

June 2018

Dear Prospective Parents

SEN Applications to JCoSS: PSRP or Main School

Thank you for your interest in a place at JCoSS for your child with Special Educational Needs. The purpose of this document is to set out the provision we make for students in the PSRP and in mainstream, so that you can make an informed decision about whether either setting might meet your child's needs. There are significant differences between the two and it is unlikely that your child will be suited for both. This should be considered when you are making a choice of school, whether by formal consultation or not. Funding streams are separate, which in practice means that although PSRP students routinely access the main school, main school students cannot access the facilities and resources in the PSRP.

Our mainstream learning support department is resourced and staffed like those in any other mainstream school and our provision is in line with the 'local offer', which in Barnet 'details what is ordinarily available in mainstream schools and settings in Barnet to support pupils with SEN'.

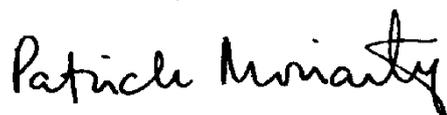
In addition to our main whole-school Open Events, termly opportunities are available for parents of SEN students in Years 5 and 6 to meet as a group with the Director of Inclusion and Director of the PSRP. We are unable to discuss your child in detail before formal consultation, as this could compromise the process. These meetings are rather to give you support in making choices and opportunities to ask general questions. Dates will be published on the website.

	PSRP	Main school
Admissions Process	<ul style="list-style-type: none"> Barnet LA are the "Admitting Authority" for the PSRP. JCoSS does not make decisions regarding admissions to the PSRP. Parents should express an interest to their home local authority by the deadline in October published by Barnet local authority. Students must have a medical diagnosis of autism and a Statement or EHCP naming autism as the primary need in order to be considered for a PSRP place. 	<ul style="list-style-type: none"> Students with Statements/EHCPs have priority over other applicants provided that the school can meet their needs. The process of entry is the same as for all other schools: parents express a preference to their home LA who consult with JCoSS for our view which is taken into consideration by the LA. For students without Statements or EHCPs, there is no priority on the basis of SEN. Applications are made in the normal way. Students may have a Statement or EHCP or they may not. They may have a diagnosis of autism, or they may not.
Facilities available	<ul style="list-style-type: none"> One small classroom per year group with dedicated annex 2 sensory rooms OT sensory integration room Dedicated Hall/PE area 'Chill-out' area 	<ul style="list-style-type: none"> Access to the Learning Support Department at break/lunchtimes Plus normal main school facilities

	<ul style="list-style-type: none"> • Plus access to the main school as appropriate 	
Physical Environment	<ul style="list-style-type: none"> • Dedicated wing of the school • Low-arousal colour schemes throughout the PSRP • Autism-friendly classrooms and environment • A separate Y7 teaching area, providing a staggered, sensory environment to ease transition from primary school to the main PSRP secondary school environment • 7 main classrooms: 1 per year group • Dedicated sensory garden and outside areas including small multi-use games area 	<ul style="list-style-type: none"> • Large modern building across 4 wings and 3 floors, with open-plan glazed atrium area including cafeteria and café • Full disabled access to all areas • Corridors are busy at lesson change times with up to 1500 people (inc staff) moving around the building • 60+ main classrooms in subject-specific areas located around the school • Specialist rooms for Science, Expressive Arts, Art and DT, ICT • Lockers located in any one of 4 wings • 3 playgrounds, one dedicated to Year 7 • Large all-weather pitch located separate from main building
Standard Support and staffing ratios	<ul style="list-style-type: none"> • As standard, students in the PSRP have 1 teacher and 3.5 LSAs per year group (7 students). • Regular programme of Occupational Therapy, Speech & Language Therapy. 	<ul style="list-style-type: none"> • Students with a Statement or EHCP receive provision as specified in their plan • Typically class sizes at KS3 are 25-30. Some, but not all classes, are additionally staffed with LSAs
Curriculum	<ul style="list-style-type: none"> • As far as possible, students who are able to access the main school follow the National Curriculum, with the addition of Drama and Ivrit (Modern Hebrew) or another language • Teaching that takes place in the PSRP follows a highly differentiated curriculum, focusing on developing social cognition, through the SCERTS model framework and the Social Thinking curriculum. • To ensure an adequate amount of time is dedicated to the social learning curriculum, students may study a maximum of 5 GCSEs in the mainstream. This will still allow them to study A levels or Vocational Qualifications in the 6th form if they meet the academic admission qualifications. • Students access the main school or the PSRP as appropriate and according to individual needs. This can be altered on a daily basis as required. • There is an autism-specific Personal & Social Development curriculum • Some students follow ASDAN/CoPE courses, Short Courses 	<ul style="list-style-type: none"> • Students follow the national curriculum with the addition of Drama and Ivrit (Modern Hebrew) or another language. • Option arrangements operate in Languages (from Year 8) and Expressive Arts (from Year 9) • Students study English, Maths, Science and Jewish Education at GCSE, with 3 additional chosen subjects, making 9 GCSEs the standard number. Some suitable students may take a vocational courses in place of one or more GCSE subjects.
6 th form	<ul style="list-style-type: none"> • All PSRP students are automatically admitted to the PSRP 6th form 	<ul style="list-style-type: none"> • Places are guaranteed for students who meet the entry requirements: typically 6 B grades (or equivalent) at GCSE for A

	<ul style="list-style-type: none"> Students follow a bespoke curriculum which may include Cambridge Technical or A level courses (subject to meeting course entry criteria) ASDAN/CoPE courses, Short Courses or other courses 	<ul style="list-style-type: none"> level courses and 5 C grades (or equivalent) at GCSE for CTEC courses We continue to make provision as specified in EHCPs, but students are moved towards greater self-reliance and independence in learning
Designed for...	<ul style="list-style-type: none"> The PSRP is designed to provide for students who: <ol style="list-style-type: none"> have a diagnosis of an autistic spectrum condition included in a Statement or EHCP; have cognitive or attainment levels similar to peers in the mainstream so needs can be met, with support, through reasonable adjustment can access the Social Thinking curriculum, which uses strategies that are designed for those with social learning challenges with near average to well above average language skills and intelligence are at Conversational Partner stage (SCERTS) where the student can use creative language to communicate and is learning how to succeed in a range of social settings can benefit from learning alongside appropriate peer models; have demonstrated progress during Key Stage 2 in response to specific interventions and behaviour support plans; in moments of dysregulation be able to have their behaviour modified and managed within the medium-risk setting that the PSRP provides have an understanding of their ASC diagnosis and are willing to access learning and /or support from within the PSRP 	<ul style="list-style-type: none"> The main school (now at capacity of 1300 students) is designed to provide for students who: <ol style="list-style-type: none"> with support, can access learning and make progress in a mainstream environment alongside peers may need occasional access to the Learning Support Department but will be educated in mainstream classes for the majority of the day can meet expectations of behaviour as outlined in the School Behaviour Policy and respond to normal rewards and sanctions can demonstrate that they are moving towards independence, with support as specified/required

Yours sincerely



Patrick Moriarty
Headteacher