



## BARNET HILL ACADEMY

### SEN Information Report

December 2025

At Barnet Hill Academy we believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

#### Intent

Incorporating Islamic teachings on equality and inclusion further strengthens our commitment to supporting all children and young people, particularly those with Special Educational Needs and Disabilities (SEND). Here are some references that highlight these principles:

##### Islamic Teachings on Equality and Inclusion

**Equality in Creation:** Islam teaches that all human beings are equal in the eyes of Allah. The Quran states, *“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you.”* (Quran 49:13). This verse emphasizes the intrinsic value of every individual, regardless of their abilities or challenges.

**Compassion and Support for the Vulnerable:** The Prophet Muhammad (peace be upon him) demonstrated compassion towards those with disabilities and marginalized individuals. He is reported to have said, *“The one who looks after a widow or a poor person is like a warrior who fights for the cause of Allah, or like the one who fasts during the day and prays at night.”* (Bukhari). This highlights the importance of supporting those in need, fostering an environment of inclusion and care.

**Community Responsibility:** Islam places a strong emphasis on community support and the collective responsibility of individuals to help one another. The Quran encourages believers to *“cooperate in righteousness and piety”* (Quran 5:2). This principle underlines our duty to ensure that every child, including those with SEND, is supported and included in our educational community.

**Emphasis on Kindness and Fairness:** Islamic teachings advocate for kindness and fairness towards all individuals. The Quran instructs, *“And do not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness.”* (Quran 5:8). This principle guides our approach to ensuring that every pupil receives fair treatment and opportunities, regardless of their challenges.

By grounding our practices in these Islamic values, we reaffirm our commitment to equality, inclusion, and the holistic development of all children in our care, ensuring that our school environment is one of respect, support, and dignity for every individual.

## What does this look like at Barnet Hill Academy

### 1) Identifying any special needs as early as possible is very important. We :

- Listen to parents' concerns
- Observe and monitor the child's progress regularly
- Liaise with other professionals who may be working with the child
- Work closely with feeder schools when children join us to ensure the child has a smooth transition into our school
- Home visits for new children and families to the school at Foundation Stage

If the school has concerns, a graduated approach is taken as set out in the SEN Code of Practice (DfE, 2014):

**Assess:** Schools are required to carry out a clear analysis of the child's needs - alongside this, views of the parents and child are sought.

**Plan:** An individual plan is developed and put in place for the child, with input from parent and pupil. This is reviewed regularly and updated when appropriate; termly as a minimum.

**Do:** The class teacher puts the plan in place and works closely with all staff to ensure its effectiveness.

**Review:** Termly review meetings are held with both the child and parent to review the learning that has taken place.

New targets are also set, taking on board the views of both the parent and child.

### 2) We are able to support children with a wide range of needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.
- Medical conditions

### 3) Planning support for a child with SEND is:

- Is led and managed by the class teacher, who remains responsible for the pupil's progress
- Follows the graduated approach of assess, plan, do, review
- Involves the SENCO in coordinating provision, supporting decision-making, and advising staff
- May involve specialist support from external agencies where appropriate to ensure needs are accurately identified and met
- Includes careful assessment of the pupil's needs, planning of targeted outcomes, implementation of support, and regular review of progress and impact
- Values and incorporates the views of parents/carers and the pupil, who are involved through regular discussions, meetings, and agreed records of support
- Ensures all relevant information, including details of provision and strategies, is shared with staff, particularly at key transition points, to maintain continuity of support

- 4) We offer all children access to a broad and balanced curriculum through a cross-curricular approach. Every lesson is differentiated to ensure it is relevant and accessible to all children in the class. However, there may be times when your child may require additional or different support for some areas of learning.**

**At Barnet Hill Academy this may comprise:**

- Small group work for speaking and listening, Literacy or Maths
  - Extra preparation or support to understand the language used in lessons such as pre-teaching topic vocabulary
  - Adapted or additional resources in the classroom, including ICT
  - Short term 1:1 support
  - Additional or different aids to encourage independence such as written instructions or work systems
- 5) Children's progress is carefully monitored through ongoing observations alongside our school cycle of assessment. For every child, progress is measured termly during our assessment weeks and is discussed between staff at Pupil Progress Meetings where next steps will be decided. For children with SEND there may be additional measures:**
- Reviews of short-term targets on individual education plans (at least termly)
  - Additional tests to assess, for example: language levels, reading ages, mathematical concepts in order to plan next small steps in learning
- 6) Ongoing information about your child's progress will be communicated to you through termly consultation meetings and an annual report which will include expected progress for the following year (next steps). More informally, parents can request a meeting at any time with the class teacher and home/school reading records play an important role in communication between parents and staff. In addition, if your child has SEND there may be:**
- Additional termly meetings to discuss progress against specific and agreed targets
  - Annual review meetings for children with EHC plans
  - Meetings in school with outside agencies working with the child
  - Parents can request a meeting at any time with the SENDCO
  - Children will be included in discussions and decision making in an age appropriate way wherever possible
- 7) All children are expected and enabled to be fully involved in the life of the school. This includes being a member of the School Council, participating in school trips and special activities, accessing sports and extra-curricular clubs. We comply with the Disability Discrimination Act (2010) to ensure that we make reasonable adjustments so that children with SEND can take part in any activity. If any child needs additional support in any of these areas we may:**
- Develop an individual risk assessment in partnership with staff and parents
  - Ask for external professional advice
  - Arrange extra support for the child so that they are able to take part in an activity.
  - Adapt an activity so that it is accessible for the child.

**8) Our school is committed to providing exceptional support for children and young people with SEND, drawing on our staff expertise and a dedicated approach to professional development.**

- **Expertise of Staff**

**Ms Farida Gessas, SENCO:** With over 10 years of teaching experience, Ms Farida is a skilled practitioner in supporting pupils with Special Educational Needs and Disabilities (SEND). As the school's SENCO, she leads provision through effective collaboration with staff, families, and external agencies to ensure inclusive, high-quality support. She is currently undertaking the National Professional Qualification for SENCO through the Best Practice Network, further enhancing her leadership and expertise.

**Ms Yasmeen Ali, HLTA:** Ms Yasmeen holds a Level 4 Higher Level Teaching Assistant (HLTA) qualification and supports teaching across Key Stages 1 and 2. She is a key member of staff delivering targeted interventions for pupils with SEND, helping to support their progress and access to learning.

**Ms Rawshan Ahmad, TA:** Ms Rawshan holds a Level 4 Teaching Assistant qualification. She supports teaching across Key Stages 1 and 2 and plays an active role in delivering targeted interventions for pupils with SEND, helping to create an inclusive environment where all learners are supported to make progress.

- **Training and Continued Professional Development**

**Regular In-House and External Training:** We encourage all staff to pursue professional development as part of their performance management. Training is provided in-house on specific SEND topics.

**9) The school draws on a range of support from:**

- NHS, local GPs.
- Children and Adolescent Mental Health Service (**CAMHs**)
- Early Help Intervention
- Speech and Language Therapy (**SALT**)

Please see the Barnet Local Offer website for more details of available services

**10) Other related policies:**

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Complaints Policy
- Assessment Policy

Updated: December 2025

Next Review: December 2026