


Every Child Matters Academy Trust SEND Policy

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Approved by Chair of Trustees	Signature	Name
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Last reviewed:	10 th March 2026	
Next review due by:	March 2027	

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1. Intent

As a trust we pride ourselves on inclusion being at the heart of everything. We offer an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs or abilities.

Aims

Our SEND policy aims to:

- Set out how our school supports and makes provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the broader aims of our arrangements for pupils with SEN and disabilities.

Our schools aim to;

- To offer a well-balanced broad curriculum that takes account of the needs of pupils.
- Ensure the school environment meets the need of every child.
- Ensure rapid identification of all pupils requiring SEND provision as early as possible.
- Recognise children with SEND as individuals and meet their individual needs.
- Provide a nurturing approach, including individualised social, emotional and mental health provision when needed.
- Work collaboratively with parents/carers, professionals and the Local Authority.
- Ensure pupil voice is central to practice.

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report.

3. Definitions

What are Special Educational Needs & Disabilities (SEND)?

- 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. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.
- A child under compulsory school age has a special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEND Code of Practice 2015).

What is a disability?

The Equality Act 2010 states that;

- A person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities.
- A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.
- If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

ECM Trust has agreed with the LA admissions criteria in accordance with the Disability Discrimination Act 1995, which do not discriminate against pupils with SEN or disabilities. The school also complies with section 69 of the Children and Families Act 2014.

4. Roles and Responsibilities

A child's class teacher will work closely with parents/carers and other agencies to ensure that all parties are clear about the child's needs and how they are being met in school. A child's class teacher is the first point of contact if parents have any queries or concerns about their child.

The SENDCo will work closely with class teachers, teaching assistants, parents/carers, governors and other professionals to ensure the needs of all children are met as fully as possible. The SENDCo is able to answer more in-depth queries and can support parents in accessing more specialist advice as required.

The SENDCo will;

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of support for groups and individuals
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils receive appropriate support and high-quality teaching
- Be a point of contact for parents/carers and external agencies and ensure that their views are taken into account when setting provision for pupils.
- Support the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and that pupils receive the SEN provision outlined in their SEN support plans and EHCPs.
- Ensure effective processes are in place for the early identification of pupils with SEND, co-ordinating provision for pupils with SEND and monitoring progress.

The School Parent Support Advisor is available to support parents/carers with general enquiries, behaviour management advice and signposting to appropriate support agencies.

(Schools to remove if they do not have a PSA or similar).

5. Identification and Implementation (Graduated approach)

All ECM schools are committed to early identification of special educational needs and adopt a graduated response to meeting special educational needs in line with the SEND code of practice 2015.

This can be found at the following website;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Graduated approach to identifying SEND

1. A child is identified through discussion with a teacher, parent/carer or at pupil progress reviews.

2. SENDCo will support the teacher with identifying appropriate intervention. This will be an intensive short-term intervention, with progress closely monitored.
3. If progress is limited despite intervention, further discussion and investigation will be completed to identify the child's barrier(s) to achieving.
4. If it is believed there is a special educational need and the child requires provision additional to and different from their peers, the child will be placed on the schools SEND register and an SEN support plan will be put into place. Parental permission will be sought prior to placing a child on the SEND register.
5. Where deemed necessary the appropriate agency will be contacted, following parent/carer consent. Staff will then act upon the advice provided.
6. A continuous cycle of assess, plan, do, review will be followed.
7. If a child's needs exceed those which can realistically be met under SEND support, the school will work with parents/carers to make an application to the local authority for an education, health and care (EHC) needs assessment. (Further information on page 7).

Additional advice from outside professionals

In some situations, school staff may feel that additional support and advice is required from outside professionals; this is always done in consultation with parents.

The school has access to advice and support from a wide range of professionals, including (but not limited to):

- Speech & Language Therapy
- Educational Psychology Service
- Education Inclusion Services (EIS) which includes Hearing Support, Vision Support & Social Communication Interaction teams.
- 0-19 service
- Children's Therapy – Physiotherapy & Occupational Therapy
- Community paediatrics – including Paediatricians, Specialist Nurses and members of the ASD Assessment Team.

How does the school environment meet the needs of children with SEND?

Our schools have a commitment to ensuring that classroom environments meet the needs of all children as fully as possible.

Some aspects of display are standardised across the school, including colour coding, and this allows children to develop independence in their use of the environment. Visual supports, such as visual timetables are used and the school has taken steps to ensure that provision is in place in all classes for children who may have specific learning difficulties – these include access to a range of recording resources, coloured backgrounds on interactive whiteboards, coloured overlays and writing slopes. Equipment is available in all classrooms to support sensory needs. A number of school staff are trained in PECS and Makaton and this is used as appropriate to support the communication of children as required.

(May need tweaking for individual schools)

How does the school curriculum meet the needs of children with SEND?

The school's curriculum is underpinned by a strong commitment to the development of key skills. School staff foster a love of learning and children are supported to develop their independent learning skills. Learning opportunities are designed to meet the needs of the children and activities are adapted accordingly to ensure all pupils make the most progress possible. In all classes use is made of flexible groupings based on assessment for learning.

How does the school support children at transition points?

We understand that transition points, e.g., moving to a new class or new school, can be difficult times for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents/carers. Wherever possible, we start to plan for transition early; this planning includes parents/carers, children and school staff, along with any other professionals who may be involved.

