



SEND Inclusion Policy



Maritime
Academy
Trust

Date of Last Review:	September 2025
Date of Next Review:	September 2026

1. Introduction

At Barnsole Primary School, we are committed to providing an inclusive learning environment where all pupils are supported to thrive and succeed. Our approach to special educational needs and disabilities (SEND) is informed by the **Children and Families Act (2014)**, the **SEND Code of Practice (0–25 Years, 2015)**, and the **Equality Act (2010)**. These statutory frameworks underpin our ethos of equity and high-quality education for all.

Every child at Barnsole deserves access to a **broad, balanced, and ambitious curriculum**, tailored to meet their individual learning needs. We embrace difference and celebrate the value that diversity brings to our school community.

2. Aims and Objectives

Our SEND policy aims to:

- Identify and address the special educational needs of children as early as possible.
 - Ensure all pupils have access to high-quality teaching and learning.
 - Promote a person-centred approach to SEND provision, placing the child and family at the heart of decisions.
 - Work collaboratively with families, professionals, and external agencies.
 - Foster high expectations and positive outcomes for all learners, including those with SEND.
 - Monitor and evaluate the impact of support to ensure progress and inclusion.
-

3. Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they:

- Have a significantly greater difficulty in learning than the majority of their peers; or
- Have a disability that prevents or hinders them from accessing the educational facilities generally provided for children of the same age.

SEND is categorised into four broad areas (as outlined in the Code of Practice):

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

Children whose first language is not English, or who are making slower progress for reasons not related to SEND, will not be automatically placed on the SEND register.

4. Identification and Support: The Graduated Approach

We use a **Graduated Response** model (Assess, Plan, Do, Review) to identify and support children with SEND. This model ensures a structured and cyclical process of review and intervention.

Step 1: Quality First Teaching (QFT)

All teachers are responsible for delivering inclusive teaching that meets the needs of all pupils through differentiated activities, scaffolding, and reasonable adjustments.

Step 2: Targeted Support

If concerns arise, teachers implement targeted interventions. Progress is reviewed termly. Interventions may include small group support or focused work in areas such as reading, writing, or emotional regulation.

Step 3: SEN Support

Where additional needs persist, the pupil is referred to the SENCO and placed on the SEND register with parental consent. School-Based Plans (SBPs) are created with input from parents/carers, children, and staff, and reviewed termly.

Step 4: Specialist Support and EHCP

For complex or long-term needs, referrals to external professionals (e.g., Educational Psychologists, Speech and Language Therapists) may be made. If required, an **Education, Health and Care Plan (EHCP)** may be requested to ensure appropriate provision is in place.

5. Working with Parents and Carers

We value the insights and contributions of parents/carers and recognise the importance of working in partnership. We commit to:

- Regular updates through termly reviews and parent meetings.
 - Transparent decision-making processes.
 - Involving families in the development of SBPs and referrals to external agencies.
 - Offering clear routes to discuss concerns with the class teacher or SENCO
-

6. Pupil Voice

Children are actively involved in setting their own learning goals and reflecting on their progress. Where appropriate, they participate in review meetings and are encouraged to share their views on the support they receive.

We use a range of methods, including pupil conferencing, drawings, surveys, and one-to-one sessions, to capture pupil voice.

7. Roles and Responsibilities

Class Teachers

Responsible for:

- Delivering quality first teaching.
- Identifying and addressing additional needs.
- Writing and reviewing SBPs in collaboration with the SENCO.
- Communicating regularly with families.

Inclusion Lead (Ms S Tollervey)

Responsible for:

- Overseeing the SEND policy and provision.
- Coordinating support and liaising with external agencies.
- Monitoring and evaluating the impact of interventions.
- Ensuring statutory requirements are met, including for EHCPs.

Teaching Assistants (TAs)

Support the delivery of interventions and inclusive teaching under the direction of class teachers and the SENCO.

Learning Mentors

Provide targeted social, emotional and mental health support, through mentoring programmes and group work.

Headteacher

Ensures strategic oversight of SEND provision and compliance with statutory responsibilities.

SEND Governor

Monitors SEND provision, ensures appropriate resourcing, and holds school leaders to account.

8. Transitions

Transitions are carefully planned for pupils with SEND. This includes:

- Liaison between current and new teachers or schools.
- Additional visits and transition programmes.
- Sharing of SBPs and relevant documentation.
- Opportunities for pupils and parents to visit new settings and meet key staff.

Year 6 pupils transferring to secondary school receive bespoke support and planning to ensure a smooth transition.

9. The Local Offer

The **Medway Local Offer** sets out services and support available for children and young people with SEND and their families. For further information, visit the Local Authority's website or request a hard copy through the school office.

<https://www.medway.gov.uk/localoffer>

10. Complaints Procedure

We aim to resolve concerns swiftly and in partnership with parents. If you are dissatisfied with the support provided:

1. Speak to your child's class teacher.
 2. If needed, arrange a meeting with the SENCO.
 3. If unresolved, follow the school's Complaints Policy (available on the website).
-

11. Monitoring and Evaluation

The effectiveness of this policy and SEND provision is reviewed annually. Monitoring includes:

- Pupil progress tracking.
- Feedback from pupils, parents, and staff.
- Review of SBPs and interventions.
- Evaluation of staff training and external agency input.