



Barnsley Academy
The best in everyone™
Part of United Learning

Special Educational Needs and Disability

2022-2023



Barnsley Academy

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United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

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Section 1

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Our Core Values

- **Ambition** – to achieve the best for ourselves and others;
- **Respect** – for ourselves and others in all that we do;
- **Determination** – to overcome obstacles and reach success.

This ethos is our expression of our Christian roots, which are fully inclusive and both welcome and respect students and staff of all faiths and none.

Beliefs and values around SEN

All members of staff, in conjunction with the authorities, (including the Local Governing Body and United Learning) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.

Students are entitled to a broad and balanced curriculum, including the National Curriculum. This will include personalised provision, recording relative progress and valuing and reviewing achievements and attainment.

Every teacher and teaching assistant who work with our young people is a teacher of Special Needs. They will therefore be responsible for delivering the process and practice of special needs within the academy.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 July 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Barnsley Academy's Safeguarding Policy
- Barnsley Academy's Accessibility Plan
- Barnsley Academy's Managing Medical Conditions Policy
- Barnsley Academy's Admissions Policy
- Barnsley Academy's Anti-Bullying Policy
- Teachers Standards 2012



School Admissions

No pupil will be refused admission to school based on his or 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.

Pupils whose Education, Health and Care (EHC) plan names the school will be admitted if agreed as part of the Local Authority consultation process. The number of available places in Year 7 will be reduced accordingly.

Section 2

Aims: The longer view for SEND

We focus on raising aspirations of and expectations for all young people with SEND.

We focus on outcomes for young people as well as reviewing the provision and support.

Objectives:

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEN and Disability Policy and ensure they have the training and support to implement this policy
5. To provide support and advice for all staff working with special educational needs students
6. To ensure that there is a clear focus on the views of young people and parents in decision making at individual and strategic levels.

* Throughout this policy, “parents” should be taken to include all those with parental responsibility, including corporate parents and carers.

Section 3

Definition of Special Needs and Disability

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities. ‘substantial’ is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed. ‘Long-term’ means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection. A progressive condition is a condition that gets worse over time. People with progressive conditions can be classed as disabled.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.



Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme.

Lack of adequate progress may be indicated by:

1. Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
2. Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
3. Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
4. Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
5. Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are not SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEND. Concerns relating to behaviour will be described as an underlying response to a need.

Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of Academy staff.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Curriculum area development plans.
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.



6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborating effectively and understanding their duties and responsibilities

This enables all pupils to participate in the school curriculum and prevents students with SEND and/or disabled students being treated

Section 4

A Graduated Approach to SEN Support

Special Educational Provision at Barnsley Academy

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from teaching assistants and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information should be gathered on students' progress (alongside national and expected progress levels) and from parents and/or carers, teachers and the students.

SEND provision will be based on all information received, but initially through our own in-house test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all students, but will be used in conjunction with our own data.

Identification and provision will be made through the SEND Support Frameworks for each of the four categories of need.

A student's level of SEND need will be recorded on Arbor.

SEND Support at Barnsley Academy

Where a student is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four-part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: Assess, Plan, Do, Review.

All students identified as SEND support will have an Individual Learning Plan. Plans will be available to all staff via the shared staff drive.

All students who are identified as having SEND will have a termly meeting between the Academy, parents/carers and the student to review the plans. These meetings will set clear outcomes, review progress towards them, discuss the support that will be given to help the student achieve the outcomes and identify the responsibility of the parent, student and Academy. These meetings will be led by a colleague who has a good knowledge and understanding of the student.



Involving specialists

Where a student continues to make less than expected progress due to SEND, despite the use of evidence based approaches and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

Identification

The Academy uses the graduated response as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the Additional Needs area.

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the student from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEND Support or has an EHC plan will be referred to the SENDco. Contact is then made with the primary school to gain further information.

The LA notifies the Academy about students who are transferring with EHC plans in the spring of their year 6.

Where practicable, the SENDco attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENDco becomes the Lead Professional for students with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

Initial Screening

KS2 tests

Reading, spelling, writing tests

Tests undertaken by the SENDco as appropriate.

Screening in Other Year Groups

Other screening tests are administered when required.

Individual screening Assessments

Individual screening assessments are used for students who display dyslexic tendencies. This information is made available to members of staff via the staff shared area.

Staff Observation

Members of staff consult with the SENDco if they notice students who may need specialist help during the school year. Staff can refer to the SENDco through discussions and evidence for the concern must be produced, prior to any testing and / or additional intervention being undertaken.

The SENDco may then ask for additional diagnostic assessment to be undertaken for other professionals.



Referrals by Parents or Carers

A student's parent/carer may express concern by contacting a key member of staff or the SENDco. Once information is gathered the process is the same as for staff referrals. In the first instance parents/carers should contact the students Head of Year or the Academy's SENDco.

Section 5

Managing students' needs on the SEN register

Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at Barnsley Academy learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDco but will be planned and delivered by teaching and support staff.

