



Saracens Broadfields SEND Information Report 2025

1. The kinds of special educational needs for which provision is made at the school.

Saracens Broadfields makes provision for a variety of special needs as listed in the School Local Offer and the school's Inclusion and SEND Policy.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The school uses a graduated approach to support SEND needs. Within this approach we use an assess – plan – do – review cycle within pupil progress meetings. Saracens Broadfields Inclusion and SEND Policy provides information about the school's procedures for these processes.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

Effectiveness of provision is evaluated in a variety of ways including: annual reviews for children with Education Health Care Plans (EHCPs); termly SEND Support Plan (SSP) meetings (formerly known as Individual Education Plan (IEP) meetings); Behaviour Support Plan (BSP) meetings; 1- 5 scale ratings for outcomes reviews; teacher and teacher assistant observations and performance management; feedback from staff and pupils; feedback from parents; pupil view forms (EHC reviews) and progress data is scrutinised termly during Pupil Progress and next steps drawn up by teachers. Strengths and areas to work on are communicated to staff at staff meetings, year head meetings and whole school training days.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The assessment and review of progress of pupils with special educational needs is carried out in a number of ways including: annual reviews (for children with EHCPs); SEND Support Plans meetings; Personal Education Plans (PEPs) or Looked After Child Reviews (LAC Reviews); teacher observations and performance management; termly Pupil Progress Meetings when internal data on attainment and progress is scrutinised and termly review of attainment and progress data for children on specific interventions carried out by the Inclusion Manager and the ASC Provision Manager; the annual planning meeting with school educational psychologist; termly review meetings with school speech therapists; regular meetings with other professionals who work with specific children in school such as the art/play therapist, the occupational therapist, practitioners from Child and Adolescent Mental Health

Services (CAMHs and BICs) and any other professionals whose input the children may require (this list is not exhaustive). The school uses summative and formative assessments. The school uses assessment tools such as: B-Squared Assessments (new 2022), Progress in Maths Assessments For KS1 & KS2 (PUMA), Progress in Reading Assessment (PIRA); York Assessment of Reading Comprehension (YARC) and assessments linked to interventions listed in the school's Inclusion and SEND Policy. The list quoted is not exhaustive. The school adopted a new phonics programme called Supersonic Phonics in the summer term of 2022. The programme is used to assess children, and the school ensures that gaps in children's knowledge are supported with appropriate catch up interventions.

(c) the school's approach to teaching pupils with special educational needs;

The school's approach to teaching children with SEND is that all staff share responsibility for teaching children with SEND. Equally all children with SEND are, as with all children, taught according to their needs and learning styles. A good example of this might be the use of over-learning and the little and often approach, which is an approach recommended for children with specific learning difficulties but which works with all children.

The approach adopted by the school can be evidenced in: the Inclusion and SEND Policy, English, Maths Teaching and Learning policies; the monitoring of practice through teacher observation and performance management.

The school has two Additional Resource Provisions (ARPs); one for autistic spectrum condition and one for learning and cognition. ARP pupils have access to mainstream inclusion commensurate with their learning and emotional needs. Pupils who are not able to access National Curriculum learning are offered an alternative SEND curriculum. Some pupils benefit from a blended learning approach. The approach offered to a child may change as their needs change.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

The school adapts the curriculum and learning environment for pupils with special educational needs according to the needs of the child. The rationale for adaptations to the curriculum or the learning environment is based on a teacher's/teaching assistant's professional judgement or recommendations made by an external professional. Evidence of adaptations can be found in, or are referred to in SEND Support Plans, annual review documents, Behaviour Support Plans (BSPs), Personal Education Plans (PEPs), the Inclusion and SEND policy and the Equality Duty and Objectives Policy.

(e) additional support for learning that is available to pupils with special educational needs;

Additional support for learning available to pupils with special educational needs is listed in the Inclusion and SEND Policy (Supporting Children with SEND).

(f) how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not special educational needs; and

The school enables children with SEND to engage in the same activities (including physical activities) together with children who do not have SEND by adapting the activity, the environment or the amount and type of adult support given (depending on the needs of the child). The school has a disabled lift and those staff that require it have regular manual handling training.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

The school has a variety of support available for improving the emotional and social development of pupils with special educational needs. In school support includes: pupil voice activities as part of the

annual review process and pupil questionnaires. The school has adopted a whole school approach to emotional wellbeing called 'Zones of Regulation'.

