figures - All targets were aspirational

Total number of targets set across the school			
1 Fully met and exceeded the target			
2 Made progress or partially achieved			
3 Not met			
Whole School Average number of KPLTs			
Whole School KPLT outcomes	(1)34%	(2)60%	(3) 6%

2022 - 23– Final Figures - All targets were aspirational

Total number of targets set across the school			
1 Fully met and exceeded the target			
2 Made progress or partially achieved			
3 Not met			
Whole School Average number of KPLTs			
Whole School KPLT outcomes	(1) 35%	(2) 60%	(3) 5%

2023 - 24– Final Figures - All targets were aspirational

Total number of targets set across the school			
1 Fully met and exceeded the target			
2 Made progress or partially achieved			
3 Not met			
Whole School Average number of KPLTs			
Whole School KPLT outcomes	(1) 35%	(2) 57%	(3) 8%

Complaints

Our policy is to deal with parents' concerns and complaints as quickly as possible. Matters will be resolved mostly by the class teacher or Learning Zone Leads.

Parents are advised to contact the headteacher or complete a complaint form if they wish to make a formal complaint. The headteacher will work swiftly to resolve matters in the best interests of the child and family. Our full complaints policy is available on our website.

Other information

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 - section 69 (2)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014 - Regulation 51 & Schedule 1
- Mental Capacity Act 2005.