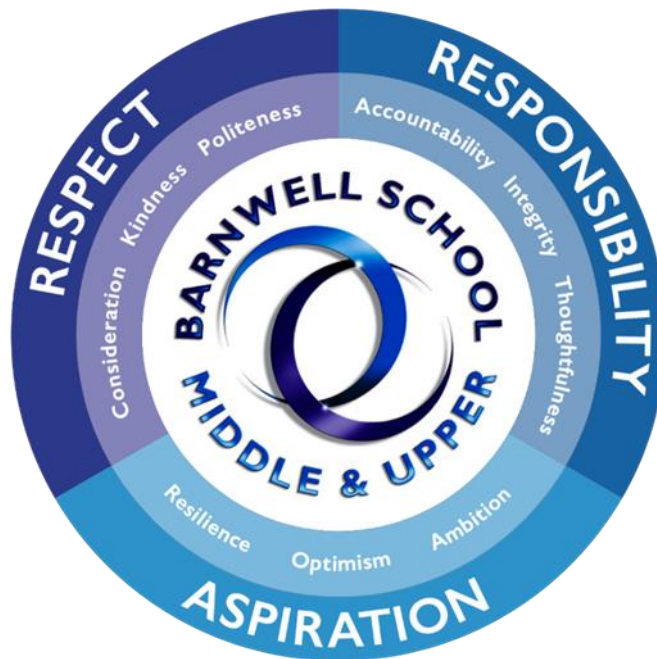


# Special educational needs and disabilities (SEND) policy

Barnwell School



Approved by:	Governing Body	Date:
Last reviewed on:	January 2026	
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**Policy may be subject to change once agreed**

## **Statement**

Barnwell School believes that every student has individual and unique needs. Diversity is valued as a rich resource which supports the learning of all and every teacher is a teacher of all students, including those with SEND.

The school will endeavour to ensure that all students, irrespective of age, ability, gender, ethnicity, language or social background are given every opportunity to reach their full educational potential and become independent and capable adults.

Through the identification and removal of the barriers to learning for individual students, Barnwell School will provide equal access for all students to a broad and balanced curriculum and a programme of spiritual, moral, social and cultural education in a supportive and positive but appropriately challenging environment.

This policy will outline the inclusion principles of the school and is supported by the Barnwell School SEN information report

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of practice (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act for Schools May 2014
- SEND Code of Practice January 2015
- Schools SEN Information Report Regulations 2014 (Updated Nov'16)
- Statutory guidance on Supporting pupils at school with medical conditions December 2015
- Barnwell School Child Protection policy-Sept 25
- Barnwell School Disability and Equality scheme and accessibility plan – Jan 26
- Teachers standards 2012

In the spirit of current reform which advocates greater collaboration with all stakeholders, this policy was created by the school's SENCo in consultation with the SEND Governor, SLT, staff and parents of students with SEND.

SENCo

Mrs Hayley Olcay

Lead SEN Teacher

Mrs Debbie Farrin

Lead SEN Teacher

Mrs Rose Kamene

## **1. Aims and objectives**

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## **2. Vision and values**

- To value every student as an individual ensuring they experience success and achieve their potential through the delivery of the highest standards of teaching and an aspirational and engaging curriculum.
- To identify barriers to learning and participation and provide appropriate strategies to meet a diversity of needs.
- To ensure that no matter what the starting point, outstanding progress is achievable by all through the provision of a curriculum that is relevant, differentiated and challenging and that demonstrates coherence and progression in learning.
- To promote individual confidence and a positive attitude to learning in a learning environment that is stimulating and supportive, fosters excellence and independence and inspires and motivates students to seize the opportunities provided and value their education.
- To ensure that students with identified SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them.
- To identify, assess, record and regularly review the progress and needs of individual students.

### 3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools/academy trusts](#) which sets out Governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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### 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### 5. Definitions

#### 5.1 Special educational needs

A student has Special Educational needs when their learning difficulty or disability calls for special educational provision which is different from or additional to that which is normally available to students of the same age.

There are many interventions in school to support the learning progress of students and inclusion in a short-term intervention programme does not necessarily indicate that a student has SEN.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

In identifying that a student has SEN, the needs of the whole child will be considered rather than just the main presenting SEN need.

Identification of SEN can occur in many ways including the existence of an Education, Health, Care Plan (EHCP), information from a previous school placement, the prior attainment and current working levels of a student, concerns raised by a teacher, data tracking and parental concern.

If, even after high quality differentiated teaching and classroom based or small group strategies targeted at the needs of the student, the concern remains, then additional assessments may take place with the SENCo to determine if a student has SEN and if additional provisions need to be made. Such provisions will be based on the needs of the individual and will be shared with relevant teachers, parents and the student and monitored, reviewed and amended regularly.

There are 4 broad areas of need identified in the Code of Practice. (2015)

## **5.2 Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## **5.3 The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<ul style="list-style-type: none"> <li>• Includes difficulties with speech sounds, understanding of language and social rules of communication.</li> <li>• Students with Autistic Spectrum Disorder (ASD) are included in this category.</li> </ul>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

### What is not SEN?

Whilst the factors below may impact on progress and attainment they cannot immediately identify the student as having SEN. In these cases, the whole child, rather than the obvious presenting need, will be considered along with any possible causal factors (long term or temporary) and any underlying (previously unmet) needs which may be relevant.

