



Batley Multi Academy Trust

Special Educational Needs and Disabilities (SEND) Policy

2026/27 Academic Year

Batley Multi Academy Trust

Approved by: Board of Trustees

Ratified: September 2026

Last reviewed: August 2026

Next review due by: September 2027

Reviewed by: Trust SEND Lead

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Version History

Version	Date	Outline Description	Revision Author
1	January 2024	New Trust-wide policy (replacing school-specific policies)	Trust SEND Lead
2	April 2024	Update in staffing and Governor information	Trust SEND Lead
3	September 2024	Update to school appendices for 2024/25	Trust SEND Lead
4	January 2025	Update to school appendices for 2024/25 (colleague names/links)	Trust SEND Lead
5	April 2025	Update to school appendices (two new schools joined the Trust)	Trust SEND Lead
6	September 2025	Changes to reflect staffing in the 2025/26 academic year	Trust SEND and Safeguarding Lead
7	August 2026	Changes to reflect the White Paper and staffing in the 2026/27 academic year	Trust SEND and Safeguarding Lead

Key Information

Trust:	Batley Multi Academy Trust
Chief Executive Officer:	Samantha Vickers
Trust SEND and Safeguarding Lead:	Rajinder Randhawa

1 Aims

- 1.1 All schools within our Trust share common values and an ethos that every child matters. Our support for all learners within our care extends to those young people with additional needs that require assistance to help them fulfil their potential, feel a sense of belonging and can access the curriculum.
- 1.2 All schools within our Trust follow the SEND Code of Practice. To effectively identify, assess, and support learners with special educational needs, we foster strong partnerships between the learner, key staff, parents/carers, the Local Authority SEND team, and external agencies.
- 1.3 The Trust is committed to making reasonable adjustments as summarised in the Equality Act 2010.
- 1.4 For information on named personnel responsible for SEND across each school within the Trust, please see the following appendices:
 - Batley Girls' High School, including BG6
 - Batley Grammar School
 - Field Lane Junior, Infant and Nursery School
 - Healey Junior, Infant and Nursery School
 - Hyrstmount Junior School
 - Manorfield Infant and Nursery School
 - Purlwell Infant and Nursery School
 - Upper Batley High School
- 1.5 Each school within the Batley Multi Academy Trust shall ensure that:
 - The special educational needs of learners will be addressed and young people will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
 - All learners with Special Educational Needs and Disabilities (SEND) receive effective provision so that they make good progress in line with expectations that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that includes effective adaptation and adjustments;
 - It works in partnership with parents/carers and appropriate external agencies to support learners with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any young person with special educational needs in order to achieve agreed outcomes;

- That parents/carers of learners with SEND are fully informed of their child's progress, support and interventions;
- It has a Special Educational Needs Co-ordinator (SENDCo). The SENDCo will maintain and regularly review the SEND record held irrespective of an individual young person and co-ordinate support. However, it will be the responsibility of all staff to support individual learners, to implement strategies suggested by the SENDCo and generally be responsible for ensuring that children and young people receive provision appropriate to their needs and agreed outcomes;
- All advice from external agencies is effectively responded to, acted upon and is considered in evaluating a learner's provision; and
- Learners with SEND engage in the activities of the school alongside children who do not have SEND.

1.6 All support provided and decisions taken have regard to these general principles as well as the legal framework set out and with reference to the following guidance and documents:

- Children & Families Act 2014
- SEND Regulations 2014
- SEND Code of Practice 0-25 years 2015
- The Equality Act (2010)
- Education Endowment Foundation Guidance: Supporting Pupils with SEND
- Kirklees Local offer for SEND
- [Every Child Achieving and Thriving](#)

2 Definitions

2.1 Under the Children & Families Act 2014, a young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A young person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that is made generally for other learners of the same age by mainstream schools.

2.4 Learners on the SEND register will have needs that cut across the following four broad areas of SEND. As stated in the Code of Practice for SEND 2015 these are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and/or physical

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the School Governing Boards and Board of Trustees and remain under constant review by the Senior Leaders and SEND member of staff with responsibility for SEND and inclusion.

