BEIT SHVIDLER PRIMARY SCHOOL

SEN Information Report

Information for parents and carers about how we support children with SEND

Academic year 2026–27 · Reviewed by the SENDCO · Approved by the governing board

About this report

This report explains how Beit Shvidler Primary School supports children with special educational needs and disabilities (SEND). It is written for parents and carers, and is published on our school website and updated every year.

It sits alongside our **SEND Policy**, which is the fuller document setting out our legal duties and the responsibilities of staff and governors. Both documents are available on the school website.

Published in accordance with Regulation 51 of the Special Educational Needs and Disability Regulations 2014 and paragraphs 6.79 and 6.83 of the SEND code of practice.

Academic year	2026-7
Written and reviewed by	Mrs Beverley Blake, SENDCO
Approved by	The governing board
Date of approval	**28th October 2026**
Review cycle	Annual
Next review due	**28th October 2027**

Our school's approach to supporting pupils with SEND

> *"Our vision is to significantly improve the quality of learning and life experiences of all pupils within the school, including those pupils who have special educational needs."*

Beit Shvidler is an inclusive school. We continually strive to ensure the best possible provision for all of our pupils who have SEND, and we provide a broad and balanced curriculum for every child.

As an Orthodox Jewish primary school, we are committed to helping every child fulfil their potential and become a well-rounded individual, to fostering a safe, supportive and nurturing learning environment, and to offering care and support to children with special educational needs. For children with SEND that means an integrated Kodesh and Chol curriculum, adapted so that they can take a full part in both.

Every child takes part in Kodesh, Hebrew reading and Tefilla, whatever their needs. Your child will not be withdrawn from the religious life of the school because they have SEND. The adaptations we make in these lessons are the same ones we make everywhere else; adapted resources and grouping, longer processing time, pre-teaching of key vocabulary, visual supports, and support from an adult where that is the right thing, so that your child can access the whole school day rather than part of it.

Our whole-school approach is built on the following:

- High-quality teaching for every child is our first and most important step. Teachers plan lessons according to the specific needs of all groups of pupils in their class, and adapt their teaching so that children with SEND can take part fully.
- The National Curriculum is our starting point for planning. Teachers set suitable learning challenges and respond to children's diverse learning needs, taking particular action where children face barriers to their learning.
- We follow a graduated approach - a four-part cycle of assess, plan, do and review. Each time we go round the cycle we understand your child's needs better and refine the support we give.
- We work in partnership with parents and carers. We involve you early, we listen to your concerns, and we agree the outcomes we are all working towards.
- We identify need early. Slow progress and low attainment do not automatically mean a child has SEND, but they always prompt us to look more closely.

Our provision covers the whole school, including our Nursery and Reception classes. The SENDCO is the designated SENDCO for the Early Years Foundation Stage as well as for the rest of the school, so needs identified in Nursery are tracked without interruption into Reception and Key Stage 1.

Our full approach is set out in our SEND Policy, which is available on the school website.

Catering for different kinds of SEND

Our school currently provides additional and/or different provision across the four broad areas of need described in the SEND code of practice.

Cognition and learning

For example, dyslexia, dyspraxia, dyscalculia, and moderate, severe or profound and multiple learning difficulties.

Communication and interaction

For example, autistic spectrum conditions and speech, language and communication difficulties.

Social, emotional and mental health

For example, attention deficit hyperactivity disorder (ADHD), phobias, anxiety, difficulties with behaviour, and social skills needs.

Sensory and/or physical needs

For example, visual impairment, hearing impairment, processing difficulties, epilepsy and physical disabilities.

Many children have needs that sit across more than one of these areas. We plan around the child, not around the category.

Key staff and expertise

Our SENDCO

Name of SENDCO	Email address	Phone number
Mrs Beverley Blake	b.blake@beitshvidler.org.uk	020 8238 2746 (ext. 3)

Our SENDCO holds the National Award for Special Educational Needs Co-ordination (PG Cert). She has 25 years of experience as a primary teacher and extensive experience of working with children with SEND aged 3 to 11. She works full time in school to manage SEND provision.

