



The
Henrietta Barnett
School
FOUNDED IN 1911

Special Educational Needs & Disabilities (SEND) Information Report 2025/6

Introduction

Our Pastoral Team, including the Head, Junior Deputy Head, Heads of Year/Key Stage, SENCo together with teaching assistants and link Educational Psychologist and other specialist professionals, work with teaching staff, parents and students to ensure all our students achieve their full potential.

Our aim is “To encourage and enable all students to make the most of their gifts and talents and to fulfil their academic and personal potential.”

Commitment: The Henrietta Barnett School is committed to meeting the needs of those students with Special Educational Needs and Disabilities (SEND) so far as is reasonably practicable and compatible with the provision of the efficient education of other students. The Henrietta Barnett School has due regard to the SEND Code of Practice (CoP) 2015 and the Equality Act 2010. The School provides support for the four broad areas of need as set out in the CoP: Social and Emotional Health, Cognition and Learning, Communication and Interaction and Physical and Sensory needs.

Admissions: The Henrietta Barnett School is a high-achieving 11-18 selective school for girls. All students must reach a certain standard in the entrance examination to be considered for entrance to the School. There is an exam for entrance into Year 7, and entrance into Year 12 is based on GCSE Results. If places occur on an ‘in-year’ basis then an entrance exam is sat in line with the year group where the place has occurred. Students with SEND are, of course, welcome to sit the entrance examination and special arrangements that are required should be communicated to the Admissions Office at the School. There is a section of our Entrance Test Entry Form that is specific to this area. Please see the Admissions section of our website for further details.

Identifying SEND

- Records from previous schools as students transfer to us in Year 7 and 12, or “in-year”.
- The School follows up any concerns identified by teachers, who keep a particularly watchful eye on new students.
- Staff discuss support for students or any concerns with the Head, Junior Deputy Head, SENCo or Heads of Year/Key Stage at any time. The Pastoral Team will then investigate the issue further. Where appropriate, students are referred to the School’s SENCo, Educational Psychologist or relevant medical and support services for assessment and/or support.
- Regular tracking data, based on assessments, can also highlight issues and concerns and these will be notified to the Head of Year/Key Stage and/or the Head and/or the Junior Deputy Head and/or the SENCo.
- Parents can contact the Head, Junior Deputy Head, SENCo, and/or relevant Head of Year/Key Stage to raise a concern about a possible issue regarding SEND.

Support for students with SEND:

- The Henrietta Barnett School SEND register includes a learning profile page for each individual’s needs and strengths. Each profile suggests recommended key teaching strategies and approaches to improve outcomes.
- Staff training on SEND is integral to the whole School INSET programme. Training on evidence-

based High Quality Teaching (HQT) for staff is planned around the Education Endowment Foundation's suggested 5 core practices to support all students and forms part of the School Development Plan. Scaffolding for Independence is the focus this year for all students, including those with SEND, to succeed academically.

- Staff INSET also included Hidden Disabilities and Emotionally Based School Absence (EBSA).
- Students with SEND have ongoing discussions with members of the Pastoral Team and, where relevant, the Exams Officer. Student voice is encouraged and students tend to have a very good idea about what works for them in the classroom. They are encouraged to develop strategies as appropriate and supported in so doing. Information is communicated to and from their teachers.
- The teachers are responsible for the progress of all students in their classroom. High Quality Teaching (HQT) adapted for individual students is the first step in responding to students who have or may have SEND. The quality of HQT is monitored by Subject Leaders and the School's Senior Team as 'additional intervention and support cannot compensate for a lack of good quality teaching.'
- It is very rare at Henrietta Barnett that students need to be withdrawn from the classroom for specialist support. The vast majority of the help given to students with SEND is through reasonable adjustments and adaptive teaching by the specialist teacher of the subject concerned.
- The Pastoral Team liaises with the SENCo and external specialist agencies to get advice on a particular special educational need and/or disability issue. This advice is then passed to the subject specialist staff to allow them to personalise the learning of that student. Recommended strategies and best classroom practice is discussed at timely Team around the Student meetings. Training for staff more generally is also provided as considered necessary.
- Help is offered, when needed, to help students with social skills and managing emotions, in the way that seems most appropriate for that individual. In some cases, this has involved a small group of students working together with a Teaching Assistant.
- The SENCo provides a weekly SEND nugget for staff in the briefing notes.

How we decide what resources we can give to a student person with SEND:

- The Junior Deputy Head works with Heads of Year/Key Stage and SENCo to allocate resources for students with SEND. This includes for example, equipment and aids, specialist services and staff training.
- Students who have an Education, Health and Care (EHCP) have allocated resources which are used for that student. The Junior Deputy Head and/or SENCo discusses the allocation of these resources with the family and student concerned as well as with specialist teachers.
- The Junior Deputy Head or Head meet with Heads of Year/Key Stage to review any referrals from staff. At this meeting, they look at evidence, including progress data, reports, comments from all the subject teachers of that student and any comments made by the student themselves.
- The Junior Deputy Head and SENCo then decide who to progress to specialist services such as the Educational Psychologist or other external agencies. Subject teachers will also get feedback and advice about the student concerned.

How we check that a student is making progress and how we keep parents informed:

- The progress of students with SEND is monitored by the subject specialist teacher, who tracks progress and gives feedback in accordance with departmental and School policy.
- The progress of all SEND students is tracked alongside all other students throughout the school

year. This progress is analysed by the Pastoral Team, as well as by Subject Leaders and the School's Senior Team.

- Parents receive a yearly full written report, as well as an interim report and there is an annual consultation evening for each year group. Where there is a concern about a student at any point throughout the year parents will be contacted to discuss this. If a student has an EHCP then there will be an annual review meeting with the Junior Deputy Head and/or the SENCo and the family held at the School.
- Parents are welcome to email the School at any time if they have concerns or complaints about the progress of their child.
- Additional meetings about individual students are arranged as required.

Support we offer for students' health and general wellbeing:

- The Form Tutor and the relevant Head of Year/Key Stage look after each student on a day to day basis. All students in Year 7-11 also have a weekly PSHCE lesson, delivered by members of the Pastoral Team or other experienced members of staff. Students in the Sixth Form have "Life Skills" lessons, usually delivered by external speakers. All students are encouraged to talk to the Pastoral Team, or any member of staff, if they are worried about anything, no matter how small.
- The School's PSHCE curriculum includes modules which focus on safety, well-being, mental health, relationships, online safety and how to report issues confidentially.
- Heads of Year/Key Stage meet one to one with the Junior Deputy Head weekly, or more often if needed, to discuss individual students and the Pastoral Team as a whole meet weekly to discuss whole school matters.
- The School's SENCo works with the Junior Deputy Head (or Head) to ensure all neuro diverse students, those with speech, language and communication needs (SLCN), social, emotional and mental health difficulties as well as physical and/or sensory needs are fully supported to improve outcomes. The School's SENCo works with the Director of Studies and the Examination Officer to oversee Access Arrangements for Public Examinations.
- All staff are made aware of a student's vulnerability via regular staff briefings and written updates. This enables all staff beyond the Pastoral Team to know, care, support and guide students appropriately.
- If a student has a specific medical need then an individual treatment plan will be written, where appropriate.
- Students go to the Health and Well-Being Hub or Reception if they feel unwell or distressed, where they will be looked after and monitored. If they need support, reassurance or intervention, then one of the Pastoral Team is called to spend some time with the student.
- The Junior Deputy Head is the Designated Safeguarding Lead.
- The School follows the DfE's statutory guidance on Supporting Students with Medical Conditions.
- The School employs two trained counsellors who, combined, provide approximately 18-20 counselling sessions each week. Requests for counselling can be made by any member of staff, student or parent. Students can also self-refer via an online appointment request system. There is also a Sixth Form Prefect Team who are trained to work as peer mentors, enabling our older students to work with younger students.
- The SENCo works with specific students to help them make better progress, feel comfortable socially or to give strategies on how they could moderate their behaviour. Referrals to an Educational Psychologist are made where considered appropriate.
- There is a strong student voice in the School through the Whole School Council. This is run by the

Head Prefect Team and has representatives from all the year groups. Year/Key Stage Council meetings also run through the year, chaired by the relevant Head of Year/Key Stage.

- Students with social interaction or communication issues are invited or can self-refer to SENCo- designed courses (based on Local Authority input and the link Educational Psychologist's expertise) run at lunchtimes and before school. At KS3, the School offers Social Connections and at KS4/5, Preparation for Adulthood at KS4/5. These sessions focus on the development of greater independence, reinforce issues around keeping safe and the application of such skills to the workplace and other outside-school environments.

Specialist services including outside agencies:

We have a range of services that the School draws on to support our students:

- SENCo
- Child and Adolescent Mental Health Services
- Educational Psychologist for assessment and intervention
- Specialist Teacher for Hearing Impairment
- CLCH School Nurse Team
- School Counsellors
- NASEN (National Association of Special Educational Needs)- we are School members.
- Barnet SEND services
- Barnet Childrens' Services and Social Care
- Other London Boroughs' Children's Services and Social Care departments

The training our staff have had or are getting as appropriate:

- Safeguarding and Child Protection
- SEND Code of Practice 2015
- Child Sexual Exploitation
- Emotional Wellbeing and Mental Health
- The SENCo holds the national award for special educational needs co-ordinator (NASENCo) as well as the BDA accredited Level 5 Certificate in Dyslexia: Literacy, Support and Intervention.