The school also uses a range of external professionals for support such as: art/play therapy via the Catholic Children's Society, Child and Adolescent Mental Health (CAMHs) tier 3, BICs (Barnet Integrated Clinical Services) , the Barnet Wellbeing Team (part of Resilient Schools), educational psychology, the Post Adoption Advisory Service, the Specialist Teacher Advisory Team, statutory mainstream therapy services, additional school based speech therapy, school based occupational therapy services, the inclusion and advisory team (IAT), the multi-agency support hub (MASH), counsellors from Grief Encounter (a bereavement group) and more recently The Power of You Project. More specialist therapies may also be used such as horse therapy and The Grasvenor Project but are not currently in use. New therapies may be adopted depending on the needs of the child.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

Loretta Negri – Inclusion Manager (Mainstream) – SENCO@Saracensbf.net

Tel: 0208 359 5430/5439

Mark McIntosh - Provisions Manager – SENCO@Saracensbf.net

Tel: 0208 359 5430/5439

Joanna Newman - Chair of Trustees joanna.newman@saracenshigh.org

Tel 0208 8359 5430

5.. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Name or Position	Qualification	How specialist expertise is secured
Inclusion Manager	Masters in Special Education (SpLD) SENCO Accreditation OCR Level 5 Dyslexia TEAM Teach Level 2 Eiklan (5 -11) speech and language level 2 Boosting Reading at Primary Trainer Fischer Family Trust Trainer SCERTS - three day training Autism Education Trust - two day training for practitioners in early years Mental Health First Aider	SENCO forum meetings On-going CPD BRP on-line tutorial Team Teach Training renewed every two years Member of Dyslexia Leading Edge Group (Barnet) Assisted with a SEND review in another school Designated Teacher termly meetings Safeguarding training CAF training On-going CPD
Interim Resourced Provisions Manager	PGcert Primary Education BSc Child and Youth Studies NPQLT NPQ Senco (Start Aut 24) Senior Mental Health Lead	On-going CPD
Maths Coordinator	BA Education Studies PGcert Primary Education NPQML NPQSL Success@Aritmetic Trainer	On-going CPD

Literacy Coordinator	BSc Psychology PGCert Primary NPQML NPQSL (December 2024)	On-going CPD
Learning Mentor	Studying to be a Bereavement Counsellor Safeguarding DSL	On-going CPD
Welfare Officer	Safeguarding DSL First Aid Trained	
Five mainstream staff and six ASC Provision staff	Elklan (5 -11) speech and language levels 2 or 3	On-going CPD Liaison with relevant speech therapist and Speech Toolkit Teaching Assistant
1 Nursery Nurse	Elklan (5 -11) speech and language level 3	Through appraisal and monitoring systems.
One nursery nurse and one ASC teaching assistant	Elklan (0-5) speech and language level 2	Through appraisal and monitoring systems.
All Staff	Universal speech and Language Training (2011) Repeated January 2018	Through appraisal and monitoring systems.
All Staff	Attachment Theory Training pertaining to adopted children (September 2013) Emotion Coaching (2017) Maximising the Impact of Teaching Assistants (2019) Trauma Informed Schools Training and Project (2024/2025). Silver Award - ARC Achieved.	Through appraisal and monitoring systems.
A minimum of 20 staff (group will vary according to topic and needs of the school)	Attachment training by Catholic Children's Society Trainer yearly since 2013 This year's topic is managing conflict and will be offered to 20 mealtime supervisors	Through appraisal and monitoring systems.
Approximately 10 TAs	Boosting Reading Potential Training	Refreshers from in-house trainers
Approximately 10 TAs	15 mins a day reading intervention training	Through appraisal and monitoring systems.
All ASC Staff and TAs supporting children with ASD	ASC training from LA Advisory Teacher for Autism	Through appraisal and monitoring systems.
All ASC Staff and two mainstream staff	SCERTS	Through appraisal and monitoring systems.
All ASC Staff and designated mainstream staff	Team Teach Training	ASC Provision Managers coordinates refresher training.
Whole School	ASC Training Most recent training: February 2023 March 2023 September 2023	Through appraisal and monitoring systems.
Specific staff	ASC training (various twilights) Supporting non verbal children Most recent training: ASC Reception Training	

	Masking	
Whole School Class teachers	Dyslexia Training 2013 Summer 2017 (Advisory Teacher for Literacy Difficulties)	Through appraisal and monitoring systems.
All Teachers and Teaching Assistants	New SEN Code of Practice (Academic Year 2015/2016)	Through appraisal and monitoring system.
Whole School	Attachment Training (October 2016)	Through appraisal and monitoring system.
Whole School	Emotion Coaching September 2017	Through appraisal and monitoring system.
Specific staff	Manual Handling Training (Annual training for relevant year groups 2018 - 2024)	Needs to be renewed annually
Two mainstream and one ASC teaching assistant	Autumn 2017 Fischer Family Trust	Through appraisal and monitoring systems.
Two members of the nursery team One ASC member of staff, one reception member of staff	Early Talk Boost Training January 2018 September 2023	Through appraisal and monitoring systems.
Staff from pre-nursery, nursery, reception and mainstream staff	Understanding sensory processing - March 2018 Fine and gross motor skills assessments and programmes.	On-going CPD through consultation with the occupational therapist
Maths Coordinator and Year 1 TA	Becoming 1st Class@Number Spring 2018-Summer 2018	Through appraisal and monitoring systems.
ASC Provision Teacher	Team Teach Intermediate Tutor training reaccréditation October 2024	Annual reaccréditation
Whole School Training	MITA September 2019, repeated and updated 2022, 2023, 2024	Through appraisal and monitoring systems.
Three members of the ASC provision staff	TEACCH January 2025	Through appraisal and monitoring systems.
New KS2 TAs	Better Reading@Primary September 2020, 2023, 2025	Through appraisal and monitoring systems.
Four Members of Staff	Fischer Family Trust Training September 2020	Through appraisal and monitoring systems.
Three members of staff	Attention autism training November 2020	Through appraisal and monitoring systems.
12 members of the ASC staff	Team Teach- Positive Handling Training March 2021	Through appraisal and monitoring systems.
12 SEND staff members	Team Teach- Positive Handling Training March 2021	Through appraisal and monitoring systems.
8 SEND staff members	Team Teach- Positive Handling Training May 2021	Through appraisal and monitoring systems.
Whole School Training	EP Training on ADHD June 2021	Through appraisal and monitoring systems.
Four Members of Staff	Better Reading@Primary September 2021 and 2022	Through appraisal and monitoring systems.
Four Members of Staff	Fischer Family Trust Training September 2021 and 2022	Through appraisal and monitoring systems.
8 SEND Staff Members	Team Teach- Positive Handling Training September 2021	Through appraisal and monitoring systems.
All TAs and teachers	Implementing MITA, Scaffolding Down	Through appraisal and monitoring systems.

	March 2024	
All provision staff and SEND TAs (grouped according to the needs of the children they support)	NHS therapist training - Higher level skills Moderate difficulties Supporting non verbal children April 2024	Through appraisal and monitoring systems.
All provision staff and SEND TAs	ASC advisory team Masking/Autism in girls - October 2023 Sensory Room Training January 2024 Oakleigh curriculum June 2024	Through appraisal and monitoring systems.
All provision staff and SEND TAs	School EP training Emotion Coaching - January 2024 Staff reflection sessions with various provision classes (spread throughout the year)	Through appraisal and monitoring systems.
All provision staff and SEND TAs	Sensory integration training- LBB OT Team March 2024	Through appraisal and monitoring systems.
24 Staff members	Team Teach- Positive Handling Level 2 refresher Training February 2023	Through CPOMs
24 Staff members	Team Teach- Positive Handling Level 1 & 2 Training March 2023	Through CPOMs
24 Staff members	Team Teach- Positive Handling Level 1 Training September 2023	Through CPOMs
Inclusion Manager and Provisions Manager	Team Teach Intermediate Tutor training reaccréditation January 2024	Annual reaccréditation
12 members of staff	Basic Makaton Training Feb 2025	
40 TAs	Introduction to Lego Training - February 2025	

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The SEND department (mainstream, ASC and LC Provisions) have a specific budget for equipment and facilities.. Additional time from external professionals is budgeted for under the appropriate budget heading within the whole school budget.

