

Hendon School

SEND Information Report

2026-2027

1. What kind of special educational needs provision is accessible for students at Hendon School?

Hendon is a mainstream inclusive school, which ensures that all students achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

We offer a range of provisions to support students with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs.

Provision is tailored to suit the individual needs of the students. It could include: small group reading intervention, writing interventions, curriculum support, TA support, Social Skills workshops and social and emotional support from our Student Support Department.

2. How do we identify students who may have a SEND need?

SEN as defined in the 2014 Code of Practice:

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

- a) Has a significantly greater difficulty in learning than the majority of others 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.*

Some students arrive at Hendon with identified SEND, in which case the SEND Coordinator will liaise with the previous school or special unit to ensure there is a smooth transition and continuity of provision.

Information will be gathered, including seeking the views of parents and the student, as well as from teachers and assessments. There can be many reasons for learners ‘falling behind.’ These may include absences, attending lots of different schools, difficulties with speaking

English or worries that distract them from their learning. The school understands that students who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND, only those with a learning difficulty that requires special education provision will be identified as having SEND.

3. What level of support does Hendon School offer to pupils?

Hendon School has a graduated approach to SEND. Through this process we consider support based on need. The levels of support increase and are described as:

Wave 1: Initially, students receive inclusive and high-quality teaching for all in the classroom, which may include the provision of adapted strategies / classwork for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud. Some students at this level may be on our concern list as we track and review their progress. These are discussed at our Inclusion Panel meetings.

Wave 2: If concerns continue or increase, the student may be considered for intervention such as curriculum support, emotional wellbeing support plans etc. or referred for in-house School Based Assessment which provides further insight into their learning potential. This will generate a report that is shared with all stakeholders and may lead to further intervention to support progress. This can also include Access Arrangements and Concessions for public examinations. It may also include Using recommended aids where available, such as laptops, coloured overlays, visual timetables and larger font.

Wave 3: When a student does not make the expected progress at Wave 2, the young person will be targeted for further intensive support and intervention to support progress. This may include support from outside agencies.

4. What provision is made for pupils with SEND; with and without an Education and Health Care Plan (EHCP) in respect of:

a) What are the school's arrangements for assessing and reviewing progress of pupils with SEND?

- Teachers carry out regular teacher assessments of all students using a range of sources including observations, classwork and class-based assessments.
- Student progress meetings/discussions are held regularly enabling us to track and identify students who are not making expected national progress.
- If teachers have concerns about student progress or attainment at Hendon School, parents will be contacted to discuss these concerns. This is also an opportunity for parents to share their views and any additional support can be agreed.
- Interventions/support programmes are then implemented and monitored to ensure that the student makes accelerated progress.

If a student is identified as having SEND, we will provide support that is 'additional to' or 'different from' the adaptive approach and learning arrangements normally provided as part of the high quality, personalised teaching available to all students.

If a student is identified as having SEND, we will support them as part of the 'normally available' Quality First Teaching offered to all students. At times there might be need for additional provision that would not normally be available.

When providing support, we engage in a 4-stage process: Assess, Plan, Do, Review:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the student, class teacher and assessments.

Plan – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. This may be in the form of a School Based Assessment. Findings and decisions regarding the action plan for support will be shared with parents and teachers and reviewed following an intervention.

Do – providing the support – extra assistance for the learning or learning aids as discussed with parents/carers.

Review – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SENDCo contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and Learning Support Assistants are held regularly and termly Student Progress meetings with the SEND Coordinator, HOY, subject teachers, Student Services and any other external agencies involved with the student.

These additional interventions will be tailored to meet the student's needs and will target the area of difficulty. This support may be provided in classroom or withdrawal in a small group with learners with similar needs or on a 1:1 basis. These are usually run either by a SEND teacher or by a Learning Support Assistant. For some of the students, this may be access to a resource such as ICT equipment or table tools.

The support provided and its impact in class will be monitored closely and shared regularly with the student and their parents/carers.

