



Barnsole Primary School

SEND Inclusion Policy



Date of Last Review:	September 2026
Date of Next Review:	September 2027

1. Introduction

Barnsole Primary School is committed to an inclusive education in which every pupil is welcomed, belongs, participates and is supported to achieve and thrive. We have high expectations for all pupils and seek to remove barriers to learning, participation, attendance and wider school life as early as possible.

Our approach is rooted in the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 (as amended), and the statutory Special Educational Needs and Disability Code of Practice: 0 to 25 years. It also reflects current Department for Education (DfE) practice guidance on inclusive teaching and the Inclusive Mainstream Fund for 2026 to 2027.

Barnsole is an academy within Maritime Academy Trust. The Trust, Local Academy Council, Headteacher, SENCO/Inclusion Lead and all staff share responsibility for ensuring that pupils with special educational needs and disabilities (SEND) are included in the life of the school and receive the provision they need.

2. Aims and principles

This policy aims to:

- identify emerging needs and barriers as early and accurately as possible, without requiring a diagnosis before appropriate support is put in place;
- provide high-quality, inclusive and adaptive teaching as the starting point for every pupil;
- use the graduated approach of assess, plan, do and review when a pupil requires SEN support;
- use our best endeavours to secure the special educational provision called for by a pupil's SEN;
- make reasonable adjustments for disabled pupils and anticipate common barriers to access and participation;
- involve pupils and parents/carers meaningfully in decisions, planning and review;
- work effectively with health, social care, local authority and other specialist services where this is needed;
- ensure pupils with SEND have access to a broad, balanced and ambitious curriculum, enrichment and wider school life;
- support successful transitions into, within and beyond Barnsole;
- monitor the impact of provision on progress, participation, wellbeing and outcomes rather than judging provision by the amount of support provided; and
- promote a whole-school culture in which inclusion is a leadership, curriculum, teaching and pastoral responsibility, not solely the responsibility of the SENCO.

3. Legal definitions and areas of need

3.1 Special educational needs (SEN)

A child has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. For a child of compulsory school age, a learning difficulty or disability is present where they have a significantly greater difficulty in learning than the majority of 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.

Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age. Slow progress and low attainment do not, on their own, mean that a pupil has SEN.

3.2 Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Not every disabled pupil has SEN, and not every pupil with SEN is disabled. Where a pupil is disabled, the school will comply with the Equality Act 2010, including the duty to make reasonable adjustments and the accessibility planning duties.

3.3 Four broad areas of need

In line with the current statutory SEND Code of Practice, needs are considered within four broad areas. These are not labels, and an individual pupil may have needs across more than one area:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.
- Current DfE SEND reform materials also use 'areas of development' as a practical framework for inclusive teaching. These newer materials support staff development and classroom practice but do not, at the date of this policy, replace the four broad areas in the statutory SEND Code of Practice.

3.4 Factors that are not, by themselves, SEN

The school will consider the whole child. Difficulties may arise because of factors such as attendance, mobility, bereavement, trauma, English as an additional language, disadvantage, family circumstances or gaps in prior education. These factors may coexist with SEN but will not be treated as evidence of SEN without appropriate assessment. Behaviour is understood as a form of communication and may indicate unmet need; it is not treated as a category of SEN in itself.

4. Inclusive teaching and ordinarily available provision

High-quality inclusive teaching is the first response to pupils who have, or may have, SEN. Teachers plan from a secure understanding of pupils' starting points and use evidence-informed approaches to reduce predictable barriers.

At Barnsole, inclusive classroom practice may include:

- clear routines, explicit instruction, modelling, checking for understanding and purposeful practice;
- carefully chosen scaffolds which are reduced as independence grows;
- adaptations to task, language, presentation, pace, environment or resources without lowering curricular ambition;
- accessible explanations, visual supports and opportunities for pre-teaching or overlearning where appropriate;
- support for speech, language and communication, attention, executive function, sensory regulation, motor/physical access and social-emotional development;
- assistive technology, specialist equipment or alternative methods of recording where appropriate;
- proactive reasonable adjustments to policies, routines, assessment and participation in school life; and

- effective deployment of teaching assistants so that pupils remain connected to the teacher, curriculum and peer group and develop independence.
- Pupils do not need a diagnosis or an Education, Health and Care Plan (EHCP) before the school can make appropriate adaptations or provide targeted support. Where a pupil is disabled, reasonable adjustments are considered independently of whether the pupil is recorded as having SEN.

