

SIR HENRY FLOYD GRAMMAR SCHOOL
Working Together to Inspire, Challenge and Achieve
SEN Information Report - September 2026

1. School Setting

Sir Henry Floyd Grammar School (SHFGS) is a co-educational selective school (all admissions being subject to the 11 Plus entrance criteria) with approximately 1350 students on roll. The philosophy and culture of our school values the individuality of all of our students, celebrates difference and makes reasonable adjustments to support SEND students, in line with the Equality Act 2010.

The school community currently includes students representing a wide variety of special educational needs.

Communication and interaction.	21
Cognition and learning.	1
Social, emotional and mental health difficulties.	12
Sensory and/or physical needs.	8

At SHFGS these include Autism, ADHD, Dyslexia, Visual and Hearing impairment and, Social, Emotional and Mental Health needs. This list is not exhaustive.

This data is representative of a student's primary needs only and not reflective of any secondary needs. SHFGS has a significant number with a medical diagnosis (under the category of Communication and Interaction, specifically ASD) - their needs are met with ordinarily available support and therefore do not require them to be on the SEN register.

2. Identification & Assessment

Comprehensive details of the school's policies for SEND, Admission, Equality and Behaviour and the Accessibility Plan can be found here:

<https://www.sirhenryfloyd.co.uk/Policies/>

Upon arrival at SHFGS, students are assessed in reading, and from September 2026 spelling and handwriting. This helps identify any areas where support may be needed.

Through regular assessment points each year, all students are monitored closely by the teaching staff. The SEND team also monitors assessment and progress data of students with SEND. Both academic and social & emotional progress is tracked for SEND students.

Students with SEND are identified in a variety of ways:

- Information received on transfer from other schools

- Evidence from parents/carers
- The school's own screening and assessment procedures.
- Concerns raised by existing students or parents/carers who can contact school
- Staff can raise a concern via the in school SEND Referral Form.
- Records or contact from other agencies (e.g. medical or social care agencies, specialist teaching services, speech and language therapists, etc.)
- Subject Teachers, Subject Leaders, Faculty Leaders, Form Tutors and Heads of Year(s) through the school's academic tracking process.

When a potential SEND requirement has been identified, the school may use one or more of the following to assess the student:

- Feedback from the student, parents/carers and school staff (which may include the subject teacher/leader, form tutor, **Special Educational Needs and/or Disabilities Coordinator (SENDCO)**, Assistant SENDCO, or the Personalised Learning Team).
- Observations in lessons.
- Information from professionals who have been working with the student in their previous school.

Parents/carers are entitled to commission a private assessment to be carried out by external agencies, however:

- SHFGS requests the opportunity to contribute to the assessment (to reflect the student's performance/behaviour at school).
- the school reserves the right to disregard private assessments if not conducted appropriately, in line with official guidelines (including those set out by the Joint Council for Qualifications).

3. Making Provision

All teachers at Sir Henry Floyd Grammar are teachers of SEND and are:

- Familiar with the SEND Code of Practice Graduated Approach, the school's SEND Policy, categories of SEND and possible indicators.
- Empowered to identify and discuss with subject leaders or faculty leaders any students who are not making the expected rate of progress according to the school's academic monitoring process or who are giving cause for concern on account of social or emotional difficulties. This may lead to a further dialogue with Head of Year, Form Tutor, Assistant SENDCO or SENDCO.
- All staff receive regular training on teaching SEND students, this takes place on INSET days, staff meetings and in team meetings.
- Able to direct, guide and liaise with Assistant Teachers who work with teachers in lessons to support them in delivering personalised learning.

Responsibility for, and delivery of, the SEND provision within the school is tabulated below:

Title	Responsibility/Delivery
Form Tutors	• Central responsibility for the day-to-day welfare of students in their form group • Collation of information on students' progress

Subject and Faculty Leaders	• Work with Subject Teachers to identify underperforming students. • Liaison with pastoral leaders (including SENDCo if necessary) if additional academic strategies (Wave 2 of High Quality Teaching) are unsuccessful.
Heads of Year(s)	• Monitor academic progress with SSC† and identify students within their year group(s) who are below the expected rate of progress. • Receive referrals from teaching staff, subject leaders and form tutors regarding concerns about student welfare. • Involved in decisions regarding the need for formal assessments.
Assistant Teachers ‡	• Present in all departments to provide specialist support in academic interventions. • Review PCLP (Support Plans) as part of the ADPR* cycle

* - Assess, Plan, Do, Review

† - Student Support Centre

‡ All Assistant Teachers and have recent training in supporting students mental health and Autism Spectrum Disorder.

Additional expertise exists and is being further developed within the school as follows:

- Attendance Officer is trained in Emotionally Based School Avoidance.
 - Further contextual training opportunities specifically with Autism in mind, will be undertaken via the Local Authority and the TES during the remainder of the academic year.

5. The SEN Team

- **SENDCO-** Richard Johnson BSc (hons) QTS PhD NPQH NPQSEND- Deputy Headteacher. rjohnson@shfgs.co.uk
- **Assistant SENDCO-** Shanis Davis BMus (hons) MA QTS NPQSEND is Assistant SENCO and Head of Year sdavis1@shfgs.co.uk
- **SEND Administrator-** Miss L Carter lcarter@shfgs.co.uk
- **SEND Intervention Lead** Mrs L Hankinson lhankinson@shfgs.co.uk
- **Assistant Teachers**

6. How the schools resources are allocated and matched to the students' needs:

Extensive planning is given to the need to provide appropriate support and intervention based on student need. This may include the use of external providers to meet the needs outlined in section F of EHCPs.