While the majority of learning with SEND will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

- ***How are the interventions and support systems monitored as to their effectiveness?***

Depending on the intervention there are a number of ways that a provision is monitored for effectiveness. This could be one, or a combination of the following: At times a baseline assessment will take place at the beginning of the intervention – this will provide the point of reference for measuring progress made by a student – and a target outcome is set. Regular reviews will take place to ensure that the intervention is having the intended effect. The regular reviews involve students and their parents/carers, as well as class teachers. Progress is at times monitored through observation from the professional delivering the intervention, or reassessment by a professional following strategy they recommend, and that have been implemented separately by teachers and support staff.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents'/carers' consent. This might involve: Speech and Language therapy services, Occupational therapist, Physiotherapist, CAMHS, advisory support teacher, Educational Psychologist or health services such as a Paediatrician.

Where a student has an EHC Plan, reviews are held on an annual basis (Annual Review)

This will provide an opportunity for the young person and all of those who support them to discuss their progress. An Annual Review is structured in the following way:

- *The young person shares their views regarding progress and achievements;*
- *The young person's progress against their targets is shared and discussed;*
- *Where a target has or has not been met, new targets are identified;*
- *All stakeholders are invited to share their views – if appropriate, the young person is invited to stay;*
- *The young person's EHCP including any changes that may need to be made are discussed and recorded on the Annual Review document;*
- *The document is updated and disseminated to parents, agencies working with the young person and the appropriate borough.*

b) What is the school's approach to teaching students with SEND?

- Students with SEND are inclusively educated within an age appropriate classroom with their peers for a majority of the time.
- Adaptive teaching is used within the classroom to ensure students are able to achieve objectives.
- If additional support is identified as necessary, students take part in planned, evidence-based intervention provided at a time to suit need.
- Support is personalised and targeted to meet the student needs.
- Adults working with a student with SEND communicate regularly to ensure a consistent approach to teaching and learning.

c) How does the school adapt the curriculum and learning environment for students with SEND?

At Hendon School, we endeavour to ensure that all students' needs are met through high quality teaching and learning opportunities. All students at Hendon School are the responsibility of their class teacher, who plans for and teaches all the students in their class. To further reduce or remove barriers to learning, this at times will involve adaptive teaching and extra support, either through targeted strategy, additional adults or additional materials and resources. Where it is necessary, the students are given extra support or time limited

and targeted interventions to accelerate their progress to help them work at age-related expectations.

Class-based Learning Support Assistants work alongside the class teacher to support students with SEND individually/in small groups, or the class as a whole.

The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of students.

d) What additional support is available for students with SEND?

Interventions available to students with SEND are listed in the table below:

SEND Register	<p>Student needs and an overview outlining strategies for support are shared in the SEND register.</p> <p>This is made available to all staff and the register is updated to match the needs of the students.</p>
Learning Support Assistant	<p>It may be appropriate for some students to receive additional support in lessons. When this is the case and where there is staff availability, a Learning Support Assistant will be assigned to their lessons.</p>
Curriculum Support	<p>A small number of students will take part in additional English (KS3 &4) and Maths and Science (KS4) lessons. These are timetabled in place of Languages.</p> <p>Curriculum Support takes place in all year groups.</p>
Guided Reading	<p>Aimed at Year 7/8 students with a reading age at least three years below their chronological age. Through weekly hour intervention sessions, over the course of two terms, students develop their vocabulary and learn how to infer meaning using evidence. They also learn how to write PEE paragraphs, a key skill for GCSE.</p>
RML fresh Start	<p>Students in years 7, 8 or 9 identified by a School Based Assessment as having poor reading fluency / accuracy /comprehension skills.</p>
Writing Intervention	<p>Handwriting Group is set up to develop skills for students that have:</p> <ul style="list-style-type: none">- Poor handwriting legibility- Slow handwriting- Poor hand strength- Poor hand stamina, difficulty writing for long periods of time