Our Assistant SENDCO

Mrs Adena Kohn has recently joined us as a part-time Assistant SENDCO. Her focus is SEND in the early years, that is, our Nursery and Reception classes. If your child is in Nursery or Reception, you may hear from Mrs Kohn as well as from our SENDCO.

Staff trained to support pupils with SEND

We have a team of 18 teaching assistants who are trained to deliver evidence-based interventions to pupils with SEND. The SENDCO manages the team and oversees the training they receive, so that the support your child gets is delivered by staff who have been trained in that particular programme or approach.

In the last academic year, staff have been trained in recognising and raising a concern about a pupil, and in supporting children with specific needs and learning difficulties.

Securing and deploying expertise

Our teaching assistants support pupils within the classroom environment, in small groups and on a one-to-one basis when a pupil requires that focused level of adult support or teaching. They also support pupils in small groups outside the classroom when it is supportive to their learning.

We use specialist staff for speech and language therapy, art therapy, occupational therapy, and literacy and numeracy specialist teaching. We work closely with experts in the local authority such as the Inclusion Advisory Team and the Autism Advisory Team.

Where a higher level of need is identified, we access specialist assessment and advice from external agencies and professionals. Where a child has an EHC plan, we allocate resources carefully in accordance with the provision set out in that plan.

Equipment and facilities

The school uses its own budget to provide the majority of the resources and facilities needed to support our pupils. Some specific resources come through outside agencies, for example equipment such as standing or walking frames to support those with significant physical difficulties. Sometimes the school secures resources by making applications to charitable organisations.

We have a toilet with disabled access on the ground floor and the top floor of our school building. The toilet and shower room can be accessed easily.

We consider carefully how to accommodate children with SEND each year when children move classes, and take the necessary action when required. We also make appropriate accommodation for children who have short-term access challenges, for example following an operation.

Identifying and assessing pupils with SEND

We assess each pupil's current skills and levels of attainment when they join us, building on information from their previous setting and key stage where appropriate.

In Nursery we track children against the areas of learning in the Early Years Foundation Stage framework. In Reception we complete the statutory Reception Baseline Assessment within the first six weeks, and the Early Years Foundation Stage Profile against the 17 Early Learning Goals in the final term, which informs planning for Year 1.

Class teachers make regular assessments of progress for all pupils, and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment do not automatically mean that a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and with the views and wishes of the pupil and their parents and carers. We use this to determine the support that is needed, and whether we can provide it by adapting what we already do or whether something different or additional is needed.

Anyone can raise a concern: a member of staff, a parent or carer, or the child themselves. Identification is continuous throughout a child's time with us, and staff stay alert to events that can lead to learning difficulties, such as bereavement or bullying.

Our three levels of SEND

If your child is identified as having SEND, they will be recorded on our SEND register at one of three levels.

- **Monitoring**. When your child's needs first come to light and they begin receiving something additional to or different from their classmates, for example an intervention delivered by an outside professional, we may place them on the register at monitoring level. This lets us track their progress and needs, and check whether the intervention is actually working.
- **SEN support**. Where we plan, deliver and review special educational provision for your child through the graduated approach, working with you throughout.
- **EHC plan**. Where Barnet has issued an education, health and care plan setting out the provision your child needs.

If we place your child at monitoring level we will tell you, and we will let you know that the SENDCO is involved and is monitoring their progress, their emotional wellbeing and their intervention.

A level is not a permanent label. Children move between the three levels in either direction as their needs change and as we see how they respond to the support in place.

Our approach to identification is set out more fully in our SEND Policy, and is supported by our Admissions Policy, our Behaviour Policy, our Accessibility Plan and our Supporting Pupils with Medical Conditions Policy.

Consulting with pupils and parents and carers

Parents and carers

We have an early discussion with you and your child when we are identifying whether your child needs special educational provision. These conversations make sure that:

- Everyone develops a good understanding of your child's areas of strength and difficulty.
- We take your concerns into account.
- Everyone understands the agreed outcomes we are seeking for your child.
- Everyone is clear on what the next steps are.

Notes of these early discussions are added to your child's record and given to you. We will formally notify you when it is decided that your child will receive SEND support.

Once your child is receiving SEND support, the class teacher, supported by the SENDCO, will meet with you three times each year, once each term, to set outcomes and review progress. You will also receive an annual written report on your child's progress.

If your child has an EHC plan, we will involve you in discussions about how we can best put the plan's provisions into practice. Where it would help, we will support you to bring an advocate so that your views are heard.

Pupils

We want children to be part of the conversation about their own learning. We do this by:

- Seeking the child's own views as part of the assessment of their needs, and recording those views.

- Using clear, ordinary language and images rather than professional jargon, so that children can understand and take part.
- Focusing on the child as an individual and highlighting their strengths and capabilities, rather than allowing their SEND to become a label.
- Enabling the child to say what they have done, what they are interested in, and what they would like to achieve.
- Using pupil questionnaires to gather children's views on the support they receive.
- Involving children in their annual review where they have an EHC plan, at a level that is appropriate for them.

Every child at SEN support and EHC plan level has a one-page profile which we call a portrait. It records your child's strengths, what matters to them, and what helps and what does not. It is shared with all the staff who work with your child, in both Chol and Kodesh lessons, so that a child does not have to keep explaining themselves to each new adult. Children at monitoring level may or may not have a portrait, depending on their needs.

Involving key stakeholders

We work with a wide range of external professionals and organisations to support our pupils and their families:

- Educational psychologists (Barnet and Norwood)
- Barnet CAMHS (Child and Adolescent Mental Health Service)
- Barnet's family resilience wellbeing team
- Barnet's inclusion team
- Pre-school teaching team
- Speech and language therapists (Barnet and Norwood)
- BEAM: Barnet Early Autism Model, specialist pre-school autism provision
- Autism advisory teaching team
- Visual impairment advisory teaching team
- Hearing impairment advisory teaching team
- Physical and medical disability advisory team
- Occupational therapy
- School nursing
- Social care
- Beanstalk reading charity
- Legadel early intervention charity
- KisharonLangdon, for professional advice
- Chai Cancer Care
- Camp Simcha
- Art Therapies for Children

- Grief Encounter

Where a child's needs are more complex, we bring the relevant professionals together so that assessments are coordinated and demands on families are kept to a minimum.

Progressing towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher works with the SENDCO to carry out a clear analysis of your child's needs. This draws on:

- The teacher's assessment and experience of your child.
- Their previous progress, attainment and behaviour.
- Other teachers' assessments, where relevant.
- Your child's development in comparison to their peers and to national data.
- Your views and experience as a parent or carer.
- Your child's own views.
- Advice from external support services, where relevant.

The assessment is reviewed regularly, termly in Pupil Progress meetings, and in between where necessary. We hold separate Chol and Kodesh Pupil Progress meetings each term with the senior leadership team, so that your child's progress across the whole curriculum is considered, not just the secular part of it. We review the impact of interventions after 10 to 12 weeks.

All teachers and support staff who work with your child are made aware of their needs, the outcomes we are seeking, the support provided, and any teaching strategies or approaches that are required. We regularly review how effective the support and interventions are and what impact they are having.

If your child has achieved the outcomes and the support has done its job, they may move from SEN support to monitoring level, or come off the SEND register altogether. If the outcomes have not been achieved, we discuss what to change and go round the cycle again, which builds a fuller picture of what helps your child.

Where, despite everything we have put in place, your child has not made the expected progress, we will talk with you about requesting an education, health and care (EHC) needs assessment from the local authority. Children with an EHC plan have a formal annual review.

Transition support

Joining our school

Transitions into our school are arranged so that pupils can spend some time with their new teacher and classmates before they start. The Headteacher, SENDCO and class teachers are always willing to meet, by arrangement, with parents and carers before their child joins Beit Shvidler.

Our Admissions Policy, which includes information about admitting children with special educational needs, is available on our website.

Moving between year groups

We consider carefully how to accommodate children with SEND each year when children move classes, and information about your child's needs, the outcomes sought and the support in place is passed to their new teacher.

Moving on to secondary school or another setting

When a pupil moves from our school to another setting, we share information about that pupil with the new setting. This includes transitions to secondary school, special school or another primary school. We will tell you what information will be shared as part of this.