3.2 Each school within the Trust will appoint a Governor with responsibility for SEND. The Inclusion Governor (responsible for SEND) will raise SEND issues at governing board meetings; monitor the quality and effectiveness of SEND provision within the school and work with designated senior leaders to develop the SEND policy and provision.

- The Trust Headteacher will work with the SENDCo and Inclusion Governor to develop the SEND provision within the school. The Trust Headteacher has overall responsibility for the provision and progress of learners with SEND.
- The school's SENDCo will coordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- It is the responsibility of the Senior Leader for SEND and inclusion and the SENDCO, to ensure the day-to-day operation of the SEND Policy.
- Class teachers are responsible for the progress and development of every learner in their class and will work with the SENDCo and ETAs to ensure the "assess plan do review" cycle is appropriately implemented to support any child/young person with SEND.

- 3.3 The Trust and its schools will work in partnership with learners, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.4 Parents/carers of SEND children will be able to discuss the needs of their child with the relevant member of staff in school.

4 Identification & Assessment of SEND

- 4.1 The SENDCO, inclusion team and pastoral staff are fully involved in the transition of learners from Nursery and Reception (EYFS), Reception to KS1, from KS1 to KS2, from KS2 to KS3 and from KS4 to KS5, liaising with pre-school, primary or secondary SENDCOs to ensure that the needs of learners transferring into Reception, Year 7 or Year 12 are as far as possible, fully met.

This process involves:

- Meeting regularly with pre-school or primary colleagues
 - Arranging individual visits for learners prior to transfer
 - Attending EHCP review meetings
 - Review learners prior attainment data
 - gathering additional information from parents/carers and external agencies as appropriate
- 4.2 Information about previous special educational needs will usually accompany children upon entry to the school and this will be used by the SENDCO to make sure appropriate provision is continued.
- 4.3 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before learners start at one of our schools. If necessary, a strategy sheet will be drawn up for each young person with SEND.
- 4.4 On entry to secondary provision, learners are assessed and the data from these tests is then analysed by the SENDCO and SLT, then disseminated to relevant staff members to identify any potential areas of need. Children may then be added to the SEND Record in line with the Code of Practice guidance for SEND.
- 4.5 The assessments taken by learners upon entry include Cognitive Ability Tests (CATs) or Reading and Spelling tests.

- 4.6 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Heads of Departments and Subject Leads. If a learner has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a learner whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the learner setting clear targets and providing greater adaptation. If the situation improves then no further action is needed. If there is no improvement the SENDCo will be informed.
- 4.7 At this point, information will be gathered. The class teacher will inform the parents/carers about the issue and there will be consultation and discussion around the proposed additional support for the child. Parents/carers and the child (where appropriate), will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the learner. A strategy sheet will be drawn up by the SEND team with copies shared with all staff concerned with the learner's progress.
- 4.8 If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCo, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the child is not making appropriate levels of progress then internal support will be implemented in accordance with paragraphs above.
- 4.9 In all cases, where internal support is not effective in supporting the child, a referral to the Educational Psychologist or other relevant specialist will be completed with the parents'/carers' knowledge and information and strategies for support shared with all staff.
- 4.10 If there are no concerns regarding the learners' academic progress then the school will ensure appropriate adaptation continues in the classroom and interventions are put in place if appropriate.
- 4.11 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents/carers and learners will be involved in developing and reviewing support plans/strategies.
- 4.12 All staff teaching children on the SEND record will be made aware of the individual needs. Relevant staff will help teachers, when required, to develop techniques to support adaptive teaching and ensure that

appropriate resources are available as part of the school's Professional Development Programme.

- 4.13 To ensure every learner receives the support they need, staff closely observe learners demonstrating challenging behaviour. Regular team meetings help to identify any unaddressed SEND needs and arrange specialist support promptly.

5 Inclusion and Equal Opportunities

We are committed to fostering inclusive learning environments where every learner regardless of their background, needs, or starting points accesses a broad, balanced and ambitious curriculum.