	<p>The group focuses on activities:</p> <ul style="list-style-type: none"> - Handwriting practice - Developing hand strength / stamina with Thera putty / stress ball exercises - Touch typing
Well-being (SEMH)	<p>Where students present with a difficulty that prevents them from accessing learning, we run bespoke sessions to identify and address their needs. This would include support with:</p> <ul style="list-style-type: none"> • Friendship Groups • Storyboarding • Lunch/break time support
Social Skills intervention	<p>This intervention targets students who may be experiencing social interaction and communication difficulties. Normally runs as targeted group sessions tailored to specific needs of group.</p>
Speech and Language Support	<p>An intervention tailored to meet the SALT targets of students accessing Speech and Language Support. The strategies and recommendations from a Speech & Language Therapist may be integrated into lesson work by the teacher.</p>
Break and Lunch Time Support	<p>The SEND department is always highly staffed at break and lunch times and students can choose to spend their free time in the department.</p>
Student Services	<p>Hendon School also has a department that additionally supports the SEMH needs of the students at Hendon School. They engage with a variety of services including CAMHS and they work with staff across the school.</p>

e) What extra-curricular activities are available for students with SEND?

There are a large number of extra-curricular clubs that students can take part in. As a faculty, we strive to ensure that all students are included in school trips and activities. Full risk assessments are carried out before any visits.

f) What support is available for ensuring the emotional and social development of students with SEND?

- Hendon School puts great emphasis on the emotional happiness and well-being of our students.
- The SEND department runs numerous interventions to support the emotional and social well-being of the students, including: Social Time, REACH and 1:1 Well-being or group sessions, personalised to meet the needs of the student.
- Students can also access support through the Student Services Department – students are assured that all adults are available to speak to them about any worries, difficulties or problems to ensure that they are supported emotionally. See Safeguarding Policy for detail.

Support for students with SEND who experience attendance difficulties

At times, a student with SEND may experience challenges that affect their attendance or ability to engage with school. When this happens, we work closely with parents/carers and the student to understand their needs and agree a personalised plan to support re-engagement. This may include a phased or supported reintegration plan, tailored attendance strategies, therapeutic or counselling support, and close liaison with our pastoral team and external professionals. We regularly review these plans with families and the student to ensure they feel safe, confident, and ready to return to learning. Our approach is flexible, supportive and centred on reducing barriers so that students can successfully reintegrate into school life.

Support for students with SEND who have mental health needs

Following the Department for Education's guidance on mental health and wellbeing in schools (2025), we recognise that some students with SEND may experience mental health needs that affect their wellbeing, attendance or engagement in learning. When this occurs, we work with parents/carers and the student to understand their needs and agree appropriate support. This may include wellbeing or counselling sessions, mentoring, small-group SEMH interventions, or involvement from external mental health professionals. In line with DfE guidance on supporting pupils where a mental health issue is affecting attendance (2023), we can also provide phased or supported reintegration plans and reasonable adjustments to reduce barriers. We review these plans regularly, gathering pupil voice so that students feel listened to and supported in returning to learning.

5. What specialist services and expertise are there for students with SEND?

We have a collaborative approach to the support of students and work with a number of different agencies to offer a 'team approach'. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; students and Adolescent Mental Health Service (CAMHS); borough services including SENDIASS and the Autism Advisory Service. We also work closely with Hendon School Student Services Department – all of whom work with students at Hendon who meet their criteria. We use the Visual Impairment and Hearing Impairment Services for the London Borough of Barnet. Our school nurse visits on a regular basis and is available to see staff, students and parents to offer support and advice.

Where appropriate we have a Team around the Child (TAC) meeting so all the agencies as well as the parents can meet to discuss concerns and to coordinate support.

Inclusion Panels attended by a number of key staffs within the school take place on a weekly basis. During these meetings, we discuss and track the progress of the young people and decide future actions including work with outside agencies.

6. What training have staff supporting SEND students received?

The SEND Coordinator has completed the National Award for Special Educational Needs Coordinators. Further specific training in a wide range of SEND and training from Barnet has also been completed.

All teaching and support staff have received training in behaviour and learning strategies. Learning Support Assistants also are trained in safeguarding and some have received training in first aid.

We also arrange regular training from outside agencies and from Barnet, including Speech and Language, Occupational Therapy and Autism Outreach. There is a regular training programme for support staff.

All new staff (newly qualified staff) at Hendon School are inducted by the SEND Coordinator.

Regular whole school training also takes place and is tailored to cover the needs identified by staff.

7. How accessible is the school?

We endeavor to remove any barriers to learning to enable students with 'SEND' to fully access to the school and curriculum.

