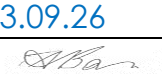
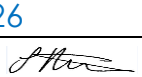
Bank End Primary Academy

SEND POLICY

September 2026-2027

POLICY SIGNED OFF DATE:	03.09.26	03.09.26
SIGNED OF BY:		
ROLE:	Headteacher	Chair of Governors

The Bank End Primary Academy SEND policy

Context Bank End Primary Academy is situated in the locality of Worsbrough Dale, Kendray and Stairfoot. We put ourselves at the heart of the community and are committed to the inclusion of every child. Every child is a special individual, capable of extraordinary things. We expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations. • The needs of the community the schools serve.
Headteacher: Mrs Faye Bettison
Governor with responsibility for SEND: Janine Astley **janine.astley@barnsley-academy.org**
SENCO: Cassie Bunting
SENCO Qualifications: National Award for SEN Coordination
Contact details: Bank End Primary Academy Underwood Avenue Worsbrough Barnsley South Yorkshire S70 4AZ
This policy will be reviewed annually
Agreed by Governing Body: September 2026
Review date: September 2027

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Headteacher and the SENCO will work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.
High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something ***additional to*** and ***different from*** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavors to ensure that provision is made for those who need it.

Bank End Primary Academy will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice & is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching, and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope

to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him/her from making use of facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

These four broad areas give an overview of the range of needs that are planned for however, we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

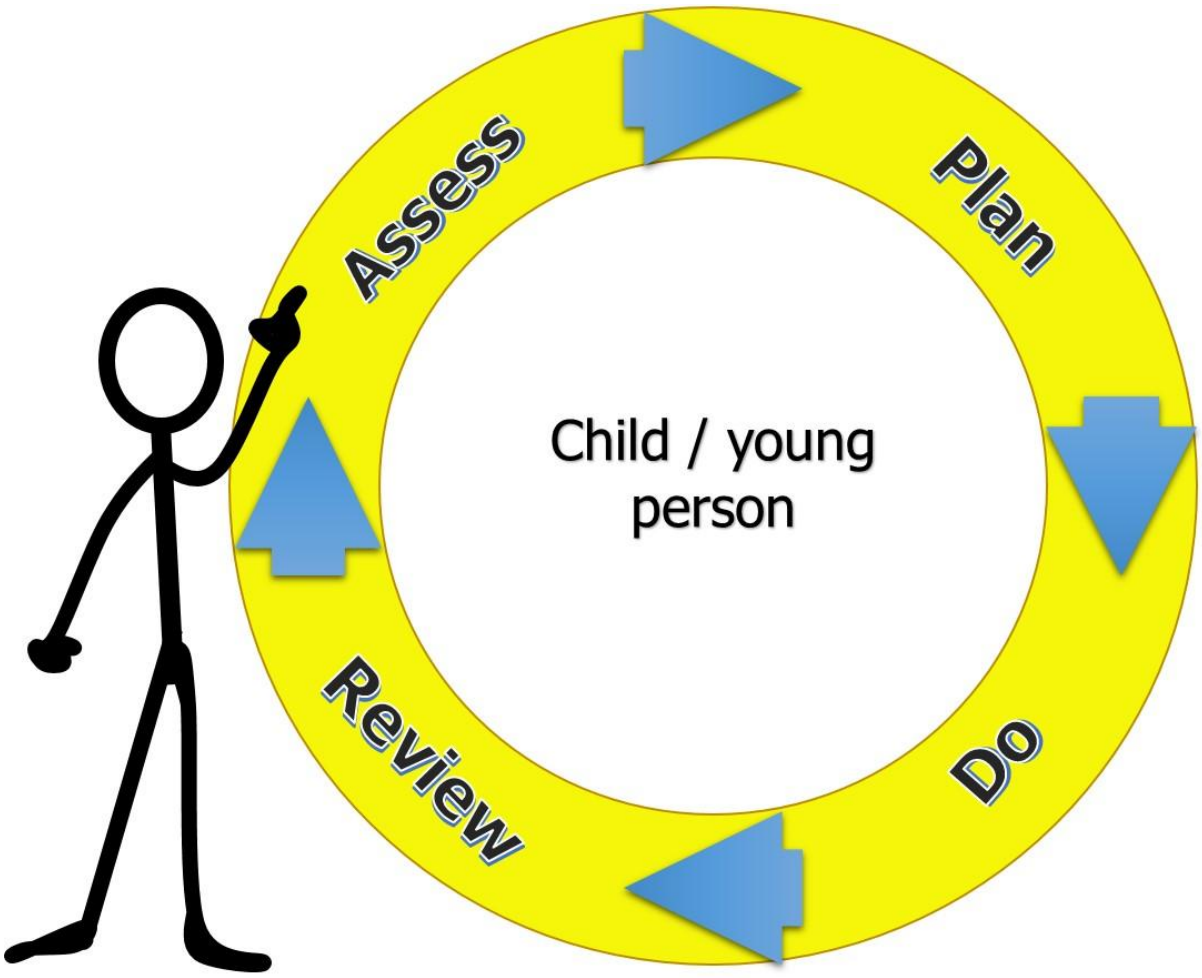
Bank End Primary Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed of the SEND provision that is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEN, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and teacher at Parent Teacher Meetings.