All Year 6 pupils with SEND are discussed with the SENDCO from the receiving secondary school at transition meetings held in the summer term of Year 6. Our Year 6 pupils with SEND can be given the opportunity to pre-visit their prospective secondary school and meet a member of staff, where this would be beneficial.

Where a child has more complex needs, we may arrange a separate meeting with the secondary school, the SENDCO, parents and carers and, where appropriate, the child, to plan for secondary transfer.

Most of our pupils go on to Jewish secondary schools. We support transition for all of our children with SEND, whether or not they have an EHC plan.

If your child has an EHC plan

The route to secondary school is different if your child has an EHC plan, and it is worth knowing this early.

- You do not apply through the normal secondary admissions round. Instead you express a preference for a school through Barnet's SEN team, usually as part of the annual review held in Year 5 or the autumn term of Year 6.
- Barnet must consult the school you prefer and name it in your child's plan, unless the school would be unsuitable for your child's age, ability, aptitude or needs, or unless placing them there would be incompatible with the efficient education of other children or the efficient use of resources.
- The plan must be reviewed, amended and the secondary school named by 15 February in the year your child transfers.
- Different arrangements apply if the school you prefer is an independent school or a special school. Barnet's SEN team and Barnet SENDIASS can advise you.

We support you through this by contributing evidence to the annual review, attending consultation meetings where they are needed, and liaising with the SENDCO at the receiving school. If you are unsure where to start, speak to our SENDCO.

Preparing for adulthood

Preparation for adulthood starts long before secondary school. At primary level we do this by getting to know each child's interests, strengths and motivations and building support around them; by helping children to be included in social groups and to develop friendships; by developing independence and self-help skills at a level appropriate to each child; and by making sure children with SEND take a full part in the life of the school and in wider community activity.

Teaching approach

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching, adapted for individual pupils, is our first step in responding to pupils who have SEND.

In-class support takes the following forms:

- Class work adapted for small groups and individually when required.
- Teaching assistants working alongside the class teacher to support children with SEND individually or in small groups.
- Links forged between class work and interventions, so that provision is continuous and children can apply the skills they have been taught across all areas of their learning.
- Use of specific resources and strategies to support children individually and in groups, such as concrete and physical resources, use of a laptop, specially designed equipment and ear defenders.
- A personal workstation in the classroom.

When interventions happen

We teach a dual curriculum, so time for intervention is drawn from across the school day. We decide when your child is withdrawn on an individual basis, taking account of their age and the kind of intervention they need, and we discuss this with you. Our teaching assistants support children across the whole day, in both Chol and Kodesh lessons.

Interventions we deliver

Our teaching assistants are trained to deliver evidence-based interventions including:

- Nessy Learning: spelling and reading programme
- Write Away Together: creative writing programme
- Dynamo Maths: maths assessment and tailored learning programme
- Precision teaching: for sight word reading and spelling
- Twinkl Phonics: reading and phonics programme
- Developing Social and Communication Skills: social skills programme
- Talk Boost: early language and social skills programme
- Lego therapy: to develop social competence and collaborative play
- Typing Club: touch typing programme

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum so that all pupils are able to access it, for example through grouping, one-to-one work, teaching style and the content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger fonts.
- Adapting our teaching, for example by giving longer processing times, pre-teaching key vocabulary and reading instructions aloud.

- Making adjustments to the physical environment, including accessible toilet and shower facilities on the ground and top floors, and short-term adjustments where a child has a temporary access need.

Our Accessibility Plan sets out how we plan to increase access to the curriculum and the physical environment over time.

Inclusivity in activities

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-school and after-school clubs.

The same principle applies to the religious life of the school. Every child takes part in Kodesh, Hebrew reading and Tefilla, with adult support and adapted resources where these are needed.

We make reasonable adjustments so that your child can take part in all of it. These include larger-print siddurim where they are needed; adjustments to Tefilla for children who find it difficult because of sensory needs, attention or anxiety; adjustments so that children can access celebrations, events and trips they might otherwise find too overwhelming or too noisy; adjustments for the Year 6 residential; and adjustments to uniform items that may cause sensory difficulty.

We do not apply a fixed set of adjustments. We work with you and your child to find out what actually helps, and then put that in place.

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are encouraged to go on our residential trip in Year 6.
- All pupils are encouraged to take part in sports day, school plays, special workshops and other events.

No pupil is ever excluded from taking part in these activities because of their SEND. Where a child needs additional support or an adjustment in order to take part, we plan that support with you in advance.

Supporting emotional and social development

We provide support for pupils with SEND to improve their emotional and social development in the following ways.

Support within school

- Social skills groups run by teaching assistants for Years 2 to 5.
- Lego therapy groups.
- One-to-one support provided by a specified adult acting as a learning mentor, where necessary.
- The Pyramid Club, run by Norwood, for Years 3 to 6.

Support from external professionals

- Art therapy, via the charity Art Therapies for Children.
- Child and Adolescent Mental Health Services (CAMHS) tier 3.
- Primary Project: six sessions provided by a family therapist, part of CAMHS tier 2.
- Educational psychology.

- The Specialist Teacher Advisory Team.
- Counsellors from Grief Encounter, a bereavement support organisation.

Listening to pupils and preventing bullying

We know that children with SEND can be more vulnerable to bullying, including prejudice-based bullying, and may find it harder to tell us when something is wrong. We provide extra pastoral support so that children with SEND have a trusted adult they can talk to, and staff who work closely with them are alert to changes in behaviour or mood.

Our approach to preventing and responding to bullying is set out in our Behaviour Policy and the accompanying Behaviour Principles Written Statement, both published on the school website.

Online safety

We recognise that pupils with SEND can face additional risks online, including online bullying, grooming and radicalisation. Some children may find it harder to tell the difference between fact and fiction online, or to recognise and report when something is wrong.

We respond to this by:

- Teaching online safety in a way that is tailored to the specific needs and vulnerabilities of pupils with SEND, rather than assuming one approach works for every child.
- Making sure staff who work closely with pupils with SEND are alert to signs that a child may be at risk online.
- Ensuring close liaison between our designated safeguarding lead and the SENDCO where any concern is raised.
- Working with parents and carers so that the messages children receive at school and at home are consistent.

Our full online safety arrangements, including our approach to filtering and monitoring, are set out within our Safeguarding and Child Protection Policy, which is published on the school website.

Responsibility for these arrangements sits with the safeguarding team, and the provision is reviewed annually.

Keeping pupils safe from child-on-child abuse

We recognise that pupils with SEND are at greater risk of abuse, including child-on-child abuse. We also recognise that there can be additional barriers to spotting it, for example assuming that a change in behaviour, mood or an injury relates to a child's condition without exploring it further, or a child having communication difficulties that make it harder to report what has happened.

We respond to this by:

- Making sure staff never assume that indicators of possible abuse are explained by a child's SEND.
- Providing extra pastoral support and a trusted adult for children who may find it hard to speak up.

- Ensuring that any report involving a pupil with SEND is handled jointly by our designated safeguarding lead and the SENDCO.
- Teaching about healthy relationships, personal safety and consent at a developmentally appropriate level.

Our full arrangements are set out in our Safeguarding and Child Protection Policy, and the teaching itself sits within our Health and Relationships Policy. Both are published on the school website.

Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term in separate Chol and Kodesh Pupil Progress meetings, involving the class teacher and the senior leadership team, including the Headteacher and the SENDCO.
- Reviewing the impact of interventions after 10 to 12 weeks.
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Using intervention provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

The SENDCO reports to the governing board on the quality and effectiveness of SEND provision, and our SEND governor monitors this on behalf of the board.

Handling complaints

If you are unhappy about the SEND provision your child is receiving, please raise it with us early; most concerns are resolved quickly through a conversation.

- Speak to your child's class teacher in the first instance.
- If the matter is not resolved, raise your concerns with the SENDCO, Mrs Beverley Blake.
- After this, you should follow the school's Complaints Procedure, which is available on the school website.

If you disagree with a decision about your child's SEND provision, Barnet offers disagreement resolution and mediation services, and you can find out more through Barnet SENDIASS (details below). You also have the right to appeal certain decisions to the First-tier Tribunal (Special Educational Needs and Disability).