- I. Wave 1 – Quality first teaching by all teaching staff
- II. Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENDco through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- a) Low Numeracy / Literacy scores
- b) Level 3 or below in Key Stage 2 SATs
- c) Teacher's observations
- d) Primary Teachers' comments
- e) Concerns from staff or parents

Provision from within the Academy's resources is identified to help meet the student's needs.

Interventions may include:

- a) Additional learning programmes such as Literacy and Numeracy
- b) Smaller group sessions.
- c) Appropriate teaching groups / sets. d) Group support on a regular basis.
- d) KS3 Numeracy, Literacy and science booster classes, where appropriate.
- e) Additional staff training.

iii. Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the Academy may seek advice and involvement from external support services.

They are requested to:

- a) Provide specialist assessments.
- b) Give advice on teaching strategies or materials.
- c) Provide short-term support or training for staff.



The Individual Learning Plan is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the Academy may apply for additional resources.

Registers are kept of all students identified as needing wave 2 and wave 3 support. Students identified as requiring wave 2 and 3 support may be identified as 'SEN support' on the Academy's SEND register depending on the level of progress the student is making. Parents will be consulted during this process. All staff are able to access this information along with the students need via Arbor.

Statutory Assessment/ Educational Health and Care Plans

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the Academy and /or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENDco is responsible for allocating students with EHC plans a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

Student Plans and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Individual Learning Plan for all students identified as SEND support on the SEND register. The plans reflect provision that is additional to, or different from, normal differentiated provision.

Contents of the Individual Learning Plan includes:

- a) Access Arrangement information
- b) Teaching strategies to be used
- c) Additional provision to be put in place
- d) Data referring to attainment and specific needs.

The Individual Learning Plan is communicated to all staff who support the student's learning, and to the parents or carers and the student.

The Individual Learning Plan forms part of the formal review process. Formal reviews take place termly. Prior to the review, teaching staff return a completed review sheet and during the meeting new targets are formulated.

- e) Outlining the steps they have taken to help students achieve their targets
- f) Current assessment information
- g) Observations
- h) How well the targets have been achieved
- i) Future concerns / targets

Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by Barnsley Academy and individual reviews, screening tests and through procedures described in the Academy's Assessment & Data Policy. This can be found in the Policies section on the Academy's website.

Provision of an appropriate curriculum

Through curriculum plans, the SEF and in conjunction with EHC Plans, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual curriculum areas at the Academy to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Special Educational Needs Department.

Provision of Curriculum Support

The Special Educational Needs curriculum area can help subject areas in the following ways (although this is not an exhaustive list):



- I. Curriculum development:
 - a. Planning with individual members of staff /curriculum areas.
 - b. Selection / design and preparation of suitable materials.
 - c. Selection / design of teaching strategies.

- II. Support teaching:
 - a. This is achieved by working collaboratively with a subject teacher. The SENDco can assist by:
 - b. Planning appropriate programmes of work.
 - c. Preparation of relevant and differentiated materials.
 - d. Team and individual teaching.
 - e. Helping to facilitate a wide range of teaching and learning styles.
 - f. Evaluating and reviewing what has been achieved.

- III. Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to a minimum, in accordance with Barnsley Academy's inclusive ethos.

- IV. In-service Training
 - a. The SENDco provides INSET for NQTs and other new staff at the Academy on Code of Practice procedures at Barnsley Academy.
 - b. Individual curriculum areas can ask for INSET from the SENDco as required, for specific purposes or generic training.
 - c. Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Allocation of Resources

The Academy is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- a) Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- b) Funding for specific students to meet their assessed needs.
- c) Delegated and designated budgets.
- d) Also, in some part, the Pupil Premium.

Capitation:

The SENDco is allocated a curriculum area capitation each financial year.

Individual curriculum areas are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Section 6

Criteria for exiting the SEN register/ record

For many students Special Education Needs can be short term and with intervention at the appropriate point they may overcome their difficulties. Where specific planned provision has been successful and accelerated progress has been made, so that the student is working within national expectations, then they should be removed from the SEND register.



Section 7

Supporting Young People and their families

Personal Budgets

Those eligible for EHC Plans, or their parents or carers, will have the right to access a personal budget to fund the specialist services they require.

Local Offer

Under the new legislation, Local Authorities are required to publish detailed information of the support available in their area. This is known as the 'Local Offer' and provision may vary according to local need. For more information on the Local Offer please visit:

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

Mediation

Young people with an Education Health and Care Plan will have a new legal right to express a preference for state academies, free schools and further education colleges (previously limited to maintained mainstream and special schools).

What is an Education, Health Care Plan?

A plan that ensures each individual has coordinated support across Education, Health and other agencies.

It will detail the education, health and social care support that is to be provided to a young person who has a special educational need or disability.

It is drawn up by the local authority after an Education, Health and Care Needs Assessment of the young person has determined that a Plan is necessary, and after consultation with relevant partner agencies.