For wheelchair bound students, we have very restricted areas of accessibility. There is a lift in one entrance area of the school which enable access upstairs to the school hall, science laboratory and one disabled toilet in the main building. Not all areas are accessible.

[Please see our accessibility plan document.](#)

8. What arrangements are there for consulting and involving parents of students with SEND?

We offer:

- Termly reports that are sent out to parents;
- Parent consultation meetings, Pupil Progress Meetings and annual Parents Evenings;
- We hold a coffee morning for parents / carers of students in REACH.
- We conduct additional and individualised induction / transition meetings with Parents / carers of year 6 students starting the next academic year.
- We hold Multi-agency meetings with parents as required.
- Students with complex needs may have a statement of SEND of an Education, Healthcare Plan (EHCP); these are formally reviewed on an annual basis.

9. What are the arrangements for consulting young people with SEND about, and involving them in their education?

All pupils, regardless of their SEND, are aware of their next steps and the progress that they make through intervention.

Pupils EHCP's are invited to termly meetings, which include parent / carer meeting to discuss their targets, progress and next steps, as well as their Annual review meeting.

How we gather and use pupil and parent/carers voice

At Hendon School, we regularly gather pupil voice through intervention reviews, learning conversations and structured feedback activities so that students can share their experiences, strengths and any barriers they are facing. This feedback directly informs how we adapt provision, plan next steps and evaluate the impact of support. We also meet with parents/carers at key points to discuss progress, review provision and agree any changes needed. By listening carefully to both pupils and their families, we ensure that SEND provision is personalised, responsive and centred on what each young person needs to be successful.

10. How Can Parents/carers Request a Personal Budget?

Parents/carers and young people with an Education, Health, and Care Plan (EHCP) have the legal right to request a Personal Budget to fund specific aspects of their provision. This can include:

- Specialist therapies (e.g., Speech & Language Therapy, Occupational Therapy)
- Assistive technology or specialist equipment
- Short breaks or social activities
- Other support agreed within the EHCP

Personal Budgets are managed in one of the following ways:

1. Direct Payments: Funds are given directly to parents to arrange provision.
2. Notional Budget: The local authority holds and manages the budget, but parents have a say in how it's spent.
3. Third-Party Managed Budget: A nominated organization manages the budget on behalf of the family.

Parents who wish to explore this option should contact the Local Authority SEND Team or refer to Barnet's Local Offer for further guidance. The school SENDCo is also available to discuss how this might support your child's needs

11. How does the School/Governing Body involve Health, Social Services, Local Authority Support Services and others in meeting the needs of students with SEN and supporting their families?

In order to meet the individual needs of a pupil the school will work with and seek advice from an Educational Psychologist, Advisory Teacher, Speech and Language Therapist or a variety of health colleagues to support the child's academic and social progress.

12. What are the contact details of support services for the parents of students with SEND, including those arrangements made in clause 32?

If a parent has a learning concern, they should contact the subject teacher. Any other concerns should be raised with the form tutor or head of year. The SEND Coordinator is also available. Your child's tutor and Head of Year will also be a useful source of information about your child.

Parents can also contact SENDIASS (Barnet Special Educational Needs and Disability Information and Support Service). SENDIASS provides free, confidential and impartial

information, advice and support to parents and carers of students and young people up to 25 years old.

Contact number: 02083597637

Email: SendIASS@barnet.go.uk

13. What are the school's arrangements for supporting students with SEND in transferring between phases of education?

We work closely with the primary schools to identify students with SEND. We also provide opportunities for parents to share SEND information during the admission interview. Where concerns have been raised, the SEND team meet with the young person and parent and we also arrange further transition.

When a young person is already identified as SEND, we work closely with all stakeholders to ensure a smooth transition. The young person will also be invited to additional transition days.

In all cases, relevant records will be passed on between the schools.

14. Who is the named SEND contact?

Mr Sym Pitsialis	Head of SEND	pitsialiss@hendonschool.co.uk
Mr Peter Nye	Student Services	NyeP@hendonschool.co.uk
Mrs Julie Williams	Manager of HARP	williamsj@hendonschool.co.uk
Ms Kalpna Patel	Manager of PDS	PatelKa@hendonschool.co.uk