The Graduated Approach to SEND

Assess:

In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan:

Parents/carers, with their child, will meet with the class teacher and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for update meeting will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do:

The class teacher remains responsible for working with the pupil daily and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review:
The review will take place on the date previously agreed (this may be a parent, pupil meeting). This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support considering the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil.

They may include:

- an individual learning programme
- evidence based interventions
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to Pastoral Lead or SEN TA
- use of therapies

Statutory Assessment of Needs (EHC)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. **Bank End Primary Academy** will follow the local authority's guidance for this process and involve parents/carers and the child from the beginning. Annual reviews will take place for all children and will take place early in the year that the pupil is transitioning to secondary school, so that all parties understand and make provision for the transition period and support in the new school.

Follow the link below for the Barnsley Local Authority Offer

https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783

QR Code:

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are

encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavors to provide parents/carers with the relevant information so they can reinforce learning in the home.

At **Bank End Primary Academy** we endeavor to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEN support will have the opportunity to meet with the class teacher at least 3 times a year formally. The SENCO is happy to meet with parents/carers, without prior arrangement, whenever possible.

More information about the support offered to parents/carers from our local authority can be found within their **Local Offer**: https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to

share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention.

Partnership with External Agencies

The school is supported by a wide range of different agencies and teams to ensure that children get the expert support and advice that they need.

Bank End Primary Academy is committed to providing a high level of support through the Education Psychology Service, taking advantage of this as a provision for assessing pupils, offering classroom advice and whole school training. We also work with other services including PT, OT, SCI, SALT and therapists.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Principal and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to;

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children

and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.
In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.

- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class provision maps
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils. We have a number of staff with specific training in speech and language, literacy and numeracy interventions and level 3 and 4 teaching assistants who are skilled in supporting pupils and developing other staff to lead on interventions. The Educational Psychologist, SCI Team and Therapy Team on specific training with individuals, groups and whole school whenever possible. **Bank End Primary Academy** responds to the current needs of the provision to continue to provide an inclusive yet bespoke curriculum for all learners.

Each term staff meet with the SENCO during pupil progress meetings to discuss individual pupil progress and plan provision.

Each term the SENCO, Principal and Pastoral and Inclusion Team meet to discuss vulnerable pupils and match provision to need.

The SENCO offers drop-ins for all staff to discuss needs, strategies and provision across both schools.

Training offered to staff over the past year includes:

Epilepsy training
SEND support and the four broad areas of need
Intensive interaction
Diabetic training
Mental health
React positive handling training
EP surgeries for staff
Precision Teaching Training with EP
SpLD training by EP
Intensive interaction training video
VI Training
Rosenshine Principles of Instruction
Modelling and scaffold training
Dealing with Bereavement and Loss
Supporting children who self-harm
Trauma and the Brain
Makaton

Public Health updates
SEND updates and resources SEMH SLCN Dyslexia

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the local authority. Where a pupil is in receipt of additional funding allocated via an EYIG (Early Years Inclusion Grant) or EHC plan (or statement) the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Admissions

No pupil will be refused admission to school on the basis of his/her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their

disability. We will use our best endeavours to provide effective educational provision.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving and departing at **Bank End Primary Acamdey** we have a comprehensive package of transitional support that is put in. This includes:

- Transition days
- Visits between SENCOs
- Key staff exchange
- Additional visits with parents/carers or key staff

Access Arrangements

Special facilities and adaptations will be made if necessary in relation to things such as wheelchair ramps, changing beds to support the pupil as and when needed.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At **Bank End Primary Academy,** we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

Where there is a need, the SENCO will assess and apply for arrangements for pupils to have their requirements met to access tests and assessments at the end of each key stage. The SENCO will provide evidence of the need and applications made, to any external auditor.

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.

Owner	Headteacher Mrs Faye Bettison

Reviewed	Annually
Date Authorised:	To be ratified by governors September 2026
Review Date	September 2027