- attendance and punctuality,
- health and welfare,
- English as an additional language (EAL),
- Pupil Premium Grant eligibility,
- being a Child Looked after
- persistent disruptive or withdrawn behaviour

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is Mrs Hayley Olcay

Responsible for the overview of SEND provision in the school, the line management of the Learning Support department, Mrs Olcay represents inclusion on the Senior leadership team (SLT) of Barnwell School.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made



- 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 co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND link governor**

The SEND link governor is Mrs. S Sheffield [s.sheffield@barnwell.herts.sch.uk](mailto:s.sheffield@barnwell.herts.sch.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The headteacher**

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

## **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. A student has Special Educational needs when their learning difficulty or disability calls for special educational provision which is different from or additional to that which is normally available to students of the same age.

There are many interventions in school to support the learning progress of students and inclusion in a short-term intervention programme does not necessarily indicate that a student has SEN.

In identifying that a student has SEN, the needs of the whole child will be considered rather than just the main presenting SEN need.

Identification of SEN can occur in many ways including the existence of an Education, Health, Care Plan (EHCP), information from a previous school placement, the prior

attainment and current working levels of a student, concerns raised by a teacher, data tracking and parental concern.

If, even after high quality differentiated teaching and classroom based or small group strategies targeted at the needs of the student, the concern remains, then additional assessments may take place with the SENCo to determine if a student has SEN and if additional provisions need to be made. Such provisions will be based on the needs of the individual and will be shared with relevant teachers, parents and the student and monitored, reviewed and amended regularly. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEN support**

High quality first teaching and differentiation is the first step in responding to students who have or may have SEN. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Regular reviews and opportunities to update and further strengthen teachers' understanding and knowledge of the strategies that can be used to identify and support students with SEN in the classroom form an integral part of in service training for teachers in the school.

Regular tracking of student achievement and progress (termly data tracks) and baseline assessments (LASS and subject based testing) provide frequent opportunities to highlight students who may require some additional interventions. Additional strategies may also be recommended by the specialist staff within the school.

A student should only be identified as having SEN if they do not make progress once they have had all the interventions/adjustments available to all students along with good quality personalised teaching.

If a student is still not achieving the desired outcomes, then a graduated approach is adopted and the student will be placed on the SEN register at SEN support level.

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupils' needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff in a pupil passport.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

Provision is personalised according to the needs of the individual student and the desired

outcomes. Additional advice may be sought in some cases and parents/carers will be asked to sign relevant documentation to give permission for external agencies to be involved.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## **9. Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## **10. Safeguarding**



We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

### **11. Expertise and training of staff**

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 appropriate training and development using both internal and external providers.

The SENCo will explain to new staff and those in training the systems and structures in place regarding the school's SEND provision and practices.

Staff will be regularly updated regarding the needs and suggested strategies for individual students.

The SENCo regularly attends the Local Authority SENCo network meetings, is a member of Nasen and keeps up to date with both local and national updates in SEND. The SENCo also attends events organised by the Stevenage Educational Trust (SET) and Developing Special Provision Locally (DSPL).

### **12. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- School family workers

### **13. Admission and accessibility arrangements**

### **13.1 Admission arrangements**

- For students with an EHCP the SENCo will work with the LA and the feeder school's SENCo to ensure that appropriate provisions are in place for the student on entry to Barnwell School.
- Barnwell School will aim to meet the needs of any child whose parents/carers wish to send them to the school unless it is felt that the child's inclusion would be incompatible with the efficient education of other children.
- Students who have or may have SEN but who do not have an EHCP are treated in the same way as all other applicants for admission and are not discriminated against on the grounds of their ability or disability.

2. A robust transition programme is in place between Primary and Secondary school and transition from KS3 to KS4 and KS5 which also includes a change of campus and from KS3 to KS4 or to college. Information is shared with all relevant stakeholders at each stage so that the needs of the student are met and transfers are thoroughly prepared.

3. See SEN Information report for additional detail.

### **3.2 Accessibility arrangements**

Please refer to the school Disability Equality scheme and accessibility plan ( Jan'26).

#### **Physical accessibility**

This is restricted by the buildings which make up the school. Internal and external ramps, safety rails and yellow hazard markers are in place to ensure safety and assist those with a disability. However, the school does not have a lift on either campus and many classrooms can only be reached by one or more sets of stairs so wheelchair access is severely limited in some places. Health and safety is a key consideration for students, staff and visitors.

#### **Access to the curriculum**

Barnwell School aims to make all reasonable adaptations to enable students to access the curriculum, participate in sport, extra - curricular activities and trips. Every effort will be made to include all students in all activities relating to school life.

#### **Communication**

The communication needs of students, parents/carers and visitors are always considered and appropriate arrangements made in order that information can be shared and understood.

Parents can contact staff at the school by telephone, e-mail, letter or in person. The school uses School Gateway to provide all parents with up to date information about key dates and events etc. and also Edulink so that parents can see the homework their child has been set.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and physical education. In the case of students who may be disabled, the school will comply with its duties under the Equality Act 2010. Please also see the schools accessibility plan.

Some may also have SEN and may have an EHCP which brings together their health and social care needs as well as their special educational provision. In these cases, the SEND Code of Practice (2015) is followed.

Please refer also to the Barnwell School policy for Managing medicines in School 2026.

#### **14. Complaints about SEND provision**

Should students or parents/carers be unhappy with any aspect of SEND provision they should contact the SENCo in the first instance to discuss the issues. A relevant member of the Senior Leadership Team maybe contacted if the complaint is in regard to the SENCo.

In the event of a formal complaint, parents/carers should follow the procedure outlined in the Barnwell School complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

#### **15. Monitoring and evaluation arrangements**

##### **15.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

##### **15.2 Monitoring the policy**

This policy will be reviewed by the SENCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Full Governing body

## **16. Links with other policies and documents**

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy