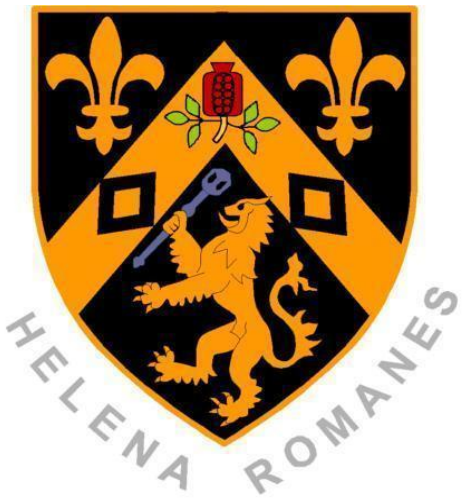
Helena Romanes School



Special Educational Needs and Disability (SEND) Policy

Assistant Headteacher SENCo: Ms. Samantha Patching

SEND Governor: Mr. T Styles

Reviewed and agreed by Governors: 6th October 2026

1. Introduction and Aims

1.1 Context and Legal Framework

This policy outlines the principles, procedures, and practices for fulfilling the statutory responsibilities of the Children and Families Act (2014) and the SEND Code of Practice 0-25 (2015). It supports the principles of inclusion and aims to provide an equitable education for all students, ensuring that those with special educational needs and disabilities (SEND) can achieve their full potential.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. In line with the Code of Practice, we hold high expectations for every student with SEND and aim to help them achieve the best possible educational and other outcomes.

1.2 Core Aims

At Helena Romanes School, our aim is to be a truly inclusive school where every student, regardless of their starting point or challenge, is empowered to become a confident, independent, and ambitious young adult who achieves their personal best and is fully prepared for a happy, successful and fulfilling life. Our core aims are:

1. To ensure that all students with SEND have access to a broad, balanced, and relevant curriculum, including participation in extra-curricular activities.
2. To identify and assess students' needs as early and as accurately as possible, involving students and parents/carers at every stage.
3. To provide a continuum of support and provision that meets the individual needs of students, focusing on the Graduated Approach (Assess, Plan, Do, Review).
4. To ensure high-quality, inclusive, adaptive teaching is the foundation of all SEND provision (Quality First Teaching).
5. To promote the successful inclusion of all students, remove barriers to learning, and secure high achievement for all.

2. Roles and Responsibilities

2.1 The Governing Body

The Governing Body is responsible for ensuring that the school has a designated SENCo and for determining the school's general policy and approach to provision for students with SEND. They must ensure that arrangements are in place to secure effective education, regularly review the effectiveness of the policy, and publish the statutory SEND Information Report on the school website.

2.2 The Headteacher and Senior Leadership Team (SLT)

The Headteacher has overall responsibility for the management of all aspects of the school's work, including provision for students with SEND. The SLT ensures that all staff understand their responsibilities and are supported in implementing the policy.

2.3 The Special Educational Needs Co-ordinator (SENCo)

Assistant Headteacher (SENCo): Ms. Samantha Patching

Primary SENCo: Mrs Z Webb

Deputy Headteacher responsible for SEND - Mrs. Manjit Hazle

The SENCo is responsible for:

- Working with the Headteacher and Governors to determine the strategic direction of the school's SEN policy and provision.
- Overseeing the day-to-day operation of the school's SEND Policy.
- Coordinating provision for students with SEND, including the strategic allocation of resources.
- Overseeing the effective use of the Assess, Plan, Do, Review cycle (the graduated approach) by all staff.
- Liaising with parents/carers of students with SEND.
- Managing the school's SEN register and records.
- Liaising with external agencies, including the Local Authority (LA) and health and social care professionals.
- Managing the statutory assessment process and coordinating Annual Reviews for pupils with an Education, Health and Care (EHC) Plan.
- Advising and supporting other staff members, including iIdentifying and arranging training and development opportunities for all staff to improve their knowledge of SEN.
- Coordinating support for pupils during key transition points (e.g., joining the school, moving to a new year group, or leaving for college or other post 16 opportunities).

2.4 All Teaching and Support Staff

At the Helena Romanes school, we understand that all teachers are teachers of students with SEND. They are responsible for:

- Providing high-quality, adaptive teaching that meets the needs of all students in their classes.
- Following the Graduated Approach for students receiving SEN Support.
- Working closely with the SENCo and learning support assistants to ensure consistency of provision.
- Being aware of and following the targets and strategies set out in students' pupil passport or one plan.

3. Identification and Assessment

3.1 The Graduated Approach

The school uses a four-part cycle to identify and respond to the needs of students with SEND: **Assess, Plan, Do, and Review.**

3.1.1 Assess (Gaining a clear understanding of the student's needs)

- Data is gathered from primary schools, academic tracking, assessment results, and staff/parental/student concerns.
- A student is identified as requiring SEN support if, despite high-quality teaching, they are still not making expected progress, defined as progress that is similar to that of their peers starting from the same baseline, or progress that would lead to closing the attainment gap.
- If a concern is raised, the teacher/subject leader is the first port of call. They will use high-quality, adaptive teaching to address the need.
- If the student continues to make slow or no progress, the teacher consults with the SENCo via the SEN student referral form.
- Assessments may include internal screening tools, observations, and advice from external specialists (e.g., Educational Psychologist).

