



Barnsley Academy

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Barnsley Academy

SEND Information Report

2024-25



Barnsley Academy
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Special Educational Needs (SEN) Information Report 2024-25

What is a SEN information report?

The purpose of a SEN information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEN information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

Key Information

Barnsley Academy is a fully inclusive mainstream school in Barnsley, South Yorkshire. All students access a broad, balanced and relevant curriculum which is inclusive to all. Routines and a structured approach to the school day provides an inclusive environment for all.

Principal: **Mr Stephen Pitcher**

SENDCo: **Emily Thompson-O'Brien**

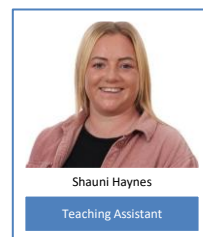
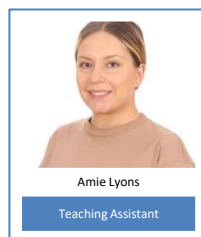
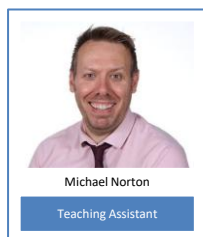
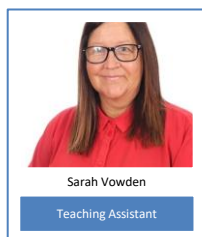
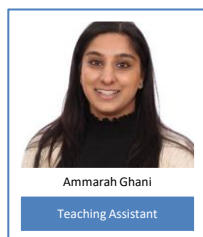
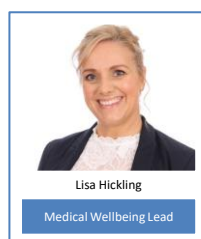
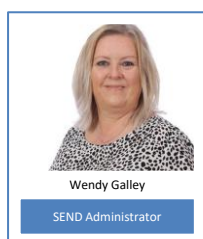
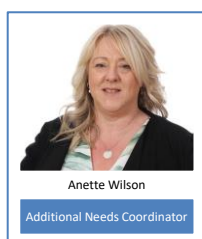
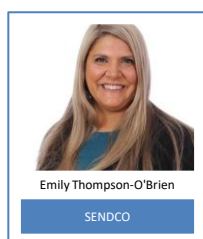
Additional Needs Coordinator: **Annette Wilson**

SEND Administrator: **Wendy Galley**

SEND Governor: **Craig Leonard**

Link to Local Offer: [Special educational needs and disabilities \(SEND\)](#)

SEND Team



Context

Which types of need are supported at Barnsley Academy?

As of September 2025, Barnsley Academy has 880 students on roll, of which 39 have an Education, Health and Care Plan (EHCP) and 122 access SEND Support (K).

Glossary

SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical



	SEMH	C&L	C&I	S&P	EHCP	Boys	Girls	TOTAL
Year 7	29	35	39	6	5	22	13	35
Year 8	17	36	43	7	8	24	7	31
Year 9	14	31	21	3	9	19	14	33
Year 10	20	22	28	5	9	22	15	37
Year 11	22	10	24	4	8	14	11	25
TOTAL	102	134	155	25	39	99	60	161

At Barnsley Academy, the most common type of need for students with an EHCP is Communication and Interaction, and for students with SEND support is also communication and interaction(C&I).

Local and National Picture

	Barnsley Academy	Barnsley Local Authority	National (Secondary)
Students with an EHCP	4.4%	5.3%	2.7%
SEND Support	13.9%	12.2%	12.9%

Admissions

How do students with SEND get a place at Barnsley Academy?

- Please refer to our admissions policy [Barnsley Academy Admission Policy 2025-26](#)
- Students with an EHCP must be allocated a place via the LA authority SEND team.
- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at Barnsley Academy may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.
- Students with special educational needs **without an EHCP** will apply via the Local Authorities normal admissions system [Secondary school places](#)
- Students with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from Barnsley Local Authority SEND team.

No student will be refused admission to Barnsley Academy based on his or her special educational needs. 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.

Where Barnsley Local Authority proposes to name Barnsley Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Barnsley Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.



Barnsley Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Barnsley Academy?

The SEND code of Practice (2014) states 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Upon entry to Barnsley Academy, all students complete MIDYIS aptitude testing alongside baseline assessments in Maths or English. Based on the outcome of our initial testing or following a referral from a parent or staff member, we may complete SEND baseline assessments to assess each students' skills, building on information from previous settings and key stages where appropriate. We ensure students are appropriately baselined across all four areas of SEND to ensure a full break-down of need, where appropriate. Parents will receive a full SEND baseline report which includes a summary outlining and areas of concerns, next steps and referrals to any appropriate interventions or external agencies.

Only medical professionals will make formal diagnosis of any SEND in all areas of need - screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnosis.

What assessments are used at Barnsley Academy to identify SEND?

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading Ages (NGRT)
- Reading and comprehension (YARC)
- Dyslexia Screener
- Dyscalculia screener
- DIGIT memory testing
- Boxall profile/Strength and difficulties questionnaire (SDQ)
- TALC screener
- BPVS (British Picture and Vocabulary scale)
- SNAP testing
- Input from external professionals (e.g. Education Psychologists, speech and language therapists, CAMHS, Learning support service)
- Assessments by class teachers identifying students with:
 - ✓ Significantly slower progress compared to their peers
 - ✓ Failure to match or exceed previous progress
 - ✓ Failure to bridge the attainment gap with peers.

What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014): -

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.



- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN. Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools Mental health and behaviour in schools

What should I do if I am concerned that my child has SEN?

- Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.
- In the first instance, parents should email the SEND Coordinator on admin@barnsley-academy.org, requesting to book a call with the SENCo / Assistant SENCo to discuss their concerns.
- The first response to such concerns should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected, the subject teacher, working with the SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) Barnsley Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Assess

- Students are identified through our school referral systems.
- All students will complete a full set of SEND baselines upon referral.

Plan

- Meeting with parents will take place to share outcome of SEND baseline
 - Individual Student Action Plan created (if appropriate)
 - Key Worker allocated
- If identified and added to the SEND register a Pupil Passport will be created this will be shared the following ways:
 - Class Charts
 - Email shared with 'Teachers of' containing important actions (such as seating change)
- Withdrawal Intervention (if appropriate) will be completed
 - Waves of withdrawal intervention are timetabled at specific points in the school year.
 - They are a time limited intervention.
 - Interventions are evidence informed.
 - Attendance to interventions is tracked and reviewed.
 - Impact is monitored and reviewed by the Assistant principal and Assistant SENDCO.



Do

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' below.

Review

- Provision reviewed every term
 - Review process may include Round Robin/ Solutions Circles for staff/ Observations of students in lesson(s)
 - Parental meeting held to review impact and next steps
- Potential Outcomes:
 - Pupil Passport updated
 - SEN Banding change
 - Referral to internal/external interventions
 - Removal from SEN register
 - Assess, Plan, Do, Review cycle begins again
 - EHCP application submitted/reviewed

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

Exam Access Arrangements

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

At Barnsley Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

We use the following Access Arrangements to support learners:

- Reader
- Scribe
- 25% Extra time
- Rest Breaks
- Prompter
- Word Processor

All access arrangements have to be assessed appropriately and must be a student's normal way of working. Our specialist assessor will test learners with information input through JCQ.

Social, Emotional and Mental Health Provision

Barnsley Academy Senior Mental Health Lead is: **Julian Mellor** supported by our Medical Wellbeing Lead - **Lisa Hickling**

Initiatives and Interventions – Our Offer



Barnsley Academy adopts a proactive and graduated approach to supporting students with Social, Emotional and Mental Health (SEMH) needs. Our provision is personalised and responsive, ensuring that students receive the right support at the right time to enable them to thrive both academically and personally.

Our SEMH offer includes:

- **Keyworker Support**
All students identified with SEMH needs are allocated a keyworker who provides regular check-ins, emotional support, and acts as a consistent trusted adult.
- **Pastoral and Safeguarding Support**
Our pastoral team works closely with the SEND team and safeguarding leads to support students experiencing emotional difficulties, anxiety, or wider wellbeing concerns.
- **Targeted Interventions**
 - Students may access structured interventions such as:
 - Emotional regulation and resilience programmes
 - Social skills groups
 - Anxiety management and wellbeing sessions
 - 1:1 mentoring and coaching
- **Safe Spaces and Time-Out Provision**
Identified students can access designated safe spaces within school to self-regulate, supported by trained staff.
- **Trauma-Informed and Attachment-Aware Practice**
Staff are trained to understand and respond to the impact of trauma and attachment needs, ensuring a compassionate and consistent approach.
- **External Agency Support**
We work in partnership with services such as CAMHS, Educational Psychology, and other specialist providers to ensure a comprehensive support package.
- **Whole School Wellbeing Promotion**
Mental health awareness is embedded across the curriculum, particularly through PSHE, assemblies, and tutor time activities.
- **Staff Training and CPD**
Ongoing professional development ensures staff are equipped to support SEMH needs effectively, including mental health awareness, de-escalation strategies, and safeguarding.
- **Student Voice and Person-Centred Planning**
Students contribute to their Individual Learning Plans (ILPs), ensuring their views, strengths, and support preferences are central to provision.