- The SEN budget is the responsibility of the Executive Headteacher, Head of School and the Deputy headteacher (SENDCo). Regular discussion and monitoring takes place to ensure that resources are cost-effective and allocated appropriately.

- The Deputy Headteacher (SENDCo) and the Academy Trust Chief Finance Officer liaise closely on allocating budgets and resource
- Interventions are planned and reviewed for effectiveness and costs of external interventions are factored into the departmental spending for each year.

Students with SEND are encouraged to join extracurricular activities to support learning beyond the classroom. Students with SEND have an opportunity to access the same extracurricular activities as their peers with additional support where needed.

The school possesses a range of equipment and facilities including:

- Coloured overlays and modified resources such as large print texts, reading rulers etc.
- A quiet room with sensory equipment
- Social areas within the Wellbeing Hub which are available at break and lunchtime for use
- Small rooms for one to one intervention such as speech and language therapy
- Access to the Wellbeing Hub area and quiet room if overwhelmed.
- Homework support club.

Where there are students with medical needs that require specialist support or equipment, advice and guidance will be sought from external professionals such as the NHS and occupational therapy and where and how these can be sourced. Funding for these will be determined through service level agreements and usually through the use of 'equipment loans.

7. Specialist expertise is obtained by the school

Expertise may be drawn upon by the school to support students. Referrals may be made to outside agencies such as, but not limited to:

- Educational Psychologists
- Occupational Therapist.
- Speech and Language Therapist.
- CAMHS
- Specialist Teaching Service (ASC, Cognition and Learning, Hearing and Visual impairment)
- Family Support Service
- Pupil Referral Unit
- Alternative provision providers

8 SEND Training

All staff including specialist staff in the SEN Department all have access to on-going INSET and CPD. Staff are asked their views on any training needs and support they may need in relation to SEND.

- CPD is provided for all new staff on joining school and all ECTs and trainee teachers.
- The SEND register contains a list of all students with SEND and all staff have access to the SEND folder which contains relevant information related to students such as Person Centred Learning Plans. Staff are informed of how to access this.

- SEND information is shared in the weekly staff bulletin including updates to risk assessments and PCLPs
- Local Authority Specialist Teachers and NHS Staff support on-going training e.g. Speech and language therapy or Social and communication skills etc.
- All staff are able to request CPD in SEND.

9 & 10. Parent and Student Collaboration

The school consults and liaises in the following ways:

- Students have an annual academic review meeting with Form Tutor to discuss progress and set targets.
- Parents receive termly reports on effort and progress in accordance with the Teaching & Learning Policy.
- Parents have the opportunity to discuss student progress with Teachers, Assistant SENDCO or SENDCO and Heads of Year(s) at the annual Parents' Evening for the student's year group.
- Parents may contact a Subject Teacher, Form Tutor, Head of Year, Assistant SENDCO or the SENDCO at any time during the year if they have concerns about their child's academic progress or welfare.
- Students are surveyed regularly with regards to inclusion and reviewing their attendance within extra-curricular events.
- Students with an EHCP are expected to attend their Annual Review.
- SEND students attend meetings between parents and school throughout the school year.
- All students on the SEND register are assigned a key worker who meets with students and reviews the PCLP with the student and also liaises with parents.
- Provision Map software allows all plans to be available online which encourages and enables parent collaboration and communication with their child's provision at the school.

11. Governorship

The Governor responsible for SEND and Pupil Premium is Mrs Vidyha Jayarajah.

12. MAT approach

Sir Henry Floyd Grammar School works in collaboration with Education Services (virtual school, Specialist Teachers) Health services (SaLT, OT, CAMHS) Social Support (Early Help, Social Care, Family Support) and local charities such as Action4Youth, AUTC and PRU.

13. Local Offer

The Bucks SEND local offer for support beyond the classroom is available here:

<https://familyinfo.buckinghamshire.gov.uk/send/>

14. Transition

Preparations for transition include:

- Parents of pupils joining the school in Year 7 are asked to introduce themselves and visit the Personalised Learning Centre on Open Evenings or Mornings.
- Parents can arrange for a separate meeting and tour of the school to discuss their child and whether the school can meet their needs.
- Parents/carers are sent a form in the school admission pack which they are asked to complete to notify us of any SEND and existing provision.
- Once allocated a place, the school will liaise with the student, parents/carers and the feeder school to gather information about how they learn and what provision or strategies are used to support them.
- A programme of transition is planned for each SEND student taking into account the individual student's needs.

Complaints regarding SEND provision

Initial concerns regarding SEND provision should be raised with Dr Johnson Deputy Headteacher SENDCo. If the matter is not resolved any complaints should follow the schools normal complaints policy. This policy is based on the principle that concerns expressed by a student, parent or any other individual or organisation should be resolved as quickly as possible without the need to escalate to the formal stages of the procedure. However, where resolution has not been achieved and the person raising the concern is unhappy and wishes to take the matter further, the formal procedure for dealing with complaints will be followed. The complaints policy for the school can be found here:

[Complaints Policy](#)

Key Links

[Child and Adolescent Mental Health Service](#) (CAHMS)

[Education and Health Care Plan](#) (EHCP)

[Detailed Assessment of the Speed of Handwriting](#) (DASH)

[Assess, Plan, Do, Review](#) (APDR)

[Ordinarily Available Provision](#) (OAP)

[SEN Code of Practice](#)

[High Quality Teaching](#)