5. Identification and the graduated approach

Class teachers, supported by the SENCO/Inclusion Lead and senior leaders, regularly assess pupils' progress and participation. Where a pupil is making less than expected progress, teachers consider the quality of teaching, attendance, health and wellbeing, communication, prior learning, the learning environment and other contextual factors.

5.1 Initial concerns

- Concerns may be raised by staff, the pupil, parents/carers or other professionals. The class teacher will gather information, speak with the pupil and family, review existing assessment information and put appropriate classroom adaptations in place. Where concerns persist, the SENCO will support further assessment and planning.

5.2 SEN Support: assess, plan, do, review

Where the school determines that a pupil has SEN and requires special educational provision, the pupil will receive SEN Support through a cyclical graduated approach:

- Assess - establish a clear understanding of the pupil's strengths, needs, barriers, current attainment and progress, drawing on pupil and parent views and, where relevant, specialist assessment.
- Plan - agree intended outcomes, the provision and adjustments to be made, who will deliver them, the expected impact and the date for review. Barnsole may record this in a School-Based Plan/SEN Support Plan.
- Do - the class teacher remains responsible for the pupil's progress and for working closely with any staff delivering additional support. The SENCO supports implementation and problem-solving.
- Review - evaluate progress towards agreed outcomes, the effectiveness of provision, pupil and parent views, and what should happen next. Provision is refined, intensified, reduced or ceased according to evidence.
- Parents/carers will be formally informed when the school decides that a pupil has SEN and is making special educational provision. We will work in partnership with families and seek agreement wherever possible. The school's statutory responsibilities to identify need and make appropriate provision are not dependent on a parent giving consent for a pupil to be recorded as receiving SEN Support.
- Reviews will normally take place at least termly, with more frequent review where needs are changing or provision is intensive. The timing and format will be proportionate to the pupil's needs.

5.3 The SEND register

The SEND register is a school management tool used to identify pupils receiving SEN Support or with an EHCP. Placement on the register is based on evidence that the pupil has SEN and requires special educational provision; it is not based solely on a diagnosis, attainment score or receipt of an intervention. A pupil may be removed from the register when review evidence shows that special educational provision is no longer required, while any necessary reasonable adjustments continue.

6. Specialist advice and Education, Health and Care Plans

Where progress remains limited despite relevant, purposeful and sustained SEN Support, the school may seek advice from external professionals. This may include educational psychology, speech and language therapy, occupational therapy, specialist teaching services, health services, social care or other agencies. Referrals will follow the relevant service criteria and information-sharing requirements.

If a pupil has or may have needs that cannot reasonably be met from the resources normally available to the school, the school may ask the local authority to carry out an Education, Health and Care needs assessment. Parents/carers also have the right to request an EHC needs assessment directly from the local authority.

Where an EHCP is issued and Barnsole is named, the school will work with the local authority and relevant partners to secure the special educational provision specified in the plan. EHCPs are reviewed at least annually. The pupil and parents/carers will be involved in the review, and the school will provide the required advice and evidence to the local authority.

7. Working with parents and carers

Parents and carers have essential knowledge of their child. Barnsole will communicate in a clear, respectful and accessible way and will make reasonable adjustments to support participation in meetings where needed. We will:

- listen to concerns and aspirations and respond in a timely way;
- share information about assessment, provision, intended outcomes and progress;
- involve parents/carers in SEN Support planning and review;
- explain the purpose of referrals and specialist involvement;
- signpost families to Medway's Local Offer and impartial SEND information, advice and support;
- discuss transition planning early where a pupil may need additional support; and
- ensure families know how to raise concerns or make a complaint.

8. Pupil voice and participation

- Pupils will be supported to express their views, strengths, interests, aspirations and what helps them learn. Their views will inform assessment, planning and review in a way that is appropriate to their age, communication and understanding.
- Methods may include conversation, pupil conferencing, observation, drawings, visual choice-making, communication systems, surveys, one-to-one work and supported participation in review meetings. Where a pupil communicates non-verbally or has significant communication needs, staff will use appropriate methods and involve adults who know the pupil well.

9. Roles and responsibilities

9.1 Class teachers

Class teachers are responsible and accountable for the progress and development of every pupil in their class, including where pupils access support from teaching assistants or specialist staff. They will:

- deliver high-quality inclusive and adaptive teaching;
- identify and respond to emerging barriers and needs;
- implement and review reasonable adjustments and SEN provision;
- work with the SENCO to develop and review SEN Support plans;

- maintain appropriate records and contribute evidence to reviews and referrals; and
- communicate regularly with pupils, parents/carers and relevant staff.

