

Dear 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. We do not have the capacity to meet with parents either individually or at Open Days; in the case of EHCP students, such meetings can compromise the statutory consultation process. This document therefore – together with a section of ‘Frequently Asked Questions’ on the website – sets out the provision possible for students in the JCoSS mainstream or PSRP, to help you with decisions about whether either setting might meet your child’s needs. There are significant differences between the two and it is very unlikely that your child will be suited for both.

Our mainstream Learning Support Department is equipped and experienced at a level similar to any other mainstream school. Our provision is in line with the ‘local offer’ for Barnet, which details what is ordinarily available in mainstream schools and settings in Barnet to support pupils with SEN. The funding available at JCoSS is, however, considerably lower than many other schools: SEN funding is based on deprivation which in our case is well below average, and is almost exhausted by the requirement to fund the initial costs of each student with an Education, Health and Care Plan (EHCP). Many other schools have higher funding and fewer EHCPs.

PSRP places are equipped with a higher level of provision for students with an Autistic Spectrum condition. Funding is higher as a result (although this too is subject to a likely reduction in the near future) and parents should note that the funding arrangements are such that while PSRP students routinely access the main school, main school students cannot access the facilities and resources in the PSRP.

Meeting the needs outlined in an EHCP is ultimately the responsibility of a child’s home Local Authority; naturally our provision can only be within the limits of our resources, human and financial.

	PSRP	Main School
Admissions Process	<ul style="list-style-type: none"> Students must have a medical diagnosis of autism and have an EHCP naming autism as the primary need in order to be considered for a PSRP place. Barnet LA are the “Admitting Authority” for the PSRP. JCoSS is involved but 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. 	<ul style="list-style-type: none"> Students may have an EHCP or they may not. They may have a diagnosis of autism, or they may not. Students with 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 Local Authority who consult with JCoSS for our view. For students without EHCPs, there is no priority on the basis of SEN. Applications are made in the normal way.
Facilities available	<ul style="list-style-type: none"> One small classroom per year group with dedicated annex 2 sensory rooms OT sensory integration room Designated therapy wellbeing room 	<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"> • Fully furnished Flat to develop life skills • Dedicated Hall/PE area • 'Chill-out' area • 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 • All areas are fully accessible • Accessible toilets • Autism-friendly classrooms and environment • A separate Year 7 teaching area, providing a staggered, sensitive environment to ease transition to the main PSRP secondary school environment • 7 main classrooms: 1 per year group • Dedicated sensory garden and outside areas including a 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 • All areas fully accessible • Busy corridors at lesson change times with up to 1400 people (including staff) moving around the building • 60+ main classrooms in subject-specific areas located across the school • Specialist rooms for Science, Expressive Arts, Art & DT, IT • 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 currently receive: <ul style="list-style-type: none"> ○ 1 teacher and 3.5 LSAs per year group (7 students). ○ School based approach to OT and Speech and Language. • This provision is subject to change in line with funding reductions 	<ul style="list-style-type: none"> • Students with EHCPs receive provision as specified in their plan as far as possible, subject to limits of our capacity • 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 follow the National Curriculum, with the addition of Drama, Ivrit (Modern Hebrew) or another language • Teaching in the PSRP follows a highly differentiated curriculum focused on developing social cognition through the SCERTS framework and Social Coaching curriculum • To ensure adequate time for therapeutic input and employability skills development, PSRP students' study no more than approximately 5 GCSEs at KS4; this still permits progression to A level or Vocational courses at KS5 if they meet entry requirements • Students access the main school and/or PSRP as appropriate and according to individual needs. This can be altered on a daily basis as required. • Autism-specific Personal & Social Development curriculum 	<ul style="list-style-type: none"> • Students follow the national curriculum with the addition of Drama and Ivrit (Modern Hebrew) or another language

	<ul style="list-style-type: none"> Students follow, where appropriate, an alternative curriculum which includes Functional subjects as well as ASDAN qualification ranging from Entry to level 2. 	
6 th form entrance and provision	<ul style="list-style-type: none"> All PSRP students are automatically admitted to the PSRP 6th form Students follow a bespoke curriculum which may include A level or Vocational courses, they also have access to a robust life skills programme, which includes work experience opportunities. 	<ul style="list-style-type: none"> Places are guaranteed for students who meet the entry requirements: typically 6 GCSEs at Grade 6 for A level courses and 5 GCSEs at grade 5 for Vocational courses We continue to make provision as specified in EHCPs as far as possible, but students are moved towards greater self-reliance and independence in learning
Designed for...	<p>The PSRP is designed to provide for students who:</p> <ol style="list-style-type: none"> have a primary diagnosis of an autistic spectrum condition included in an 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 SCERTS 'Conversational Partner' stage where they can use creative language to communicate and are learning 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. 	<p>The main school is designed to provide for students who:</p> <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



Dr Melanie Lee
Headteacher