3.1.2 Plan (Agreeing outcomes and provision)

- For students identified as needing SEN Support, the SENCo, in collaboration with teaching staff, the student, and parents/carers, develops a plan for support. This could be by creating a pupil passport or one plan. The plan must clearly set out the desired outcomes, the specific provision to be put in place, and the date for review. The student's views, wishes, and feelings must be at the centre of the planning process.

3.1.3 Do (Implementing the provision)

- Teaching staff remain responsible for working with the student on a daily basis, even where interventions involve group or 1:1 teaching assistant support.
- The SENCo supports teachers in ensuring the plan is implemented and effective.

3.1.4 Review (Evaluating the impact and next steps)

- The effectiveness of the provision is formally reviewed at least three times per year with the parents/carers and the student.
- The review measures the impact of the provision against the outcomes set in the plan.
- Outcomes of the review will be a decision to:
    - Continue the provision (with modifications).
    - Amend the provision.
    - Stop the provision if the student has met their outcomes and no longer requires SEN Support.

3.2 Four Areas of Need

The school identifies needs across the following four broad areas as defined by the Code of Practice:

1. **Communication and Interaction (C&I)**
2. **Cognition and Learning (C&L)**
3. **Social, Emotional and Mental Health Difficulties (SEMH)**
4. **Sensory and/or Physical Needs (S/P)**

4. Provision and Support

4.1 Quality First Teaching

This is the cornerstone of all provisions. All teachers provide high-quality, adaptive teaching that is inclusive of all students, including those with SEND. Adaptations include may include:

- Careful use of seating plans.
- Differentiated tasks and resources.
- Pre-teaching of key vocabulary.
- Scaffolding of complex tasks.

4.2 SEN Support

For students who require provision that is additional to or different from Quality First Teaching, they will be placed on the school's SEN Register at the level of 'SEN K Support'. This may include:

- Small group interventions (e.g., targeted literacy/numeracy support).
- In-class support from a Teaching Assistant.
- Access to specialist equipment or technology.
- Social skills groups or emotional literacy support.

4.3 Education, Health and Care Plans (EHCP)

For students whose needs are complex, severe, and persistent, and cannot be met solely through SEN Support, the school or parents/carers may request an EHCP needs assessment from the Local Authority.

- The school will cooperate fully with the LA in the assessment process.
- The school will aim to provide all the special educational provisions specified in the EHCP and will notify the LA of any section F stipulations that it cannot deliver.
- The EHCP will be reviewed annually, in partnership with parents/carers and the LA.

4.4 Use of Specialist Resources and External Agencies

The SENCo will coordinate access to specialist provision, including:

- Educational Psychologists
- Speech and Language Therapists (SALT)
- Specialist Teachers for specific learning difficulties (SpLD)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapists

5. Partnership with Parents/Carers and Students

The Helena Romanes School believes in the fundamental importance of working in partnership with parents/carers and students.

- Parents/carers will be involved in all stages of the Graduated Approach.
- Students will be encouraged to participate in decision-making and contribute to their own plans, ensuring their views and aspirations are central to the provision. This is achieved through person-centred planning approaches.
- The school will make every effort to communicate clearly and accessibly with parents/carers.

6. Managing Transitions

6.1 Transition into Reception

The SENCo ensures robust transition planning for all students identified with SEND moving into reception. This may include:

- Liaison visits and detailed information sharing with nursery/ pre-school SENCOs.
- Additional visits to the school for students and parents/carers.
- Primary SENCo to visit settings.
- Creation of pupil passports in preparation for transition.

6.2 Primary to Secondary Transition

The SENCo ensures robust transition planning for all students identified with SEND moving from primary school. This may include:

- Liaison visits and detailed information sharing with primary SENCOs.
- Additional visits to the school for students and parents/carers.
- Creation of pupil passports in preparation for transition.

6.3 Post-16 and Adulthood Transition

For students in Key Stage 4 and 5, the school works with careers advisors and post-16 providers to plan for transition to further education, employment, or training. The statutory duty to plan for Preparation for Adulthood (PfA) is actively addressed from the Annual Review in Year 9 onwards. PfA focuses on four key areas: employment, independent living, community participation, and health.

7. Complaints

In the first instance, any concerns about SEND provision should be discussed with the SENCo. If concerns remain, parents/carers should follow the school's formal complaints procedure, available on the school website.

8. Monitoring and Review

The effectiveness of this policy and the provision for students with SEND will be reviewed annually by the SENCo, the Headteacher, and the designated Governor for SEND. This review will use:

- Student progress data and attainment.
- Lesson observation data to monitor Quality First Teaching.
- Parent/carer and student feedback.