9.2 Inclusion Lead

The designated SENCO/Inclusion Lead will:

- coordinate the school's day-to-day SEN provision and the graduated approach; advise colleagues on inclusive teaching, reasonable adjustments and effective use of resources;
- liaise with parents/carers, early years providers, receiving schools, the local authority and external professionals;
- support staff to identify needs and evaluate the impact of provision;
- maintain strategic oversight of the SEND register, SEN Support and EHCP processes;
- contribute to staff training and whole-school development;
- work with the Headteacher, Trust and Local Academy Council on policy, resourcing and improvement priorities;
- support preparation and review of the statutory SEN Information Report and the school's wider inclusion strategy; and
- meet the statutory SENCO qualification requirements, including the mandatory SENCO NPQ within the required timeframe unless an applicable exemption or previously completed qualifying award applies.

9.3 Teaching assistants and learning mentors

Teaching assistants and learning mentors work under the direction of teachers and leaders. They support access, participation, communication, independence and targeted learning while avoiding unnecessary separation from high-quality teacher instruction.

9.4 Headteacher and senior leaders

The Headteacher has overall responsibility for the strategic leadership of SEND and inclusion within the school, ensuring statutory duties are met, staff are appropriately deployed and trained, and provision is evaluated as part of school improvement.

9.5 Maritime Academy Trust and Local Academy Council

The Trust is the proprietor of the academy and, with the Local Academy Council under the Trust's scheme of delegation, provides oversight and challenge. Governance will ensure that the school uses its best endeavours to secure required special educational provision, has a suitably qualified SENCO, publishes required information, complies with Equality Act duties and scrutinises the impact of SEND and inclusion spending and strategy.

10. Equality, reasonable adjustments and accessibility

Barnsole will not discriminate unlawfully against disabled pupils in admissions, the provision of education, access to benefits, facilities or services, exclusions/suspensions, or other aspects of school life.

The duty to make reasonable adjustments is anticipatory. The school will consider likely barriers in advance and will not wait for a disabled pupil to experience avoidable disadvantage before considering appropriate changes. Reasonable adjustments may relate to teaching, communication, assessment, routines, policies, equipment, auxiliary aids and services, and the organisation of the school day.

Physical accessibility is addressed through the school's Accessibility Plan and wider estate planning. The school will also take reasonable steps to ensure information is available in accessible formats.

11. Curriculum, assessment and wider participation

Pupils with SEND are entitled to a broad, balanced and ambitious curriculum. Adaptations will preserve appropriate challenge and subject entitlement while enabling access. Assessment arrangements will be adapted where permitted and appropriate so that assessment reflects what a pupil knows and can do rather than avoidable barriers.

The school will plan for inclusion in educational visits, clubs, performances, PE, playtimes, residential experiences and other enrichment. Risk assessment and reasonable adjustment will be used to enable participation wherever reasonably possible.

12. Attendance, behaviour, wellbeing and safeguarding

SEND, disability, health, mental health, attendance, behaviour and safeguarding can interact. Staff will seek to understand underlying barriers and will coordinate support rather than viewing these areas in isolation.

Reasonable adjustments will be considered when applying behaviour and attendance policies to disabled pupils and pupils with SEN. Support will be planned to promote belonging, safe participation and successful attendance, while maintaining high expectations and safeguarding all pupils.

Children with SEND can face additional barriers to recognising or reporting safeguarding concerns. Staff must follow the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education.

13. Supporting pupils with medical conditions

Some pupils with medical conditions may be disabled and/or have SEN. The school will meet its duties under section 100 of the Children and Families Act 2014 and the DfE statutory guidance on supporting pupils with medical conditions at school. Where a pupil has both SEN and a medical condition, educational and medical support will be coordinated so that provision is coherent and avoids duplication.

14. Transitions

Transitions will be planned in proportion to need. This may include:

- sharing relevant information securely between staff and settings;
- additional visits, visual supports, transition books or familiarisation;
- meetings involving the pupil, parents/carers, SENCOs and other professionals;
- planning for continuity of reasonable adjustments, specialist equipment and intervention;
- early planning for Year 6 transfer to secondary school; and
- support for pupils joining or leaving Barnsole at other points in the school year.

The receiving setting will be given information needed to support a safe and successful transition, subject to data protection and safeguarding requirements.

15. Admissions

Barnsole follows the Trust's admissions arrangements and the statutory School Admissions Code. A pupil will not be refused admission because they have SEN or a disability where this would be unlawful. Where an EHCP names Barnsole, admission is governed by the statutory EHC plan process.