Should My Child have a Care Plan?

If a child has a special need and is not making progress despite high quality teaching and a well delivered evidence based intervention, then he/she may be entitled to an Education, Health and Care assessment.

The legal test of when a child or young person requires an Education, Health and Care Plan remains the same as that for a statement under the Education Act 1996.

Parents of children and young people who have an Education, Health and Care Plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support.

What if my child has a special need but does not qualify for an Education Health and Care Plan?

The Head teacher will still ensure teachers deliver a similar 'graduated approach' using an appropriate and effective system and monitoring programme. This system will be suited to the individual needs and it will be reviewed termly. Teachers are responsible for the attainment and progress of students in their classes. Where they are concerned about progress they make requests to the Special Education Needs Co-ordinator (SENDco) in the school for support.

Parents, carers and the child themselves are involved in this process and are consulted throughout the period of support.

How do I ensure my child is getting the support required?

Contact the Head of Year and request a meeting. Contact the SENDco and request a meeting.

If you wish to get further advice contact the Barnsley Local Authority via their web site.



Admissions:

The admissions policy for Barnsley Academy is published on the Academy website. Allocation of places to the Academy is administered by the LA in Year 7. Neither a student's abilities nor their learning difficulties feature in the admission of a student, unless they have an Education, Health & Care Plan (EHCP) that names this school as the one they should attend.

Please refer to our Admissions policy found in the Policies section on the Academy's website.

Managing the medical conditions of Young people

Please refer to our Managing Medical Conditions Policy in the Policies section on the Academy's website.

Access Arrangements:

Access arrangements are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.

Students begin screening for access arrangements at the end of Year 9/ beginning of year 10. Relevant tests are then taken as appropriate and access arrangements are in place by the January of Year 10. Parents are formally notified by letter of any access arrangements students are entitled to.

The main types of access arrangements available are as follow:

- Extra time, for candidates who work at a much slower speed than their peers
- Rest breaks, for poor concentration or extreme stress
- Use of a bilingual dictionary, for candidates whose first language is not English, Irish or Welsh, subject to the regulations
- Readers, for readers with decoding or comprehension difficulties who cannot read by themselves
- Reading aloud, for those who have reading difficulties and can concentrate better if they can hear themselves read
- Scribes, for very poor or slow writers who have difficulties writing by themselves
- Word processors, for candidates who use a WP in class
- Transcripts of scripts which may be hard for the examiner to read
- Prompters, for candidates who have concentration difficulties
- Oral Language Modifiers, for candidates who have problems with comprehension.

Transition:

For students coming into Year 7 at Barnsley Academy, a member of the transition team and the SENDco or

Assistant SENDco visit all primary schools where there are three or more students coming to Barnsley Academy.

Parents/Carers of students with SEND in primary schools whose child will be coming to Barnsley Academy are always welcome to contact our SENDco who will discuss your child and their provision on the telephone or arrange a meeting.

All Year 6 students who will be attending Barnsley Academy, are invited to the Academy for a transition period during the summer term, where they take part in activities to help them adjust to life at Barnsley Academy. Many students with SEND are invited in for extra transition sessions to introduce them to life at Barnsley Academy and to try to allay any anxieties as much as possible. Parents/Carers of students with SEND are also invited in to a coffee morning in the summer term, to get to know how Barnsley Academy supports students with SEND and meet relevant staff.

The SENDco at Barnsley Academy has regular contact with the SENDcos of local primary schools, this is through information sharing, attendance at courses and conferences and having a close liaison when students are transitioning to year 7.



For students leaving Year 11, the SENDco works with our Careers Advisor to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with an Education, Health and Care Plan will have access to our Guidance Advisor from Year 9 onwards.

Section 8

Supporting Young people at school with medical conditions

The Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some students with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please refer to our Managing Medical Conditions Policy in the Policies section on the Academy's website.

Section 9

Monitoring and Evaluation of SEND

All staff are responsible for assessing, monitoring and tracking the progress of each student. Every student is regularly assessed in class in all subjects and levels are recorded on e-portal and reported to parents each half term. This is done via a tracking report which shows students level of progress in all subjects.

Curriculum Area Leaders, Form Tutors, Heads of Year and the SENDco regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our Higher Level Teaching Assistants.

Provision for students with SEND is regularly monitored through classroom observations and learning walks, and also analysis of results and progress at review meetings. Parent's views and student's views are sought regularly.



Section 10

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDco to explain the systems and structures in place around the Academy's SEND provision and practice and to discuss the needs of individual students.

The Academy's SENDco is a lead Locality SENDco and regularly attends the LA SENDco network meetings and locality and city wide meetings in order to keep up to date with local and national updates in SEND.

Section 11

Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and the Academy's job descriptions.

Governing Body:

- In partnership with the Head teacher, the Governors have responsibility for deciding the Academy's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the Academy's development plan, which includes provision for SEND.
- Monitoring the policy through the Academy's self-review procedures.
- All governors are informed of the Academy's provision, including funding, equipment and staffing.
- Reporting annually to parents on the Academy's policy through the website.

The Headteacher:

- Setting objectives and priorities in the Academy development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SEN Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the Academy.
- Is responsible to the Head teacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and performance management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Individual Learning Plans for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Deploying the Academy's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Head teacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.



- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDcos, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).

Curriculum Area Leaders:

- Curriculum practice to include the writing of EHC plans according to the Academy's SEND Policy.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Raising awareness, of collective responsibilities towards SEND

Other Staff:

"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Learning Plans are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the Academy's procedures for SEND.
- Raising individual concerns to SENDco.

Teaching Assistants

- Support students with SEND and the wider Academy population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Individual Learning Plans
- Assist with drawing up Individual Learning Plans for students and supporting information sheet development, as required.
- Contribute to the review process, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on educational visits, as required.

Section 11

Storing and Managing Information

The Academy complies with current data protection and confidentiality requirements with regard to information about students and families.

All students on the SEND register have an SEND file. All files and documents are stored securely in a locked room.

SEN files are passed on at transition or if a student leaves the Academy.

Please refer to the Academy's Safeguarding Policy in the policies section on the Academy's website, specifically pages 11 and 12 'confidentiality' and 'sharing of information'.

Section 12



Reviewing/evaluating the policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENDco reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from outside agencies
- Number of complaints received.

The SEN and Disability policy is reviewed and evaluated at least annually.

Section 13

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

The Academy is fully accessible to all staff and students. There is a lift and accessible toilet facilities throughout the Academy.

Teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or school visits are available to all students in the Academy.

Physical aids to access education are provided on a needs basis.

Parents and carers can contact key staff easily. There is an open door policy and staff are available to meet with parents by appointment.

Section 14

Dealing with complaints

Initially, all complaints from parents or carers about their child's provision are made to the Head of Year or SENDco, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the

Complaints Policy (available on the Academy website) may be followed.



Section 15

Anti- Bullying

Barnsley Academy is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values.

For more information about how Barnsley Academy responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section on the Academy's website.