Very specialist equipment needs to be funded from contingency funds and applied for specifically via a request to the Head teacher.

7.The arrangements for consulting parents of children with special educational needs about, and involving such parents in the education of their child.

Parents of children with special educational needs are consulted about their child’s education via termly parent consultation meetings, termly SEND support meetings and for children with Education Health Care Plans (EHCP) via annual review or transfer meetings. Exceptional meetings may be called if deemed necessary.

The school uses an internal communication system called ClassDojo to communicate with all parents for general information. The school offers virtual or face to face meetings.

Children with Education Health Care Plans (EHCPs) may have a home-school link book or where more appropriate direct ClassDojo/email/mobile contact with the class teacher and Inclusion Manager/ASC and LC Provision Manager.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children with special educational needs are invited to parent consultation meetings and SEND Support meetings. Where applicable they also attend part of the annual review meeting and are invited to give advice via child friendly questionnaires.

Minimally verbal children are supported with visual aids as necessary

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Complaints pertaining to SEND children from the mainstream school should be sent to the School Inclusion Manager.

Complaints pertaining to SEN children from the ASC/LC Provisions should be sent to the Provisions Inclusion Manager.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The school has access to a School Nurse. The School Inclusion Manager/Provisions Manager has access to a referral pathway for the child development clinic assessment, provided parental consent is obtained. The school has five Safeguarding Officers. The school works with the LA and uses services provided in the local offer. The school takes advice from other professionals (social care, Early Help framework team) with regard to the use of voluntary organisations.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Clause 32 - Advice and information for parents and young people
Children and Families Bill

Barnet SENDIASS

Parent Partnership Barnet offers free, confidential, impartial information, guidance, advice and support for parents/carers of children with special and additional educational needs via telephone or face-to-face meetings.

Address:

North London Business Park (NLBP), Oakleigh Road South, London N11 1NP

Tel: 020 8359 7637

Fax: 020 8359 2480

Email: SENDIASS@barnet.gov.uk

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

This is done as part of the SEN Support Plan or annual review processes. Transition work begins in Year Five when a LA representative attends the annual review meeting. Where possible secondary representatives are invited to the summer term SSP meeting when a pupil is in year six..

Children are given transition books which they take home over the summer. Children have additional visits to the new secondary school.

Other external professionals such as speech and language therapists run a transition programme in the summer term for the children in Year Six.

13. Information on where the local authority's local offer is published.

There is a link on the school's website to the local authority's local offer.

14. Admissions

1. We ensure that pupils with a SEND are admitted on an equal basis with others in accordance with its admissions policy.
2. Where the local authority ("LA") proposes to name Saracens Broadfields in a statement of SEND or Education and Health Care plan, it gives the school written notice that it proposes to do so. Within 15 days of receipt of the LA's notice that it proposes to name Saracens Broadfields in a statement, we must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, we have regard to the relevant guidance issued by the Secretary of State to maintained schools.
3. If we determine that admitting the child would be incompatible with the provision of efficient education, we will, within 15 days of receipt of the LA's notice, notify the LA in writing that we do not agree that Saracens Broadfields should be named in the pupil's EHCP. Such notice must set out all the facts and matters we rely upon in support of our contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) we cannot take reasonable steps to secure this compatibility.
4. After service by Saracens Broadfields on the LA of any notice stating that it does not agree with the LA's proposal that the school be named, we seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees. If the LA notifies us that it does not agree with our response, and names Saracens Broadfields in the child's statement, we admit the child to the school on the date specified in the statement or on the date specified by the LA.
5. Where we consider that Saracens Broadfields should not have been named in a child's EHCP, we may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Academy and to make an order directing the LA to reconsider.
6. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.
7. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of Saracens Broadfields in the child's SEND statement or asking the Tribunal to name Saracens Broadfields, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State's decision.
8. Where Saracens Broadfields, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, we shall admit the child to the school.