16. Local Offer, SEN Information Report and Inclusion Strategy

Medway's Local Offer provides information about education, health and care services available to children and young people with SEND and their families. Barnsole will signpost families to the Local Offer and relevant impartial advice.

The school publishes an SEN Information Report on its website and updates it at least annually, with in-year changes made as soon as practicable. The report provides school-specific information required by the SEND Regulations, including identification, provision, review, expertise, access, transition and complaints arrangements.

For 2026 to 2027, mainstream schools receiving the DfE Inclusive Mainstream Fund are required by the grant conditions to publish an Inclusion Strategy by 31 December 2026 and update it annually.

Barnsole's Inclusion Strategy is a separate document from this SEND policy and the SEN Information Report. It should explain how the school identifies common barriers across its cohort, uses funding and evidence-informed practice, and develops inclusion across the seven DfE principles.

17. Funding and use of resources

The school uses its core budget, notional SEN resources, relevant Trust resources, additional high-needs funding where allocated, and other eligible funding to support inclusive provision. Resources are deployed according to assessed need and expected impact, not according to diagnosis alone.

Where Barnsole receives the Inclusive Mainstream Fund, expenditure and reporting will comply with the current grant conditions. Governors/trustees will scrutinise the school's Inclusion Strategy, planned expenditure and outcomes.

18. Complaints and disagreement resolution

We aim to resolve concerns promptly and collaboratively. Parents/carers should normally:

1. Raise the concern with the class teacher
2. If the matter remains unresolved, contact the SENCO/Inclusion Lead.
3. If further resolution is required, contact the Headteacher.
4. If the concern remains unresolved, follow the Maritime Academy Trust / school Complaints Policy.

Complaints about the content or delivery of an EHCP may involve the local authority's disagreement resolution or mediation arrangements and, in some circumstances, rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school will signpost families to appropriate information and independent advice.

19. Monitoring, evaluation and review

The school will evaluate SEND and inclusion provision through a combination of quantitative and qualitative evidence. The focus will be on outcomes, participation and the lived experience of pupils and families.

Monitoring may include:

- attainment, progress and wider development over time;
- attendance, suspensions/exclusions and participation in wider school life;
- pupil and parent/carer views;
- quality of inclusive classroom practice and reasonable adjustments;
- progress towards outcomes in SEN Support plans and EHCPs;

- the effectiveness and value of targeted interventions;
- transition outcomes;
- staff knowledge, training and confidence;
- the use and impact of specialist advice; and
- the use and impact of SEND/inclusion funding, including the Inclusive Mainstream Fund where applicable.

This policy will be reviewed at least annually and sooner if there are significant changes to legislation, statutory guidance, DfE requirements or local arrangements. Because national SEND reforms are in progress, the school will review this policy promptly when a revised SEND Code of Practice or new statutory duties take effect.

20. Key statutory and DfE references

- Children and Families Act 2014 (Part 3, including sections 66-69 and 100):
<https://www.legislation.gov.uk/ukpga/2014/6/contents>
- Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Special Educational Needs and Disability Regulations 2014 (as amended):
<https://www.legislation.gov.uk/uksi/2014/1530/contents>
- SEND Code of Practice: 0 to 25 years - statutory guidance:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- SEND: guide for schools and alternative provision settings:
<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>
- SEN and disability duties: guidance for school governing boards:
<https://www.gov.uk/government/publications/sen-and-disability-duties-guidance-for-school-governing-boards>
- Mandatory qualification for SENCOs:
<https://www.gov.uk/government/publications/mandatory-qualification-for-sencos>
- Equality Act 2010: advice for schools:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Inclusive mainstream fund: support for school leaders:
<https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders>
- Inclusive mainstream fund for schools: conditions of grant 2026 to 2027:
<https://www.gov.uk/government/publications/inclusive-mainstream-fund-2026-to-2027/inclusive-mainstream-fund-for-schools-conditions-of-grant-2026-to-2027>
- SEND and inclusion training for mainstream schools:
<https://www.gov.uk/government/collections/send-and-inclusion-training-for-mainstream-schools>
- Medway Local Offer: <https://www.medway.gov.uk/localoffer>

Current SEND reform context (October 2026)

The Government's 2026 SEND reform programme proposes future changes, including National Inclusion Standards, Individual Support Plans and an updated SEND Code of Practice. Those proposals have not been treated in this policy as if they were already statutory requirements. This policy applies the law and statutory guidance currently in force, while reflecting current DfE inclusive-practice guidance and 2026 to 2027 funding/reporting requirements.