- 5.1 We hold uncompromised aspirations for all learners, ensuring that barriers to learning are systematically identified and overcome. Through proactive, reasonable adjustments to teaching, curriculum design, and the physical and social environment, our Trust ensures that learners with Special Educational Needs and Disabilities (SEND) participate fully and equitably in every aspect of school life.
- 5.2 The Trust and its schools deploy high-quality, adaptive teaching as the primary layer of provision. Where additional needs are identified, reasonable adjustments will be made to curriculum delivery, assessment methods, and physical environments in line with the Equality Act 2010.
- 5.3 Full Co-Curricular Inclusion: Inclusion extends beyond the classroom. All schools within the Trust will ensure reasonable adjustments are made so that learners with SEND actively participate in extra-curricular activities, educational visits, and school community events.

6 Reviewing

- 6.1 All learners regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-based targets (SMART) set to ensure that progress is made. These are recorded using Intervention Trackers, Provision Maps and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made then the SENDCo may refer to a specialist outreach service for the broad area of need.
- 6.2 If a learner has an Educational Health Care Plan an annual review is held in accordance with legal requirements. Each school will hold Annual

Review meetings for learners who have an EHCP and complete the appropriate paperwork for this process. Our review procedures comply with those recommended in Section 6.15 of the SEND Code of Practice and with local policy and guidance.

- 6.3 If, as a result of appropriate progress, a learner is removed from the SEND record, the child will continue to be monitored through the school's structured reporting programme by the Subject Leads, Form Tutors, Class Teachers and the SENDCo.

7 Future Directions & Continuous Alignment

This policy reflects the statutory requirements of the SEND Code of Practice 2015 and the Equality Act 2010. The Trust actively monitors national developments, including reforms outlined in government SEND White Papers and updated guidance. As new National Inclusion Standards and statutory Code updates are formally enacted, the Trust Central Team will update operational protocols, including support plan formats and reporting mechanisms, to maintain high standards of inclusive practice.

Appendices

Appendix One - School SENDCo Information

Key SEND Information

School name:	Batley Girls' High School, including BG6
Headteacher:	Gary Kibble

Named person with designated responsibility for SEND

Academic Year	SENDCO	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Susy Ingle	Vicky Graham	Susy Ingle	TBC

Key SEND Information

School name:	Batley Grammar School
Headteacher:	Amy Wilby

Named person with designated responsibility for SEND

Academic Year	SENDCO	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Jennifer Kaye	Louise Liversidge	Sam Kimberley	TBC

Key SEND Information

School name:	Field Lane Junior, Infant and Nursery School
Headteacher:	Asif Lorgat

Named person with designated responsibility for SEND

Academic Year	SEND Lead	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Francesca Dobson	N/A	Asif Lorgat	TBC

Key SEND Information

School name:	Healey Junior, Infant and Nursery School
Headteacher:	Luisa Lang

Named person with designated responsibility for SEND

Academic Year	SEND Lead	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Michaela Widdop	N/A	Luisa Lang	TBC

Key SEND Information

School name:	Hyrstmount Junior School
Headteacher:	Matthew Leach

Named person with designated responsibility for SEND

Academic Year	SEND Lead	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Rachel Morton	N/A	Matthew Leach	TBC

Key SEND Information

School name:	Manorfield Infant and Nursery School
Headteacher:	Kate Ellis-Holmes

Named person with designated responsibility for SEND

Academic Year	SENDCO	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Rajinder Randhawa	N/A	Kate Ellis-Holmes	TBC

Key SEND Information

School name:	Purlwell Infant and Nursery School
Head of School:	Sue Gallivan

Named person with designated responsibility for SEND

Academic Year	SENDCO	Deputy SENDCO	SLT SEND Lead	Inclusion Governor
2026/27	Sue Gallivan	N/A	Sue Gallivan	TBC

Key SEND Information

School name:	Upper Batley High School
Headteacher:	Aman Singh Kang

Named person with designated responsibility for SEND

Academic Year	SENDCO	SEND Leader	SLT SEND Lead	Inclusion Governor
2026/27	Gemma Sinclair	Denita Raw	Emma Stylianou	TBC

Appendix 2 - The Four Broad Areas

These four broad areas provide an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a young person into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's need is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools should have clear processes to support young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children.

- **Sensory and/or physical needs**

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.