Section 16

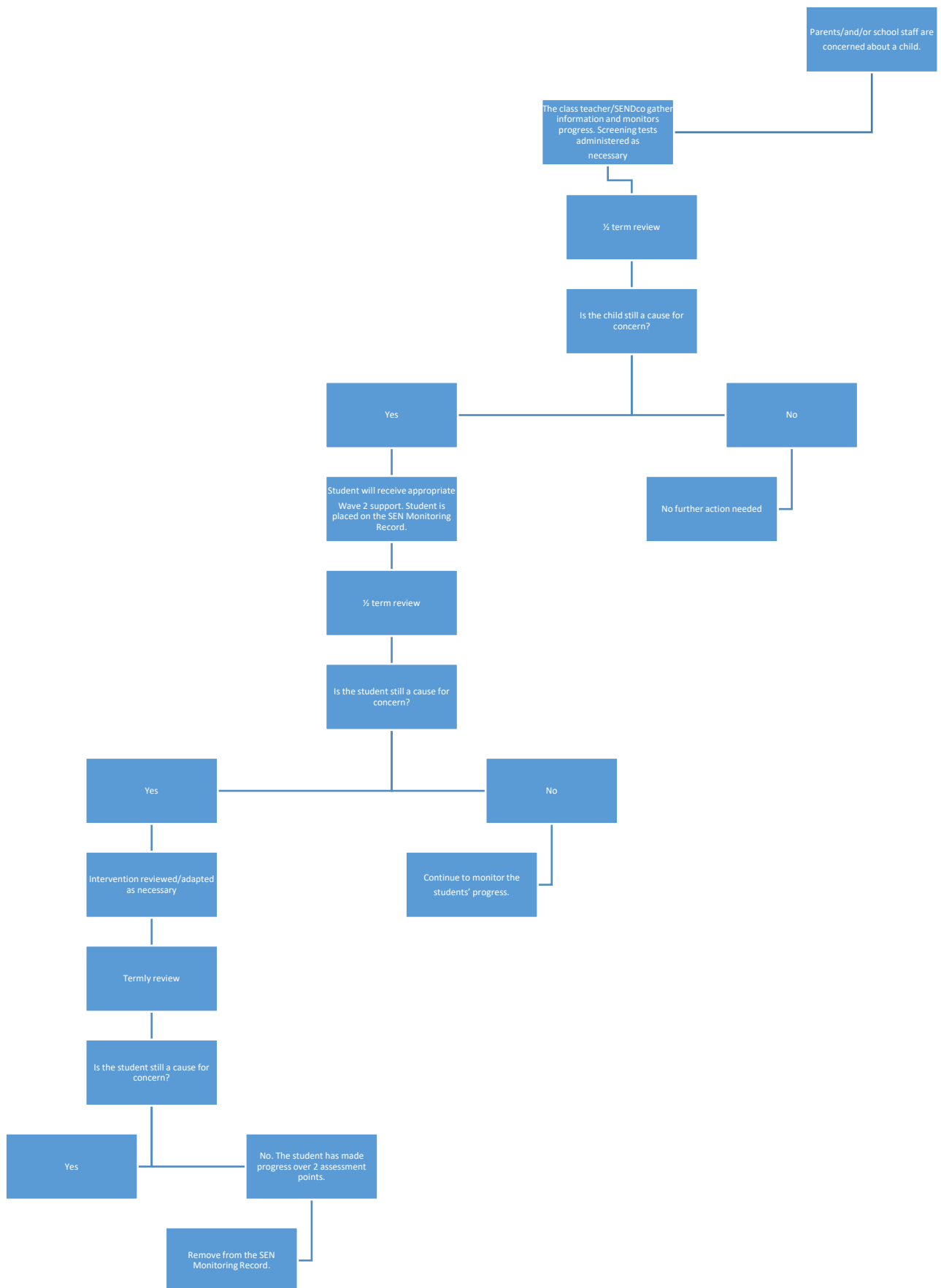
Appendices

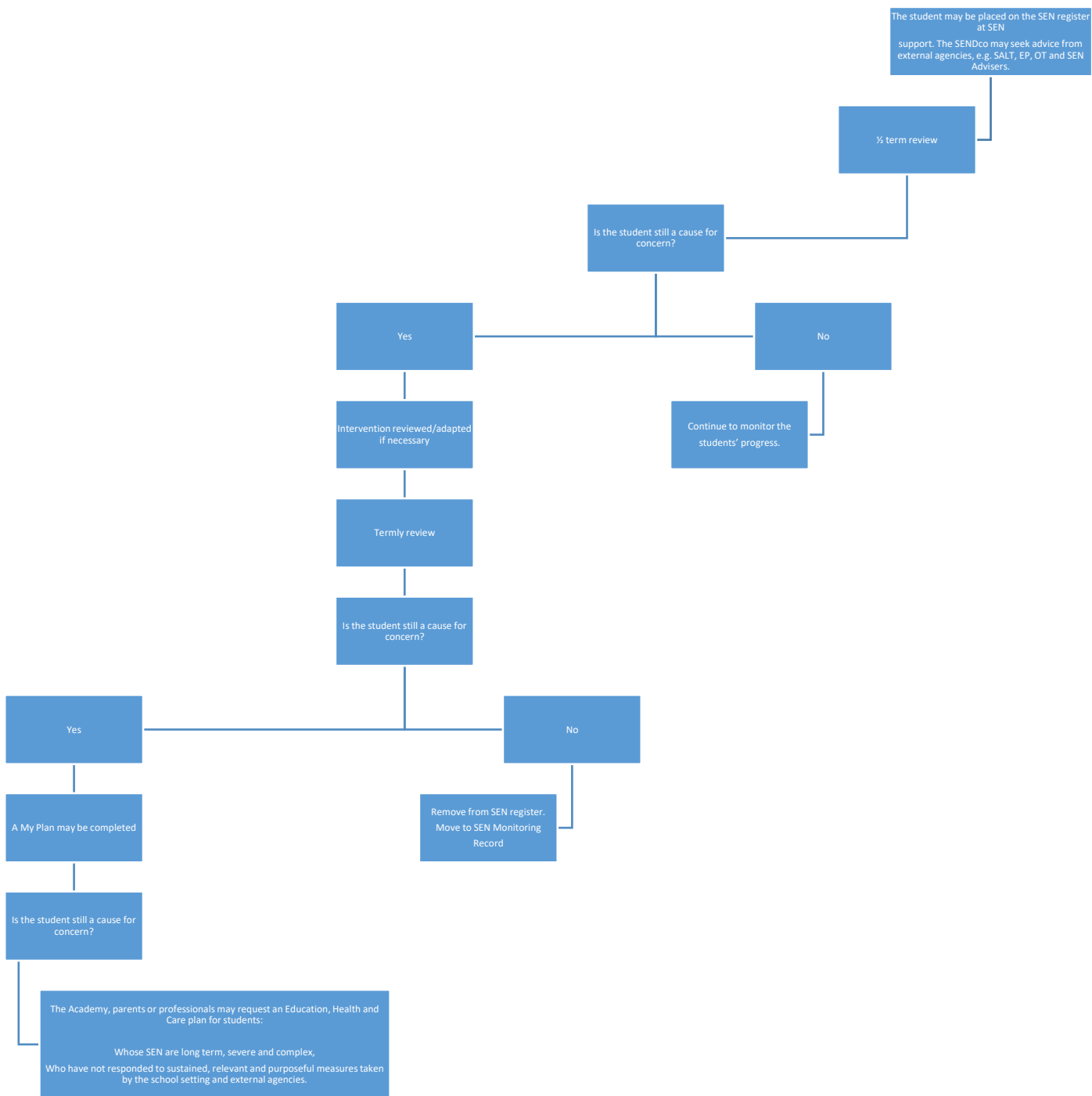
Appendix 1: Identifying and monitoring SEN at Barnsley Academy