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition is as smooth as possible. This may include:

- Meetings between existing and receiving staff
- Additional visits for the child to his/her new setting. These visits may be supported by adults currently working with the child
- New staff invited to meet the child in his/her current setting
- Opportunities for parents to meet with new staff
- Learning opportunities linked to the new setting e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multi-agency meetings to ensure a joined-up transition plan is in place.

What happens if my child needs a higher level of support?

Only in a very small number of cases will a child's needs be such that a greater level of support is required. In these circumstances schools can, with the support of parents/carers, request that the local authority undertake an Education, Health and Care (EHC) needs assessment. The school gathers together information relating to:

- The child's needs.
- Strategies that have already been implemented and resources used.
- Impact of strategies & resources.
- The views of parents/carers, pupil, school staff and professionals relating to the above
- Observations and assessments completed by other professionals (e.g. educational psychologist).
- Evidence that recommendations from other professionals have been acted upon.

This information is then submitted to the local authority who will make a decision on whether a full needs assessment is required.

Further information relating to the process can be found at: [Education, health and care plans \(EHCPs\)](#)

6. Impact

How will my child's needs be assessed and their progress monitored?

Children's learning is assessed by class teachers on an ongoing basis using assessment for learning. Information gathered from ongoing assessment is used by teachers to plan each child's next steps in learning. Assessments of children's learning are also made at set points through the year and recorded using the school's data systems; this enables each child's progress in reading, writing and maths to be tracked. All children are set aspirational targets. In the Early Years Foundation Stage (EYFS) children's progress is monitored against the EYFS assessment criteria. Information relating to your child's progress will be shared with you at parents' evenings/parent pupil mentoring and in your child's end of year report.

Parents/carers of children on the SEND register will be involved in setting small, achievable targets for their child and reviewing these in conjunction with their child's class teacher on a termly basis.

Parents/carers of children with an Education, Health and Care Plan (EHCP) will be involved in setting and reviewing outcomes for their child as part of the annual review process which is completed at least once per year. In addition to this, there will be a minimum of 2 further review points where the child's teacher will provide information to the parent/carer about how their child is progressing towards the outcomes set.

The SENDCO, headteacher and deputy headteacher hold regular meetings to review the work of the school in this area and a SEND report is included in the termly governing body report. In addition to this, a SEND information report is also available on the school website, which is updated annually.

7. Links to other policies and supporting information

This policy should be read in conjunction with;

- Accessibility policy
- Mental health policy
- Behaviour policy
- Safeguarding policy
- Anti-bullying policy
- [Restrictive Physical Intervention Policy](#)

Information about the local offer can be found at;

https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/

The Barnsley SENDIASS Service offers free confidential and impartial information, guidance, advice and support.

Contact number: 01226 787234 Email: SENDIASS@barnsley.gov.uk

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendiaass-advice-and-support/>

Barnardo's Family Linx service supports families with children who have a diagnosis of autism or who are on the ASD pathway to a diagnosis, that are aged under 11. The service offers different areas of support including the Cygnet parenting programme, one-to-one targeted support, sleep service and a weekly peer support group.

Contact number: 01226770619

<https://www.barnardos.org.uk/what-we-do/services/family-linx-service>

Appendix 1: Frequently asked Questions

What happens if my child still doesn't make progress even with support?

School can, in agreement with the parents/carers, request that the local authority complete an EHC needs assessment for a child who is not making adequate progress, despite a period of support on the SEN register. This assessment will determine whether a child's needs can continue to be met at SEN support, or if the further support of an education, health and care plan (EHCP) is required. The school is required to submit evidence to the LA. The LA panel makes a judgement about whether or not the child's needs may continue to be met from resources normally available to the school. Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

What if my child already has an EHCP?

A child who has an EHCP will continue to have arrangements as for any child on the SEN register, along with additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENDCO to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Before the meeting information is collected from all staff regarding the pupil's work, attitude, progress levels, behaviour and relationships. During an Annual Review Meeting the parent/carers, pupil, Local Authority, teaching assistant, teacher and any external agencies will join the SENDCO at the meeting. There is a discussion, new targets are agreed and recommendations are made based on the evidence from the previous twelve months. A review document is then gathered and shared with school and parents.

If a child is transferring from another setting and already has an EHCP in place, it is the local authority's responsibility to consult with the receiving school to ensure that they can effectively meet the child's needs before confirming the new school place.

What if I have concerns, who can support me?

Any concerns should initially be raised with the child's class teacher and escalated to the SENDCO or headteacher where there has not been a satisfactory outcome. Every effort will be made to understand the nature of your concern and rectify the situation.

If a parent/carer feels that their concerns have not been adequately addressed, they should request a copy of the complaints policy and follow the procedure outlined.

The Special Educational Needs Disability Information, Advice, Support Service (SENDIASS) is a confidential and impartial support and advice service for parents/carers, children and young people (up to 25 years) on issues related to Special Educational Needs and/or Disability. Parents are encouraged to contact SENDIASS if they have any concerns about their child throughout their school career.

What additional SEND Training do staff undertake?

The SENDCo and Headteacher will keep fully up to date about special educational needs issues through attendance at training and network meetings, and will share information with staff and governors as appropriate. Training will be offered to teachers and teaching assistants when the need is identified. This could be whole school training or training for individuals. When a member of staff is working with a child with a specifically identified need, the SENDCo will ensure that this member of staff has access to the necessary training. The Governors will ensure that they are kept fully abreast of their statutory responsibilities and receive regular updates from the headteacher.

Will school use Physical Intervention?

Please refer to the [ECM Restrictive Physical Intervention Policy](#) for information.