Steps taken to prevent students with SEND from being treated less favourably than other students:

The School welcomes SEND students, will not treat them less favourably, and will take reasonable steps to avoid putting SEND students at a disadvantage in matters of admission and education.

The School values the abilities and achievements of all its students and is committed to providing each one with the best possible environment for learning. The measures outlined above are taken in support of this aim. Students identified as having SEND are, as far as is practicable and within the available resources in the School, fully integrated into all classes and extra-curricular learning.

How the School is accessible to SEND students, including our School environment:

The School acknowledges its duty towards students, staff, parents, and members of the wider community who have a disability. Current access for students with SEND includes:

- The main ground floor building is accessible to those with physical disability via ramps. A CIF Bid was submitted and was successful to resurface the front Quad and improve access for

wheelchair users. This work has now been completed.

- Our two newest buildings have lifts to make the first floor of each building fully accessible.
- The refurbished school library includes acoustic enhancements.
- There is a disabled toilet in the main building.
- Teaching resources and equipment used in lessons are accessible to all students regardless of their needs.
- All students have equal opportunity to go on school trips. Where extra or specialist support (including staffing) is needed, this is provided.

The School is committed to meeting the legislative requirements, providing access (as outlined under the requirements of the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) and nurturing a culture of inclusion, support and awareness. See also the School policies on Equality, Admissions, and Special Educational Needs (SEN) and its current Equality [Objectives](#). We are working on increasing accessibility, where funding is available. Further information can be found in the School's Accessibility Plan.

How we include children/young people in activities and school trips:

- Safety is considered at all times. Risk assessments are completed prior to all trips.
- The School provides additional support for SEND students, if required, for a trip or activity.
- A list of all student participants in a trip is sent to the Junior Deputy Head and Head of Year/Key Stage to consider, in liaison with the trip leader, so that detailed risk assessments can be done and actions taken in order to support all students, including those with SEND.

How we prepare for young people joining our School and leaving our School:

- Parents can speak to the Director of Studies or Admissions Officer ahead of their daughter sitting the School's Entrance Test. All parents who declare a special educational need will be contacted by the School in advance of the Test.
- Records from previous schools as students transfer to us in Year 7, 12 and "in year".
- Transition for SEND students to next their next phase involves the SENCo, Pastoral Team offering guidance on next steps, options and personalised support. This includes exploring vocational education, degree apprenticeships and Higher Education Information.

How parents are involved in school life:

- Parents are encouraged to email/contact the School if they have any concerns or questions.
- Meetings and phone calls with subject and pastoral staff, as required.
- Key information about the School is available on the School's website.
- The Head sends a weekly newsletter to update parents about School activities, achievements and events.
- There are Welcome Evenings for parents in key year groups, which are attended by the Senior Team, Pastoral Team and Form Tutors.
- There are Parent Information Evenings with outside speakers, for example on online safety, perfectionism, mental health, raising teenagers and other issues.
- Consultation evenings for each year group.
- Higher Education evenings.

- Education Psychologist meetings.
- Specialist Teacher for the Hearing-Impaired meetings.

The London Borough of Barnet's Local Offer concerning Special Educational Needs and Disabilities ('the Local Offer') is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families:

- The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- It applies to all those who have SEND, not only to those who have an EHCP.
- All Local Authorities in England, including each London Borough, have published their own SEND Local Offer.
- Full details of the London Borough of Barnet's Local Offer can be found here <https://www.barnetlocaloffer.org.uk/>.

Contact details of support services for parents who wish to seek independent, confidential and impartial advice:

Barnet SEND Information, Support and Advice Service (SENDIASS) which offers free, confidential, impartial information, guidance, advice and support for young people and parents/carers of children with SEND via telephone or face-to-face meetings.

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

Tel: 020 8359 7637

Email: SendIASS@barnet.gov.uk

<https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass?term=sendiass>

Educational Psychology Team:

Tel: 020 8359 2894

www.barnet.gov.uk

Barnet Child and Adolescent Mental Health Services (CAMHS):

Tel: 0208 7023300

<https://www.behcamhs.nhs.uk/contact-us/contact-barnet-camhs.htm>

Concerns and Complaints

- The main point of contact for a student is their Form Tutor in the first instance and for more serious concerns the Head of Year/Key Stage. The best email address on which to make contact with the school is office@hbschool.org.uk. Information can then be forwarded to relevant staff.
- The SENCo is Mrs Nicola Griffin and can be contacted via the email address SENCo@hbschool.org.uk. The work of Mrs Griffin is overseen by the Junior Deputy Head who sits on the Senior Leadership Team and can be contacted via the main office.
- Details regarding the School's procedure for concerns and complaints can be found in the Complaints Procedure Policy on the School's website.

Monitoring & Review

This information about students with SEND was reviewed in November 2025. It will next be reviewed in November 2026.