Parents and carers of pupils with disabilities have the right to make disability discrimination claims to the First-tier Tribunal if they believe that our school has discriminated against their child.

Spending the SEND budget

The school uses its own budget to provide the majority of the resources and facilities needed to support pupils with SEND. Where a pupil has an EHC plan, we allocate resources in accordance with the provision

set out in that plan, and we may access high needs top-up funding from the local authority where a child's needs require additional specialist support.

Our SEND funding in 2025–26

Source of funding	Amount
Notional SEN budget (within the school's delegated budget)	**£66,429**
High needs top-up funding from Barnet	**£139,468**
Other funding, including charitable grants	**£20,000**
Total	**£225,987**

How we spent it

Teaching assistant staffing supporting pupils with SEND
Funding was used to provide additional teaching assistant support in classrooms, small-group provision and individual support where required.
SENDCO time
Funding supported the leadership, monitoring and coordination of SEND provision, including annual reviews, provision planning, staff guidance and liaison with families and external agencies. Word]
Specialist services bought in (educational psychology, speech and language therapy, occupational therapy, art therapy)
The school accessed specialist advice and provision through educational psychologists, speech and language therapists, occupational therapists, advisory teachers and emotional wellbeing support services.
Intervention programmes and licences
Funding supported targeted interventions including speech and language provision, early English and early Maths programmes and personalised learning programmes.
Resources, equipment and adaptations
Funding contributed towards specialist and adaptive equipment, adapted resources and personalised support to help pupils access learning successfully
Staff training on SEND
Funding supported staff development in areas including adaptive teaching, EHCP implementation, inclusive classroom practice, early English and Maths, wellbeing and safeguarding.

The difference it made

SEND funding enabled pupils to access a broad and ambitious curriculum alongside their peers through additional staffing, targeted interventions, specialist advice and adapted resources. During 2025-26, 62 pupils were supported through the graduated approach to SEND, including 17 pupils with EHCPs, with attendance for pupils with SEND remaining strong at 95.3%. Leaders monitored the impact of provision through termly pupil progress meetings, intervention reviews, annual reviews and ongoing assessment, enabling support to be adjusted promptly as pupils' needs changed. The school's inclusive approach ensured that pupils with SEND took a full part in school life, enrichment opportunities and the wider curriculum while continuing to make progress towards their individual outcomes.

The Local Offer

Every local authority must publish a Local Offer setting out the support available in its area for children and young people with SEND, from birth to age 25. Barnet publishes its Local Offer at https://www.barnetlocaloffer.org.uk/.

We contribute to Barnet's Local Offer by providing the local authority with information about the SEND provision available at Beit Shvidler, and by working with the local authority to keep that information accurate and up to date.

Named contacts

If you have any concerns about your child, please talk to us. We actively encourage parents and carers to speak to their child's class teacher in the first instance.

Role	Name	Contact
SENDCO and designated safeguarding lead	Mrs Beverley Blake	b.blake@beitshvidler.org.uk · 020 8238 2746 (ext. 3)
Assistant SENDCO (early years)	Mrs Adena Kohn	a.kohn@beitshvidler.org.uk · 020 8238 2746
Headteacher and deputy designated safeguarding lead	Mrs Leah Glick	l.glick@beitshvidler.org.uk · 020 8238 2746
Link governor for SEND	Mrs Tamara Jacobs	Via the school office · 020 8238 2746
Chair of governors	Mr Jordan Lewis	Via the school office · 020 8238 2746
Your child's class teacher		Via the school office · 020 8238 2746

Additional support for families

Barnet SENDIASS

Barnet Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers free, confidential and impartial information, guidance, advice and support for parents and carers of children with special and additional educational needs, by telephone or in face-to-face meetings.

Address	North London Business Park (NLBP), Oakleigh Road South, London N11 1NP
Telephone	020 8359 7637
Email	SendIASS@barnet.gov.uk

Other sources of support

- Barnet Local Offer: information about SEND services across the borough.
- Barnet's disagreement resolution and mediation services, available through the local authority.

- The support organisations we work with, including Norwood, Beanstalk, Legadel and Art Therapies for Children.

If anything in this report is unclear, or you would like it in a different format, please contact the school office and we will be glad to help.

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