Appendix 2: Barnsley Academy's SEN information Report



Appendix 1: Identifying and Monitoring SEN at Barnsley Academy





Appendix 2: Barnsley Academy's SEN information Report

Barnsley Academy

SEND Information Report 2022-2023

Barnsley Academy is a fully inclusive mainstream school located in Barnsley, South Yorkshire. All students are entitled to have a broad, balanced and relevant curriculum, which is inclusive to all. We are a sponsored academy within United Learning. United Learning has a Christian ethos where every person is a valued member of our community. As a member of the 'United Learning' family of schools and academies, Barnsley Academy shares the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with the intellectual freedom to be creative; confidence to initiate; flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.

Our shared vision for Barnsley Academy is that we aspire to be an 'Outstanding' school in everything we do. It is fundamental to this that all stakeholders in the Academy hold the highest of expectations of our students and an unwavering belief in the potential of each and every one of them. It is our responsibility to support them in every way we can.

At Barnsley Academy, students of all ages and abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be encouraged to demonstrate our values: 'ambition, respect and determination'
- Be provided with opportunities for continued growth and success, increasing their self-esteem and be confidence.
- Receive an inclusive and balanced curriculum in both content and style of delivery, which allows them to make informed choices as they progress beyond the Academy having the choice to attend a top university should they choose to do so.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions to enable them to have the best preparation for adulthood.
- Be challenged to become reflective and creative thinkers who embrace their lives with optimism, confidence, determination and courage to think for themselves.
- Actively work to make a significant and positive contribution to society - locally, nationally and internationally.

"Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it!" attributed to the German writer, artist and politician, Wolfgang Von Goethe,

This report should be read in the context of the Barnsley Local Offer, which can be found at:

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

Introduction

Welcome to our SEND Information Report which is part of the Barnsley Local Offer for learners with Special Educational Needs (SEND).

Barnsley Academy is an inclusive school where every young person is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of the highest quality and we also actively work to support the learning and needs of all members of our community.

Regulation	Question	School Response
1. The kinds of special educational needs and disabilities for	<i>What kinds of SEND do students have in your school?</i>	Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students with the area of the Local Authority (<i>SEND Code of Practice, 2015</i>)



<p>which provision is made at the school.</p>		<p>Students at Barnsley Academy have a range of needs including moderate learning difficulties, communication and interaction, cognition and learning, social emotional and mental health and sensory and physical difficulties.</p>
<p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs and disabilities</p>	<p>How do you know if a student needs extra help/support?</p>	<p>Despite high quality teaching, some students are unable to make expected progress, and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students, if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENDCo. At each assessment point the SENDCo uses students reading and progress data to identify students who are not achieving expected progress due to a possible learning need.</p> <p>The first stage in addressing this involves the SENDCo working with class teachers to support quality first teaching and interventions within the classroom. If the student continues to not make expected progress the SENDCo, in collaboration with parents and external agencies as required, may then identify the student as being in need of SEND Support.</p> <p>The SENDCo will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the Educational Psychologist, Speech and Language Service, Hearing Impaired Service or The Autism team as appropriate. Recommendations may also be made to parents to visit the GP for a referral to services such as Ryegate and CAMHs. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting is arranged, including parents, to discuss the student's needs and subsequent actions. At all times parents and the young person are included in the process and are part of the decision making protocol. Some students joining Barnsley Academy are already diagnosed with a special educational need and this information will have been passed on by their previous school.</p> <p>The SEND information from primary schools is gathered during the transition meetings that the SEND team hold during May and June of each year. Such students may or may not be placed on the SEND register, but will all be monitored and tracked in terms of their progress and supported as appropriate.</p> <p>If a parent suspects an undiagnosed special educational need in their child, they should initially contact the student's Head of Year or the SENDCo to share their concerns. The SENDCo will then investigate further, as above.</p> <p>Information is provided on the Academy website detailing how to make contact with the Academy and particular members of staff.</p> <p>Parents are informed of any decisions and actions taken by letter. When a student is identified as requiring SEND support, parents are invited to meet with the SENDCo each term for a formal review of the student's progress.</p> <p>Students with SEND/D will be placed on the Academy's SEND register, which is accessible to all staff in school.</p> <p>See appendix 1 for a flow diagram outlining how the Academy identifies and review students with additional needs.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such students</p>	<p>How does Barnsley Academy monitor student progress?</p> <p>How do you evaluate provision?</p>	<p>All staff are responsible for assessing, monitoring and tracking the progress of each student. Every student is regularly assessed in class in all subjects and grades/KPIPs are recorded on Arbor and reported to parents each term. This is done via a tracking report which shows the student's level of progress in all subjects. Where staff identify that a student is not making progress within their subject area despite expected differentiation and scaffolding, they will notify the SENDCo who will then work closely with the teacher, students and parents as necessary. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Curriculum Area Leaders, Directors of key stage, Form Tutors, Heads of Year and the SENDCo regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our Higher Level Teaching Assistants.</p> <p>All students on the Academy's SEND register will have an Individual Learning Plan. Plans are reviewed termly with staff, parents and the student.</p> <p>Additionally, parents evenings are held throughout the academic year where there is an opportunity for parents to discuss attainment, progress and any additional support that may or may not be required to ensure that their child experiences the best success that they can at Barnsley Academy.</p> <p>Barnsley Academy has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes</p>