Our approach ensures that SEMH support is integrated into daily practice, enabling students to develop confidence, resilience, and the skills needed to succeed in school and beyond.

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?



Rewards

The Academy vision is to personally develop all students, to produce responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We are proud of our commitment to deliver outstanding Education with Character.

Extra-Curricular Offer

We have an extensive Extra Curricular programme for all learners at the Academy. Our offer is revised each term, ensuring students can access a variety of different experiences at lunchtime and after school. 8 of 10 Recognising the unique needs of students with SEND, our dedicated key workers provide tailored support to plan their involvement in these extra-curricular activities, this can include the additional support offered in our lunchtime games and Homework Club or learning support with Independent study. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

Educational Trips

Educational visits and trips are a key part of enriching the curriculum at Barnsley Academy, and we are committed to ensuring that students with SEND can fully access and benefit from these opportunities. All trips are carefully planned with inclusivity in mind, with thorough risk assessments that take into account individual needs, including medical, communication, sensory, and mobility requirements.

Where necessary, additional staffing or key worker support is provided to enable participation, and reasonable adjustments are made to ensure students feel safe and confident. This may include pre-visits, visual supports, adapted itineraries, or personalised preparation to reduce anxiety and support understanding.

We work closely with families to ensure that appropriate arrangements are in place, and that students with SEND are not disadvantaged from attending trips due to their individual needs. Our aim is to ensure all students can take part in shared experiences that support their personal development, social skills, and sense of belonging within the Academy community.

Parent and Student Voice

The SENDCO collates student voice at key points in the academic year. Students are encouraged to give their views on their education and provision by whatever means is appropriate for them to do so. Furthermore, students with an Education, Health and Care Plan are encouraged to attend their annual review meetings to give their views.

How are students and families included in decision making?

Annual online United Learning survey for parents and students

- Termly pupil passport reviews
- Termly SEND coffee mornings for parents
- SEND student voice collected termly through the year.

Transition

Primary School Transition

Barnsley Academy's Transition programme, which includes additional transition days for Year 6 students hosted at the Academy.

- Targeted visits and planning with primary school SENCOs and Year 5/6 teacher(s) to ensure a smooth handover of key information.
- SEND Baseline testing pre-entry to ensure any further SEND needs are identified.

KS3 to KS4 Transition

Student support available to guide through the KS4 option process.



- Options evening and parental meetings available with SENDCO during the event
- Guided pathways which offer options to support students with cognition and learning needs.

Post 16 Transition

- Personalised career advice for students
- School shares information before the young person takes up their post 16 place
- For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of EHC plan reviews, which must be included as part of the review from Year 9 - age 13-14)

Training

What training do staff undertake at Barnsley Academy to support students with SEND?

Available to all staff:

- September INSET: whole school SEND systems and student transition
- Weekly year group meetings updating on key students
- Tailored SEND briefing (as needed in response to key themes or challenges)
- Training session available to all staff around the understanding of SEND 9 of 10

Pastoral and SEND teams:

- Zones of Regulation training by Educational Psychologist
- Solution Circle training by Educational Psychologist.
- EBSA pathway
- IPSEA training level 1 (SENDCO)
- ELKLAN training (LSAs only)
- CAMHS Training
- Mental Health First Aid.

Communication and Complaints Process

Complaints about any aspect of the SEND policy will be dealt with in the same way as any other complaint against the school.

- Should any parent/carer have cause for complaint, they should be addressed in the first instance to the Principal. The complaint may be directed by the head teacher to the Chair of Governors and/or the Governor for SEND.
- Should Action need to be taken, the Academy complaints procedure will be followed.
- The policy will be reviewed and updated annually.
- The SENCO will also report annually to the Governing body concerning the effectiveness of this policy.
- You can find the complaints policy here: [Barnsley Academy > About Us > Policies](#)

Complaints about Barnsley Local Authority

If your complaint is about the Local Authority, for example admissions, EHC assessment requests or reviews, contact Barnsley SENDIASS on 01226 787234 or visit [Education for children with special educational needs](#)

Further Advice

Parents can also contact IPSEA, a charity in the field of SEND law in England. IPSEA provide free and independent legal advice and support to families of children and young people with SEND: <https://www.ipsea.org.uk/call-in-helpline> IPSEA also provide lots of useful free guides and resources, including template letters to fit your situation: <https://www.ipsea.org.uk/template-letters>

Accessibility Plan



Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Link to Accessibility Plan - [Accessibility Plan 2025-27](#)

Links to other Useful Policies

- [Barnsley Academy > About Us > Policies](#)

