



## Special Educational Needs and Disability Policy

### Introduction

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 0 – 25 years (January 2015), Children and Families Act 2014 and the Equality Act (2010).

### Aim

At the Henrietta Barnett School, where all teachers are teachers of students with SEND, we aim to encourage and enable all students to make the most of their gifts and talents and to fulfil their academic and personal potential.

The objectives of the School's SEND provision is to:

- develop a consistent, whole-school approach to SEND
- identify and provide for students who have SEND
- work with the guidance provided in the SEND Code of Practice 2015
- operate a "whole school and holistic" approach to the management and provision of SEND
- support through reasonable adjustments as part of inclusive high quality teaching
- provide a Pastoral Team who will work to ensure all students with SEND are included and appropriately supported and to seek to involve outside agencies when appropriate
- provide training, support and advice to staff working with students with SEND
- involve parents/carers and the students themselves in the management of SEND provision

### Role of School Staff in SEND Provision

The School's Pastoral Team, including the Head, Junior Deputy Head, Heads of Year/Key Stage and the SENCO, together with teaching assistants, work with Subject Leaders, staff, parents and students to ensure all students achieve their full potential. The Junior Deputy Head is the School's designated lead for this work and works very closely with the School's SENCO.

The role of the Pastoral Team is to:

- Oversee the day-to-day operation of the School's SEND Policy
- Liaise with and advise teachers
- Co-ordinate provision for students with SEND
- Oversee the records on all students with SEND
- Liaise with parents of students with SEND

- Contribute to the in-service training of staff
- Liaise with external agencies including Local Authority (LA) support and educational psychology services, health and social services and voluntary bodies

The contribution of teaching and support staff, as well as parents and students, in the delivery of this Policy is essential. Teaching staff are made aware of students with SEND at the start of each academic year. Throughout the year staff will receive updates as changes occur and students may be highlighted in weekly briefings, staff meetings or individual meetings organised as appropriate.

### Identifying possible Special Educational Needs and Disability

The SEND Code of Practice (2015) states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

### Definition of Disability

Many children and young people who have special educational needs may also have a disability under the Equality Act 2010, which is defined as ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children and young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. *SEND Code of Practice (2015, p16).*

The expectation of the SEND Code of Practice is that SEND will be identified where academic progress continues to be less than expected despite high quality adaptive teaching and targeted support for areas of weakness.

**There are four broad areas of need identified in the SEND Code of Practice 2015.**

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Students at The Henrietta Barnett School will be considered to have Special Educational Needs and Disability if:

- they have an Education, Health and Care Plan (EHCP) and/or
- the School identifies a need having consulted with teaching staff, the pastoral team, parents

and/or outside agencies.

The purpose of identification is to decide what action the School needs to take in order to meet the needs of the student. The identification of possible SEND can take place in many ways, including:

- Teacher observation and assessment of new students as they join the School.
- Termly tracking to identify any concerns and to collate information about the progress of all students in each year group.
- Observation by the Pastoral Team.
- Regular assessment in all subjects and all year groups to monitor work and progress.
- Parents can contact the Junior Deputy Head, the SENCO and/or relevant Head of Year/Key Stage to raise a concern about a possible SEND.
- Information may come from doctors or other outside agencies such as CAMHS, Barnet Children's Care and Social Care Services, Barnet's Education welfare team and Safeguarding teams.
- Information may come from the student's previous school(s).

In the first instance, where progress is significantly slower than that of peers from the same baseline and/or fails to match their previous rate, concerns about a student should be raised by the subject teacher with Subject Leaders to share further adaptive strategies and advice on pedagogy. Following the graduated approach at departmental level, a SEND Initial Concern Form is shared with the SENCO.

Staff at HBS can discuss students with the Junior Deputy Head or Heads of Year/Key Stage at any time. The Pastoral Team may 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.

### **Monitoring progress of Students with SEND**

- Regular testing, assessment and monitoring of all pupils, including those with SEND, occurs in all subjects and year groups; SEND provision and progress is a part of HBS internal Departmental Curriculum reviews;
- All pupils, including those with SEND, are consulted and involved in the review of their educational progress. SEND provision makes use of the bespoke tutoring and target setting system; all pupils see their tutors on a regular basis to evaluate work and monitor progress;
- If a student needs extra support, the SENCO will consider strengths and target areas and arrange a (Team Around the Child) meeting with subject teachers to share best practice;
- Parents are kept informed of their child's academic progress and well-being through monitoring for Cause for Concern, progress reviews, reports and parents' evenings.

Parents are welcome to contact the School if they have concerns about progress or well-being.

### **Graduated Response to SEND Support**

The School operates a graduated (APDR) response to SEND support which involves the following:

- **Assess:** The assessment data, progress and attainment of all students is tracked and monitored by subject staff, Subject Leaders and Heads of Key Stage. In this way students who may be at risk

of / are underachieving are identified.

- **Plan:** Strategies for supporting individual students in lessons are identified. These could be specific strategies which will be put in place by the subject teacher. They could also take the form of an Individual Learning Plan formulated by specific departments to support the student academically, and may include, for example, attendance at support sessions or academic peer support. (See further below.) For students who have social, emotional or mental health needs targeted support may be provided by the Pastoral Team, School counsellor or a named member of staff.
- **Do:** Having planned strategies (as above) they are then implemented.
- **Review:** Student progress is reviewed after a set period of time. If students continue to make progress below the level of expectation, the graduated response will need to be modified.

### Higher Levels of Need

For higher levels of needs, the School works with parents to encourage the use of external specialist advisors, for example Barnet SENDIASS – Barnet’s free and confidential SEND advice service to identify what additional support can be accessed. (See

<https://www.barnetlocaloffer.org.uk/organisations/27214-barnet-special-educational-needs-and-disability-information-advice-and-support-service-sendiass.>) The School liaises with BELS (Barnet

Education and Learning Services) and makes use of the information and signposting on Barnet’s Local Offer. Further information on Barnet’s Local Offer on SEND support services can be found here:

[https://www.barnetlocaloffer.org.uk/.](https://www.barnetlocaloffer.org.uk/)

The use of such specialist teams (such as the Teachers of the Deaf, Educational Psychologists, Specialist Autism/ Neurodiversity Team) has as its aim to understand better what additional resources, adaptive approaches or reasonable adjustments are required to enable the student to make better progress.

### Managing Students’ Needs on the SEND Register

There is now a single category of support for SEND students who do not have an EHCP called SEND Support. The School’s SEND Register lists all students who have an EHCP or who are classed as needing SEND Support. Some adaptive teaching strategies and/or reasonable adjustments are suggested for the individual as part of subject teachers’ commitment to high quality teaching.

All staff receive a copy of the confidential SEND Register during the first September INSET day each year. If the information in the Register is updated during the academic year staff are informed in weekly staff briefings and individual meetings as appropriate. Subject Leaders are regularly reminded of the SEND Register in Curriculum Meetings and formal tracking of SEND students is undertaken regularly by Heads of Year/Key Stage.

When a student has been identified to have SEND and special educational provision is being made for them, student voice, as well as parental consultation, is essential in drawing up a Learning Plan for them as part of the planning and review stages.

It is recognised nationally that students with SEND may be more vulnerable and at higher risk of bullying.

All staff must therefore, be particularly vigilant about safeguarding, protecting and supporting students who have SEND. The Junior Deputy Head must be alerted speedily to any observations or concerns.

### **Responsibility of subject teachers**

Teachers are responsible and accountable for the progress and development of all students in their class. High quality teaching for all is the first step in responding to students who have or may have SEND. Additional intervention and support does not compensate for a lack of good quality teaching. Subject teachers raise concerns in the first instance with their Subject Leader to review pedagogy and implement the APDR approach. There is a SEND Initial Concern Form to share with the SENCO thereafter.

### **Parental involvement**

The partnership with parents is key in ensuring all students are supported. As a school we encourage this relationship formally through the following:

- Parents are invited to attend an annual consultation evening to discuss their child's progress.
- Parents are encouraged to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision that is being made for them.
- Parents may raise concerns with the School for further investigation.
- The School will inform parents if special educational provision is required.
- Parents are kept informed of additional support and outcomes resulting from specialist LA support services and other providers. The School also encourages parents to contact SENDIASS for free and confidential SEND advice and to look at Barnet's Local Offer for further signposting.

### **Outside agency involvement**

The School will work with parents and where appropriate, this may involve a referral to their GP or the Child Adolescent and Mental Health Service (CAMHS) for guidance. The School also has access to specified linked experts such as local health professionals at BELS, Social Services, an Educational Psychologist, and other specialist LA support services and other providers.

### **The School Curriculum**

Arrangements are made as appropriate for those who cannot access the full broad and balanced curriculum. Where necessary, the School may discuss and agree on alternative arrangements (eg part-time timetable for an agreed period, a reduced number of GCSEs or a hybrid model where the individual may sometimes join the class remotely) on an individual basis. This is to facilitate progress and/or encourage attendance. Heads of Year/Key Stage and/or the Junior Deputy Head coordinate work for those students with long-term absences. The aim is to reintegrate the student back into school fully where possible with the right support using a multi-agency approach.

### **Individual Learning Plans**

SEND provision may involve bespoke tutoring and target setting. Individual Learning plans may be relevant and would be drawn up by the SENCO in liaison with the Head of Year/Key Stage and/or Junior Deputy Head and shared with teaching staff. They are reviewed regularly with students and their parents. The plan would detail concerns and strengths and endeavour to provide a balance of positive feedback to motivate the student to work with the strategies provided to overcome or alleviate difficulties and facilitate access to the curriculum.

Students may be encouraged to make use of subject clinics and revision classes as appropriate. Sixth Form mentors may be involved in peer mentoring schemes. There may also be access to outside agencies and specialists involved in providing guidance and support to the student, staff and parents.

### **Exam Concessions**

Students are monitored during internal examinations (both formal and informal) from Year 7 onwards to see if they highlight a need for extra time. Those students who have a history of need are then assessed by the School's link Educational Psychologist. For the Exam Boards to agree to extra time in external examinations, the school has to demonstrate that extra time has been in place as a normal way of working. In line with 2024-5JCQ regulations, it is for the SENCO to decide whether to accept privately commissioned reports as the School would need to be satisfied that the report highlights difficulties seen in school, difficulties of which teaching staff are aware. Rest breaks during external examinations are available to students with some medical conditions. For more detail see the School's [External Examination Policies](#).

### **Managing Medical Conditions**

The School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled. The School complies with its duties under the Equality Act 2010. Some may also have SEND with or without an EHCP, and the School makes provision through access arrangements, use of laptops, high quality teaching and reasonable adjustments and liaison with outside specialists to co-ordinate best practice for both the students' health needs and learning. See also the School's First Aid Supporting Students with Medical Conditions and the Administration of Medicines Policy which is available on the School website.

### **Monitoring and Evaluation of SEND**

The Pastoral Team meets weekly and their work includes monitoring and evaluating outcomes for all students. Heads of Year/Key Stage feedback on any causes for concern and generic tracking data throughout the year, using the graduated APDR approach (detailed above). Individual Learning plans are reviewed, and Annual Reviews are held for students with EHCPs.

### **Compliance**

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 years (January 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014

- Equality Act 2010: advice for schools (DfE February 2013)
- Statutory Guidance on Supporting Students at School with Medical Conditions (December 2015)
- Schools SEN Information Report Regulations (2014)
- Teachers Standards 2012
- Schools Admissions Code, DfE 2014
- Joint Council for Qualifications (JCQ) regulations and guidance 2023-24.

This Policy should be read in conjunction with the following School documents (all of which can be found on the School website): SEND Information Report 2024-2025, [External Examination Policies](#), Accessibility Plan 2023-2026, Safeguarding (Child Protection) Policy, Positive Mental Health Policy, Curriculum Policy, First Aid and Supporting Students with Medical Conditions, the Administration of Medicines Policy and the Anti-Bullying Policy.

### **Review and Updating**

This Policy was updated in March 2026 and is reviewed annually.