



Barnet Hill Academy  
FAITH • EXCELLENCE • KNOWLEDGE

# SEND Policy

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## 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
- Develop independence and resilience
- Make a successful transition to secondary school and, in the longer term, adulthood, including employment, further or higher education and training

The school is committed to ensuring that pupils with SEND receive high-quality provision which is ambitious, inclusive and enables access to a broad and balanced curriculum.

## 2. School Philosophy

All pupils, irrespective of ability, share a common entitlement to a broad and balanced curriculum, inclusive of the National Curriculum. This entitlement extends to every pupil of the school, whether or not they have SEND, as set out in the Children and Families Act 2014 and the Equality Act 2010.

Barnet Hill Academy provides a caring and stimulating learning environment which meets the needs of all pupils. The school fosters academic, emotional and physical development so that each child can reach their full potential. All staff have high expectations of every pupil and share responsibility for pupils with SEND.

We aim to ensure equal opportunities for all learners. Every individual should receive the provision necessary to meet their needs. The main emphasis is on inclusion, enabling pupils with SEND to access the National Curriculum and wider curriculum through a whole-school approach.

At Barnet Hill Academy there is a commitment to examining and monitoring 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, whether short or long term, in the areas of learning, communication, social, emotional, mental health, physical or sensory development.
- To ensure that pupils with SEND are educated alongside their peers wherever appropriate.
- To promote children's self-esteem and confidence through appropriately differentiated teaching, resources and support.
- To have high but realistic expectations of all pupils and celebrate individual success.
- To involve parents at all stages of the SEND graduated approach.
- To maintain continuity of provision with professional flexibility to assess and respond to developing needs.
- To provide ongoing training for staff reflecting pupils' needs.
- To allocate resources on a needs-led basis.
- To ensure smooth transitions between phases through liaison with parents and feeder settings.



### **3. A Definition of Special Educational Needs**

For the purposes of this policy, a child is defined as having SEND if they have:

A significantly greater difficulty in learning than the majority of others of the same age; or  
A disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

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.  
A child with a disability will be considered to have SEND where they require special educational provision.  
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.

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

##### **Communication and Interaction**

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.

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, sensory processing and flexibility of thought, which can impact on how they relate to others.

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

The SENCO will work with children, parents/carers, and language and communication experts where necessary to ensure appropriate support is in place.

##### **Cognition and Learning**

Support for learning difficulties may be required where pupils learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties may include:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia and dyspraxia

Provision is carefully matched to identified needs and regularly reviewed.



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

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.

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.

The school will consider whether difficulties are the result of unmet SEND, safeguarding concerns, or other factors, in line with statutory guidance.

Where SEMH needs are identified, appropriate support strategies and interventions are implemented.

### **Sensory or Physical Needs**

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.

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.

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.

Specialist equipment or adaptations may be required. The school makes reasonable adjustments in line with the Equality Act 2010.



## 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 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, end of key stage tests, and pupil progress meetings,
- screening tools and external professional advice and
- parents/carers.

Staff can raise concerns about a child with the SENCO at any time.

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 SLT, 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 and Care (EHC) Plan 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 contribute to Annual Review meetings. Annual Review meetings are held for children who have an EHC Plan to analyse previous goals, 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**

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, in line with the SEND Code of Practice 2015.

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.

The school follows the graduated approach as outlined in the SEND Code of Practice.

##### **Assess**

Teachers, supported by the SENCO, analyse pupil needs using assessment data, observations, parental views and pupil voice.



### **Plan**

Outcomes are agreed with parents and the pupil. Adjustments, interventions and support are clearly recorded on a SEN Support Plan or Provision Map.

### **Do**

The class teacher remains responsible for working with the pupil on a daily basis and implementing agreed strategies.

### **Review**

Provision is reviewed at least termly. The impact of support is evaluated and provision adjusted accordingly.

This cycle is ongoing and responsive to need.

### **SEND Support**

If a pupil continues to make inadequate progress despite the high-quality teaching 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.

Pupils are placed on SEND Support and 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.

Provision may include:

- Targeted small-group interventions
- Specialist resources
- Adapted teaching strategies
- Additional adult support
- Advice from external professionals

Support plans are reviewed termly with parents and pupils

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 of the SEND Support 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.



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

If a pupil continues to make limited progress despite appropriate SEND Support, the school, in consultation with parents, may request an EHC needs assessment from the Local Authority.

If agreed, information is gathered from all professionals involved to determine whether an EHC Plan is required.

### **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:

- Regular liaison between teachers and teaching assistants
- High-quality first teaching as the foundation of SEND provision
- Clear communication between staff
- Recognition and celebration of pupil achievement

### **5.1 Role of the SENCO**

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will:

- Oversees day-to-day implementation of this policy
- Coordinates provision
- Monitors progress of pupils with SEND
- Maintains the SEND register
- Liaises with external agencies
- Supports staff with identification and provision
- Contributes to staff training
- Ensures statutory processes are followed

The SENCO holds or is working towards the National Award for SEN Coordination.

### **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 the Governing Body**

The governing body:

- Ensures compliance with SEND legislation
- Appoints a SEND link governor
- Monitors the effectiveness of SEND provision
- Ensures the school uses its best endeavours

### **5.4 Role of Class Teacher**

Each class teacher is responsible for delivering quality first teaching to ensure:

- The progress and development of every pupil
- Delivering high-quality inclusive teaching
- Implementing SEND strategies
- Working with support staff
- Communicating with parents

## **6. Funding**

The school receives delegated SEND funding (notional SEND budget) and uses its best endeavours to secure appropriate provision for pupils on SEND Support.

Additional funding may be allocated through EHC Plans.

## **7. Accessibility and Equality**

The school complies with the Equality Act 2010 and makes reasonable adjustments to prevent discrimination.

An Accessibility Plan is in place and reviewed every three years.

## **8. Medical Conditions**

The school supports pupils with medical conditions in line with its Medical Conditions Policy.



## **9. Monitoring and evaluation**

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

- Review of SEND Support Plans
- Progress tracking
- Work scrutiny
- Lesson observations
- Parent and pupil feedback
- Annual reporting to governors

## **10. SEND Information Report and Local Offer**

In accordance with Section 69 of the Children and Families Act 2014, Barnet Hill Academy publishes a SEND Information Report on the school website.

The SEND Information Report:

- Is reviewed and updated annually
- Describes the provision the school makes for pupils with SEND
- Explains how pupils with SEND are identified and supported
- Sets out how the school evaluates the effectiveness of provision
- Details arrangements for consulting with parents and pupils

The school contributes to the Local Authority Local Offer and works in partnership with the Local Authority to ensure that parents and carers can access clear and transparent information about available support and services.

## **Relevant legislation**

### **Primary**

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current version)

## **Policy Review**

This policy will be reviewed annually by the SENCO and governing body.