



Barnet Hill Academy  
FAITH • EXCELLENCE • KNOWLEDGE

# SEND Policy

Mar. 2023  
v6.0



## 1. Aims

Barnet Hill Academy aims to offer the very best learning environment and to promote high levels of self - esteem and a lifelong love of learning. We ensure that pupils with special educational needs and/or disabilities (SEND) can:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

## 2. School Philosophy

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. The right extends to every pupil of the school, whether or not they have a Special Educational Need and/or disability (SEND) as is implicit in The Education Act 2002 and 2011.

Barnet Hill Academy aims to provide a caring, learning environment, rich in stimulation which will meet the needs of all pupils. The school fosters the pupil's academic, emotional and physical development, in order for each child to reach their full potential. All staff have high expectations of each pupil, and all staff share in working with children with SEND within the school.

We aim to ensure equal opportunities. Every individual learner should receive the very best provision possible to meet their needs. The main emphasis is on including these pupils so they can access the National Curriculum and broader curriculum through a whole school approach.

At Barnet Hill Academy there is a commitment to examine and monitor the provision for children with SEND. Wherever possible the best match between identified need and provision is made. Our school aims are:

- To provide for the needs of any pupil who has difficulty either short or long term in the areas of learning, behavioural, physical or emotional development.
- That all children with SEND should where appropriate be educated alongside their peers. It is acknowledged that self-esteem is a key consideration when a pupil is unable to access their peer group curriculum; careful judgments must be made as to when a child may find working with a younger/older peer group more acceptable.
- To promote children's self-esteem and confidence through appropriately differentiated material and work methods.
- To have high but realistic expectations of all pupils regardless of ability and celebrate individual success.
- To involve parents at all stages of the SEND assessment and provision cycle.
- To maintain continuity of provision with the professional flexibility to assess pupil's developing needs.
- To provide on-going training cycles for staff reflecting pupils' needs.
- To provide resources that support pupils' evolving needs. Additional resources including internal support are allocated on a needs basis; pupils' learning is supported by IEPs or provision maps and differentiated teaching.



- To ensure as smooth a transition as possible from and to feeder groups/schools by liaising with parents, pre-school, playgroups, Possible extra visits for the child to the other school may be arranged if it is felt to be beneficial.

### 3. A Definition of Special Educational Needs

- For this policy, a child is defined as having SEND if they have:
  - a significantly greater difficulty in learning than most others of the same age; or
  - a disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.
- 3.1. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 3.2. The school reviews how well equipped we are to provide support across the following areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health Difficulties
  - Sensory and Physical Needs.

### Broad Areas of Need (SEND Code of Practice 2015):

**Communication and Interaction** 3.3. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

3.4. Children with and young people Autism Spectrum Disorder (ASD)\*, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

\*NB Barnet use the terminology: Autistic Spectrum Condition ASC

3.5. The SENCo will work with children, parents/carers, and language and communication experts where necessary to ensure children with SLCN reach their potential.

### Cognition and Learning

3.6. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.



3.7. The SENCo will ensure that any provision offered will be suitable to the needs of the child.

3.8. Specific learning difficulties (SpLDs), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health (SEMH) Difficulties**

3.9. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

3.10. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND, including how we will manage the effect of any disruptive behaviour so that it does not adversely affect other children.

### **Sensory or Physical Needs**

3.11. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

3.12. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3.13. Impairments that prevent or hinder children from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A child with a disability is covered by the definition of SEND if they require special educational provision.

3.14. The school recognises, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCo will ensure that their support needs are being met.



## 4. Procedures

### 4.1 Identification

At Barnet Hill Academy, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents.

Information leading to the identification of children's SEND may come from several sources.

These include:

- the pupil is working below the age or national expectation of the year group,
- the attainment gap between the pupil and their peers is not closing,
- the attainment gap between the pupil and their peers is widening
- the pupil's is significantly slower than that of their peers starting from the same baseline,
- the pupil's progress fails to match or better the child's previous rate of progress,
- little progress is being made even when teaching approaches and resources have targeted a pupil's identified need.
- emotional or behavioural difficulties persist despite the use of the school's behaviour management programme,
- self-help skills, social and personal skills are inappropriate to the pupil's chronological age,
- a recently admitted child has school records that indicate that additional interventions have been in place,
- pre-school: Liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings,
- in school: Staff observations, attainment scores, Foundation Stage Profile, in class, assessments, reports from external agencies, reports from previous schools, standardised screening questionnaires, Dyslexia screening, target tracker, end of key stage tests, and pupil progress meetings and
- parents/carers.

Staff can raise concerns about a child with the SENCO at any time. Based on the school's observations of the whole child, assessment data and following a discussion between the class teacher and the SENCO, the child may need one of the following:

- Differentiated curriculum support in class
- SEN Support If a child requires SEN Support, their special educational needs and provision can be considered within four broad areas:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Mental and Emotional Health
  - Sensory and/or Physical

Parents/carers are always consulted and will be informed of the provision in place according to the pupil's needs and their individual barriers to learning. A child may have more general difficulties with class work or have a combination of two or more areas of need. At Barnet Hill School, we endeavour to identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the identification process for children who may have special educational needs.



#### **4.2 Arrangements for consulting with parents of pupils with special educational needs:**

Barnet Hill Academy encourages parents to book appointments to speak to the Head teacher, SENCo, and class teachers. Termly structured conversations are held for all pupils on the Special Educational Needs register with either the class teacher, SENCo or both present, giving the parents and pupils an opportunity to discuss any achievements, issues or needs. At these meetings IEPs/provision maps and targets are shared with parents and they are invited to comment on the parent view form attached to the IEP/provision map with targets. Parents of pupils with an Education Health Care Plan (EHC, currently A Statement of SEN) are invited to discuss their child's progress at an annual review meeting.

#### **4.3 Arrangements for consulting young people with special educational needs about their education**

Children on SEND support and EHC plans are made aware of the targets set in their IEPs or on the provision maps and teachers' plans and are informed about their progress on a regular basis. These plans are discussed with the child so he/she is aware of the targets set and any interventions involved to achieve them. Pupils are invited to make a contribution to the Annual review meetings are held for children who have an EHC plan to analyse old goals and set new targets and determine strategies to improve attainment.

Pupils are given various questionnaires throughout the year to allow them the opportunity to have a voice in how the school is run. These questionnaires include views on teaching and learning in particular subjects, ideas for new clubs, new school menus and new themes for our Curriculum.

#### **4.4 Graduated approach**

##### **4.4.1 Intervention/Role of the Teacher:**

If a teacher is concerned about some aspect of a pupil's progress, behaviour or well-being they will decide what action to take on a daily classroom basis. If the pupil is having difficulty in more than one area the teacher will adapt resources or change the teaching method accordingly.

If a pupil is having behavioural difficulties the teacher will take note of the frequency and severity of the incidents and if possible adapt the classroom to help the pupil overcome the barriers.

When a teacher is concerned about the well-being of a pupil they will share their concerns with the SENCo and the staff who have joint responsibility.

The teacher will inform the SENCo of the concerns. The SENCo will make a record of the child in the SEN register under notes.

We have adopted the "graduated" approach, where the level of intervention increases whenever adequate progress is not being made. The APDR cycle followed.



#### **4.4.2 SEND Support**

If a pupil continues to make inadequate progress despite the strategies the teacher has used in class, the teacher may decide more/different type of intervention is needed. Careful evaluation of the effectiveness of the intervention strategy is paramount. The teacher and the SENCo will look at the evidence of inadequate progress and decide on new strategies to help the pupil make progress.

An Individual Educational Plan (IEP) or provision map is written by the class teacher and SENCo for the pupil. The IEP or provision map can cover learning, social and emotional or other physical or behavioural SEND and will set out manageable short term targets that the pupil is working towards. It will set out the strategies and arrangements that are needed to help the pupil achieve these targets. The targets are discussed with the pupil and the IEP is shared with their parents/carers. Progress towards the targets is discussed at termly reviews or by request at other times through discussions with the class teacher or SENCo.

At the target review meetings decisions are made about future actions that may be taken to meet the pupil's needs. These may be:

- to reduce the amount of help,
- to continue with existing level of help with new targets being set or
- to increase the level of intervention and/or try different strategies if there has been little progress.

If a pupil continues not to make progress through SEND support, the SENCo will ask for help from outside agencies. This is in addition to the extra support the pupil is already receiving in school. This specialist may include educational psychologists, specialist teachers, behaviour support teams and doctors. With their help strategies that are different or additional from those at School Action will form the basis of future IEPs or provision maps.

At this level parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with the school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCo.

#### **4.4.3 Request for an Education & Health Care Plan**

If the pupil continues not to make progress in the school, through the Principal and SENCo, request the local authority to make an EHC assessment of the pupils SEN. If the LA agrees, it collects information from all the people who have been involved with the pupil. From this the LA Special Needs Officer decides whether the pupil needs an EHC.

#### **4.4.4 Education Health Care (EHC) Plan**

An EHC plan is a legally binding document which sets out the provision a pupil must have to meet his SEND, focused on education and training, health and care outcomes that will enable the pupil to progress in his/her learning and, as he/she gets older, to be well prepared for adulthood.

The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs or provision maps are used to set targets for each term as before. Each year the school must hold an Annual Review with the parents and all outside agencies involved with the pupil to assess his/her progress. A representative from the LA may attend these meetings.



## 5. Whole school approach

At Barnet Hill Academy School, we ensure there is:

- time for regular liaison between teachers and TAs to evaluate strategies used for lesson planning, and
- rewards for achievement of targets and good conduct include stickers, certificates, team points, house points, merits and other awards.

### 5.1 Role of the SENCO

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- assess and monitor the progress of the pupil.

The SENCO will continually monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessments. Assessment information will be recorded termly and this will be monitored by the HoDs and the Principal to ensure pupils with SEN make good progress.

- Feedback to parents and seek information from parents through the review process, parent teacher interviews and end of year report.
- Referring children and families to outside agencies (e.g. CAMHs, behaviour support, specialist teachers, Educational Psychologists, GPs, speech and language therapists)
- Termly meetings to update IEPs or provision maps formally and distribute to parents
- Attending multidisciplinary meetings to analyse progress made and determine the way forward for children who have involvement of multiple outside agencies.
- Attend annual review meetings held for children with EHC plans to analyse old goals and set new targets and determine strategies to improve attainment
- Class observations for any pupils with concerns.

### 5.2 Role of parents

At BHA we like to ensure parents have opportunities and ways in which to voice their views and opinions.

Some of these ways are:

- Regular parent meetings are held after reviewing IEPs or provision maps and targets to discuss progress of SEND children.
- Invitations to Education Psychologist (EP), Specialist Teacher meetings, multi-disciplinary meetings and annual reviews. All parental views at these meetings are documented.
- Annual parent questionnaires.
- Parent response forms related to annual reports on their children.





### **5.3 Role of class teacher**

The Role of the Class teachers Each class teacher is responsible for delivering quality first teaching to ensure:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- They follow this SEN policy.

## **6. Monitoring and evaluation**

The effectiveness of the implementation of this policy will be monitored termly by the SENCO, senior leaders and Principal, through:

- Reviews of IEPs or provision maps and checking that they are used by teachers in their planning, teaching and assessment.
- Rigorous tracking of each SEND pupil's progress along with analysis of the evidence. (pupils' work; behaviour logs; lesson observations; staff meetings; parent meetings)
- Checks on quality of information collated to contribute to reviews of the EHC plans)
- The provision will be evaluated termly by the SENCO, teachers and senior leaders, particularly the effectiveness of intervention strategies.

## **7. Relevant legislation**

### **Primary**

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100
- Keeping children safe in education September 2022
- The Education Act 2002, 2011
- The Equality Act 2010

### **Regulatory**

The Special Educational Needs and Disability Regulations 2014

The Independent Schools Standards 2014