		of these evaluations are used to create and implement learning plans for all aspects of school life. These are regularly reviewed with students and parents/carers.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities	How do you check and review the progress of my child and how will I be involved?	<p>All staff are responsible for assessing, monitoring and tracking the progress of each student. Every student is regularly assessed in class in all subjects and grades/KPIPs are recorded on Arbor and reported to parents each term. This is done via a tracking report which shows students level of progress in all subjects. Where staff identify that a student is not making progress within their subject area despite expected differentiation and scaffolding, they will notify the SENDCo who will then work closely with the teacher, student and parents as necessary. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Curriculum Area Leaders, Directors of Key Stage, Form Tutors, Heads of Year and the SENDCo regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our Higher Level Teaching Assistants.</p> <p>All students on the Academy's SEND register will have an Individual Learning Plan, which are reviewed termly with staff, parents and the student.</p> <p>Barnsley Academy will send home reports throughout the year, which will show your child's current level, and target levels as well as reporting on their effort, behaviour and homework. Directors of Key Stages, Heads of Department, Subject teachers and Inclusion staff will monitor and review your child's attainment and pick up on any subjects where your child is not making the right amount of progress. If required and appropriate, we will put an intervention in place to support. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including Inclusion. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register) and parent coffee mornings/evenings. The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home. Learning Plans, outlining curriculum topics delivered per half term are published on the website for parents to access.</p>
3c. The school's approach to teaching pupils with special educational needs and disabilities	How do teachers help pupils with SEND?	Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. We use an online platform called Edukey which enables staff to see your child's needs and suitable support strategies. They can log in from anywhere and this ensures support is consistent across all subject areas. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities which means your child can access the lessons fully. Within Barnsley Academy there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for Exam Access Arrangements (EAA) in accordance with the Joint Council for Qualifications exam regulations.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	How will the curriculum be matched to my child's needs?	Barnsley Academy has an inclusive curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices such as additional literacy; intervention groups and the number of qualifications studied.
3e. Additional support for learning that is available to pupils with special educational needs	Is there additional support available to help pupils with SEND with their learning? How are the school's resources allocated and matched to children's	<p>Where a student is identified as having a special educational need, support will be put in place to support them making progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need an strategies to be implemented, one-to-one or small group targeted intervention sessions, in-class support and referrals to outside agencies.</p> <p>Barnsley Academy has a range of staff to support and address student's needs, including students with SEND. This includes the school Assistant Vice Principal for SEND/SENDCO; Additional Needs Learning Co-ordinator and classroom support assistants who specialise in specific areas of need and support.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP (Education Health Care Plan) have resources allocated as part of their plan. Interventions may involve bespoke packages or programmes developed for specific areas of need.</p>



	<p>special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Students with EHCPs have targets and outcomes set through information gathered from all staff involved with the student. Annual reviews involving the student, parents/carers, subject staff and other professionals take place to review and evaluate those targets and outcomes. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs and disabilities to engage in activities of the school (including physical activities) inclusively</p>	<p>What social activities, before and after school, are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p> <p>How accessible is the school environment?</p>	<p>Barnsley Academy is an inclusive Academy and actively seeks to promote the inclusion of students with SEND and disabilities. The Academy's facilities allow full access to all parts of the building for people with disability. We use our best endeavours to ensure that all students with SEND and disabilities are able to fully participate in the life of the Academy, both in their learning and in the wider provision and life of the Academy. Adaptations and provisions are made for SEND and disabled students to enable them to participate in all trips and other out of class activities.</p> <p>For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website. Students with SEND are actively encouraged, supported and given opportunities to become involved with extracurricular activities.</p> <p>Current students with SEND have been involved with the following activities: lunchtime, breakfast and break time clubs, homework club, sports clubs, library volunteers and involvement at charity events. SEND students have also participated in student panels for new members of staff, Year 6 transition support and in the annual Academy dance show.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEND coordinator</p>	<p>Who should I contact if I want to find out more about how Barnsley Academy supports pupils with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Barnsley Academy's Special Educational Needs Co-ordinator (SENDCo) is Mrs E Thompson-O'Brien Contact details: emily.thompson-obrien@barnsley-academy.org 01226 204606</p> <p>SLT Advocate for SEND: Emily Thompson-O'Brien (Assistant Vice Principal)</p> <p>Additional Needs Learning Co-ordinator: Mrs Annette Wilson annette.wilson@barnsley-academy.org 01226 204606</p> <p>SEND Administrator: Amy Rooney amy.rooney@barnsley-academy.org 01226 204606</p> <p>Speak to your child's Form Tutor, Director of Key Stage or Head of Year in the first instance.</p>



5. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured	What happens if my child needs specialist equipment or other facilities?	As a school we can access a range of services including the Visual and Hearing Impairment Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact Mrs Thompson-O'Brien or Mrs Wilson.
6. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.	How will you help me to support my child's learning? How will you help me to support my child's learning?	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: <ul style="list-style-type: none"> - Helping them to be organised for their day (including bringing the right equipment and books) - Full attendance and good punctuality - Ensure uniform is of the highest standard - Completion of homework - Attending parents' evenings - Attending any meetings specifically arranged for your child <p>We will support you by being in regular communication and a named key worker for your child will contact you during the course of the year. Learning Plans are reviewed and shared with parents at all key review points throughout the year.</p>
7. The arrangements for transition and supporting students with SEND in a transfer between phases of education or in preparation for adulthood or independent living.	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	Barnsley Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND. For students coming into Year 7 at Barnsley Academy, a member of the transition team and the SENDCo or the Additional Needs Co-ordinator will visit all primary schools where there are three or more students coming to Barnsley Academy. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND requirements. We have a structured approach to this process so we ensure consistency of information sharing across the schools. A member of the transition team may contact other primary schools by telephone to gain the same information. For students with SEND, the SENDCo at Barnsley Academy has contact with key staff from our partner primary schools, who pass on all relevant information, including SEND files. Parents/Carers of students with SEND in primary schools whose child will be coming to Barnsley Academy are always welcome to contact our SENDCo who will discuss the child and their provision on the telephone or arrange a meeting. All Year 6 students who will be attending Barnsley Academy are invited to the Academy for a transition period during the summer term, where they take part in activities to help them adjust to life at Barnsley Academy. Many students with SEND are invited in for extra transition sessions to introduce them to life at Barnsley Academy aimed at allaying any anxieties as much as possible. The SENDCo at Barnsley Academy has regular contact with the SENDCos of local primary schools through information sharing, attendance at courses and conferences and having a close liaison when students are transitioning to Year 7. Barnsley Academy creates form groups for Year 7 with great care: a member of the transition team places students with SEND in form groups in conjunction with the SENDCo, using all the information they have available. For students with Education, Health and Care Plans, the SENDCo will attend Year 6 Annual Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENDCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a place at Barnsley Academy are very welcome to contact the SENDCo at Barnsley Academy at any time to discuss their child's needs, arrange a meeting or visit to Barnsley Academy. For students leaving Year 11, the SENDCo works with our Careers Advisor to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with Education, Health and Care Plans will have access to our Guidance Advisor from Year 9 onwards.
8. The arrangements/allocation of SEND funding.	How is SEND funding allocated/distributed at Barnsley Academy?	We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEND. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the Academy and ensure this clarity allows governors to understand the allocation of resources and to assist in their decision making process. The majority of SEND funding is spent on additional support staff. There is an allocation of funding for capitation. The Academy is aware that there are evolving needs and additional funding can be sought if required, for example



		purchasing a new reading scheme. Within the Barnsley authority, students with an EHCP are allocated additional funding to meet their needs. Which is then used for specific interventions and support for the individual students.
9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils	What specialist services and expertise are available at or accessed by the school?	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Prospects (career advice and support); Speech and Language Therapy Service; Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate according to your child's needs. The school works closely with Barnsley Council and use the EHA process when appropriate to do so. If you believe your child needs support from a specialist please contact Mrs Thompson-O'Brien, Mrs Wilson or any member of the SEND team.
10. The arrangements for consulting with parents/ carers and young people with special educational needs and disabilities about, and involving such parents and young people in the education of themselves/their child	How will my child be involved in his/her own learning and decisions made about his/her education? How will I be involved in discussions about and planning for my child's education?	Barnsley Academy puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students are encouraged to be involved in all of their reviews. Prior to reviews taking place, students will work with a member of staff on a one- to- one basis to discuss their feelings and needs. Students are also encouraged to attend their reviews and give their views. Students with SEND/D are encouraged to express any concerns they may have to the SENDCo, Teaching Assistants, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns. Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at the Academy if they have any concerns about their child. The SENDCo is always pleased to discuss any concerns involving SEND with parents and carers. 'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)
11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those from arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Barnsley Local Authority Local offer can be found here: https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783

Key Staff at Barnsley Academy who are responsible for the implementation of the SEND policy, management of the support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

Senior Leadership Team Advocate for SEND: Naveed Khan and Emily Thompson-O'Brien

SENDCO: Emily Thompson-O'Brien

Assistant Additional Needs Co-ordinator: Annette Wilson

SEND Administration: Amy Rooney

SEND Governor: Matt Myers





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