

This document, in accordance with section 65(3) Children and Families Act (2014), sets out our provision for SEND.

The main school at JCoSS is funded for SEND in the same way as any other mainstream secondary school. Approximately 7% of JCoSS students have an Education, Health and Care Plan (EHCP), against a national expected rate of 3.1% (DfE, 2019) which reduces the funding available for non-statutory provision. Students with SEND at JCoSS may have difficulty with:

- Reading, writing and mathematics
- Understanding information and others, and expressing themselves
- Organising themselves and their work
- Sensory perception or physical mobility
- Managing their behaviour
- Making friends or relating to others.

Our aim is to ensure that all students, including those with SEND, are able to make progress, feel valued and included, reach their full potential and enjoy coming to school. The majority of additional needs can be met in school from resources which are ordinarily available to all students, as summarised in the London Borough of Barnet Local Offer. However, the needs of a small number of students may require support in addition to this. They may be at one of two stages: ‘SEN Support’ or ‘EHCP’. The school will monitor these students over time to identify their strengths, needs and the additional support required.

What support may be available to students?

Our universal provision starts with “Quality First” teaching, which includes differentiation, as standard in our classrooms. In addition, subject to evidence of proven need over time where appropriate, we may be able to offer limited access to:

- ‘Reasonable adjustments’ during the school day
- Access to specialist equipment and aids
- Pastoral or Learning Mentoring
- Specialist teachers
- In-class LSA support
- Additional subject intervention
- A key worker
- Curriculum withdrawal
- Exam Access Arrangements (please see separate statement on our website for more information)
- School-linked external professionals

The majority of equipment and facilities for SEN students will be supplied from school resources. For more specialised requirements, we will seek advice from relevant professionals. The school is fully accessible to all students. Please see more information in our document, available on our website, entitled ‘Disability Equality Scheme and Accessibility Plan’ (June 2017.)

SEN Support

All students with identified SEND are categorised as ‘SEND Aware’ and have a pen portrait detailing strengths, difficulties and strategies for success. In order to be considered for the ‘SEN Support’ category at JCoSS, there must be evidence of the following:

- a history of significant difficulties over time; **and**
- attainment data and information from JCoSS teaching staff (and when appropriate, external professionals) indicating that there is a barrier to learning for the student; **and**
- information showing that faculty or pastoral intervention over time has not enabled the student to make expected progress.

We use our ‘best endeavours’ to meet the needs of students in the ‘SEN Support’ category from our existing limited resources, which may include the following:

- shared support from a learning support assistant in class
- small group support or intervention for a limited time
- access to specialist advice or support as appropriate (see ‘partnership with external agencies’ overleaf.)

Education, Health and Care Plans (EHCPs)

Some students with needs which are more complex and severe have an EHCP which outlines the provision necessary to meet their needs. Our duty is to put this provision in place for the individual student, using the resources allocated to them by their home local authority.

School Contacts – Tel: 020 8344 2220 or email admin@jcross.barnet.sch.uk

SEN Administrators: Niamh Manning	Main School SENCo: Hester Cannon	SEN Governor: Emma Cravitz	Deputy Head (Inclusion): Hannah Lethbridge
PSRP administrator: Andrea Laurence	PSRP Operational Director: Matt Connolly	Annual Review Coordinator: Claire Roth	Headteacher: Patrick Moriarty

Equality and Admissions

Our school is fully accessible and disabled students are welcomed and included in the same way as other students. Our ethos promotes inclusion, pluralism and equality of opportunity, as reflected and explained in our admissions policy. Different processes are in place for admission to the PSRP and to the main school: please see [SEN Admissions Information](#) for further details about the differences between the two, available on our website.

Partnership with Parents

The school works in partnership with parents to meet the needs of students at JCoSS. This means that we:

- consider the views of parents as partners in decisions about their child’s education
- value the importance of keeping parents informed about their child’s needs and progress

As a secondary school, we also value the importance of students’ increasing independence and involve them in the decision-making process. We communicate with parents and students in the following ways:

- Regular attainment reports
- Parents’ evenings and other consultations
- For students in the ‘SEN Support’ category or with an EHCP, we also hold termly review meetings to discuss progress and agree next steps, using the ‘Assess, Plan, Do, Review’ process.

We use the feedback from the above to plan next steps in provision.

Partnership with Students

We consult with students and we seek and, where possible, implement their views on their education on a regular basis. Students with emotional and social needs are offered additional support, e.g. counselling or learning mentor.

Transition to Post-16 provision, and Preparation for Adulthood and Independent Living

Students at JCoSS are encouraged to be increasingly independent, resilient and to make their own decisions. The mainstream 6th form at JCoSS is academically selective, and students with SEND are required to meet entry requirements. Students are supported by our Careers Team as appropriate to plan for transition to post-16 provision that will best meet their needs.

Expertise and Training of Staff

Training is determined by the specific needs of our cohorts, and is planned and delivered to staff to meet those needs.

Partnership with External Agencies

We have limited access to specialist services such as specialist and advisory teaching, speech and language therapy and educational psychology. Due to our limited resources, we must carefully prioritise referrals to these services according to our assessment of students’ needs. We cannot guarantee that students will have access to these services, even if this has been recommended by an independent professional such as a specialist teacher.

Any requests for independent professionals to visit JCoSS must be made in writing to the Headteacher, outlining the purpose and remit of the proposed work.

What to do if you have any concerns about your child’s SEND, or our SEND provision

In the first instance, parents should contact the form tutor who may liaise with their Head of Year and/or the SENCo. It may also be useful to contact your local Parent Partnership Service for advice. If you believe that your concern has not been adequately addressed, you should follow the school complaints procedure, which can be found on the school website.

Please be aware that students on roll in the main school are not able to access the facilities or resources in the Pears Special Resource Provision (PSRP.)

Publications and links to further information

Barnet Local Offer: <https://www.barnetlocaloffer.org.uk/>

Disability Equality Scheme and Accessibility Plan: <https://jcoass.org/wp-content/uploads/2017/06/JCoSS-Disability-Equality-Scheme-Accessibility-Plan-June-2017.pdf>

JCoSS 2019-2020 Admissions Policy: <https://jcoass.org/wp-content/uploads/2019/02/JCoSS-Admissions-Policy-2020-21-Y7-FINAL-1.pdf>

JCoSS SEN Admissions letter (April 2019) <https://jcoass.org/wp-content/uploads/2019/04/SEN-Applications-to-JCoSS-April-2019.pdf>

SEN Code of Practice (Jan 2015): https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf