



Batley Parish CE Primary Academy
SEND School Report

October 2025

Together, we are one!

"We are far more united and have far more
in common than that which divides us"

Jo Cox



Batley Parish is a caring family which enables every individual to flourish in our inclusive community. We learn to love and love to learn in a trusting environment. We respect, forgive and love one another. Working together, Batley Parish enables us to have hope for a brighter tomorrow.



Batley Parish CE Primary Academy SEND Offer

At Batley Parish CE Primary Academy, we are committed to providing an inclusive environment that enables all children to thrive. We believe that every child is an individual and has the right to high expectations through a broad, balanced, and inclusive curriculum. Our goal is for all pupils to achieve their maximum potential, regardless of any barriers they may face.

We recognise that Special Educational Needs (SEND) and/or disability may arise due to the interaction between children, their environment, their culture, school, and time. Our focus is on minimising learning difficulties by offering quality first teaching in a supportive and encouraging environment. This environment promotes physical, mental, and emotional health and well-being. We work hard to build strong partnerships with the parents and carers of all children, as well as other professionals, to ensure that each child receives the right support to succeed.

Our school provides additional and/or different provision for a wide range of needs, including:

- **Communication and interaction**, for example, Autism Spectrum Disorder (ASD), Developmental Language Disorder (DLD), speech and language difficulties.
- **Cognition and learning**, for example, Down syndrome, dyslexia, Developmental Coordination Disorder (DCD), also known as dyspraxia.
- **Social, emotional, and mental health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD).
- **Sensory and/or physical needs**, for example, hereditary conditions, processing difficulties, epilepsy.
- **Moderate, severe, profound, and multiple learning difficulties**.

The Types of SEND Provided for at Batley Parish CE Primary Academy

SEND is categorised into four broad areas of need, which we use to guide and determine the most appropriate support for each child. Your child may have needs in one or more of these areas, and we will tailor the support to suit their individual requirements.

1. **Communication and Interaction** Children with Speech, Language, and Communication Needs (SLCN) may struggle with expressing themselves, understanding what is said to them, or using social rules of communication. Their needs may vary across different stages of life. Children with Autism Spectrum Conditions (including Asperger's Syndrome and Autism) may face difficulties with social interaction, language, and communication, impacting their relationships with others.
2. **Cognition and Learning** Children with learning difficulties may need support when they learn more slowly than their peers, even with appropriate scaffolding. This includes children with Down syndrome, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD), who may also have physical disabilities or sensory impairments. Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, and dyspraxia, also fall under this category.
3. **Social, Emotional, and Mental Health Difficulties** Some children may experience social and emotional challenges, which may include withdrawal, isolation, or disruptive behaviour. These behaviours could reflect underlying mental health conditions like anxiety, depression, or disorders such as ADHD and attachment disorder. Guidance from the Department for Education supports managing mental health and behaviour in schools.
4. **Sensory and/or Physical Needs** Children with Sensory or physical impairments, such as vision impairment (VI), hearing impairment (HI), or multi-sensory impairments (MSI), may need specialist support or equipment to access the curriculum. Some children with physical disabilities (PD) also require additional ongoing support and equipment to access learning opportunities.

How Batley Parish CE Primary Academy Identifies and Assesses Pupils with SEND

At Batley Parish CE Primary Academy, we identify SEND through various approaches. Initially, we determine which of the four broad areas of need applies to the child. We assess each pupil's current skills and attainment upon

entry, building on their previous educational experiences. This helps us identify their primary needs and tailor our approach accordingly.

Class teachers continually assess all pupils' progress and identify those whose progress may be significantly slower than that of their peers or those whose attainment is not closing the gap between themselves and others. This assessment is not limited to academic progress; social and emotional development is also taken into account.

Key indicators for identifying SEND include:

- Progress significantly slower than peers starting from the same baseline.
- Lack of progress that matches or exceeds previous rates of achievement.
- Failure to close the attainment gap with peers.

It's important to note that slow progress and low attainment alone will not automatically result in a pupil being classified as having SEND.

When determining whether special educational provision is required, we always begin by considering the expected outcomes, including progress and attainment, as well as the views of the child and their parents or carers. From there, we decide on the necessary support, which may involve adapting our core offer or providing something different and additional to meet the individual child's needs. Even children with the same primary need may require distinct support strategies.

What Should I Do If I Am Worried about My Child's Needs?

If you are concerned about your child's needs, the first point of contact is your child's class teacher. They are always available to discuss any concerns you may have about your child's progress or difficulties in learning. You can also reach out to our SENDCo (Special Educational Needs Coordinator), Mrs. Rebecca Aka, for more specific advice and support. Additionally, our Learning Mentor, Mrs. Tracy Bairstow and our Head Teacher, Mrs Louise Sennett, are available to speak with you about your child's needs.

At Batley Parish CE Primary Academy, we believe in building positive and open relationships with parents. We aim to be transparent and approachable, encouraging a collaborative approach to meet the needs of each child.

We understand that early intervention is key. If we identify that a child may need special educational provision, we will have an early discussion with both the pupil and their parents. These discussions will ensure that:

- Everyone has a clear understanding of the pupil's areas of strength and difficulty.
- Parents' concerns are taken into account.
- Agreed outcomes for the child are understood by all.
- Clear next steps are established for ongoing support.

We will formally notify parents when it has been decided that a pupil will receive SEND support. Any necessary paperwork will be completed to outline how the school plans to meet the child's needs, including both family and pupil views.

How Do You Help and Support Children with Special Educational Needs and/or Disability at Batley Parish CE Primary Academy?

At Batley Parish CE Primary Academy, we believe that teachers are responsible and accountable for the progress and development of all pupils, including those with SEND. High-quality teaching is our first response to addressing the needs of these pupils. Our approach involves scaffolding the curriculum and providing targeted support, ensuring that all children receive the best possible education.

The class teacher plays a central role in overseeing, planning, and delivering support to pupils with SEND. This may include:

- The cognition and learning strategy, focusing on a repetitive approach to embed learning and ensure progress from individual starting points.
- Using different resources or activities within the class.
- Working in small groups with an adult.
- Group work with specialist staff, either within the school or from external agencies, such as a Speech and Language Therapist or Occupational Therapist.
- Providing some additional support for children with an Education, Health, and Care Plan (EHCP).
- Specific interventions to address areas such as touch typing, reading, spelling, phonics, etc.
- Movement groups to support fine and gross motor skills.
- Brain/Sensory/movement breaks to help with regulation and concentration.
- Personalised timetables to meet individual needs.

Our SENDCo ensures that the support and progress of children requiring additional help are continuously monitored. Our named SEND Governor, Mrs. Catherine Hall, meets with the SENDCo to review the effectiveness of our SEND provision, and any information discussed is shared in Governors' meetings. Importantly, children's names are not used when SEND-related matters are discussed at these meetings to maintain confidentiality.

How Do You Match the Curriculum to My Child's Needs?

At Batley Parish CE Primary Academy, we are committed to ensuring all pupils can access the curriculum. We are an inclusive school that removes barriers to learning so that every child can reach their full potential. This may involve scaffolding tasks in class, providing different levels of support, or adjusting the content of the lessons to cater to varying needs.

For example, in a lesson, we may have three different levels of work set for the class, with each child being able to access the work according to their individual needs. When appropriate, this may be further personalised to ensure each child can engage fully with the lesson.

Our open-door policy means that you are welcome to meet with the class teacher or SENDCo at any time to discuss your child's progress and any concerns you may have. We can offer practical advice on how you can support your child at home and can also help to initiate support from external agencies to assist with your child's development.

We make the following adaptations to support our pupils with SEND:

- Scaffold and adapt the curriculum by grouping, 1:1 work, adapting teaching style, and content of lessons.
- Adapting resources and staffing to meet individual needs.
- Using recommended aids such as laptops, coloured overlays, visual timetables, and larger fonts.
- Providing additional support with longer processing times, pre-teaching key vocabulary, and reading instructions aloud.
- Tailoring intervention groups or work for specific needs.
- Small step assessment and planning using resources including, PIVATS, Bradford Toolkit and Pre-key Stage Standards.

How Do You Assess and Review Pupil Progress toward Outcomes?

At Batley Parish CE Primary Academy, we follow the graduated approach (Assess, Plan, Do, Review) to ensure that each child's progress is regularly evaluated.

The process begins with a clear analysis of the pupil's needs, conducted by the class teacher in collaboration with the SENDCo. This process draws on:

- The teacher's assessments and experience with the pupil.
- Their previous progress and attainment.
- Feedback from other teachers where relevant.
- The child's development in comparison to their peers and national expectations.
- The views and experiences of both parents and the pupil.
- Advice from external support services, if necessary.

Once a child's needs have been identified, the SENDCo works with teachers to ensure all relevant staff are aware of the child's needs, the outcomes sought, and the support required. This will include strategies and approaches tailored to the child's individual needs. We regularly review the impact of the support provided to ensure it is effective in supporting the pupil's progress.

Pupil progress is tracked using our Insight Tracking system. Small step assessments may be used depending on a child's needs and starting points. We also carry out termly reviews of all children with SEND support, where we assess their progress and identify areas where further support may be needed. During these reviews, both parents and the pupil will have the opportunity to share their views.

Additionally, we evaluate the effectiveness of our SEND provision by:

- Reviewing the individual progress of pupils towards their goals.
- Assessing the impact of interventions.
- Reviewing SEND paperwork, such as Individual Assess, Plan, Do, Review (IAPDR) and One Page Profiles.
- Using pupil, parent and staff questionnaires to gain feedback.
- Monitoring progress through the SENDCO and Insight Tracking.
- Holding annual reviews for pupils with EHCPs, in consultation with families.

What Support Do You Offer Pupils with SEND for Their Emotional, Mental, and Social Development, Including Extra Pastoral Support Arrangements for Listening to the Views of Pupils with SEND?

At Batley Parish CE Primary Academy, we recognise the importance of supporting not only the academic progress of pupils with special educational needs and/or disabilities (SEND) but also their emotional, mental, and social well-being. We believe that a child's education should be a partnership between you, your child, and their class teacher, which is why we ensure regular communication with parents to discuss progress and concerns.

Pastoral Support and Wellbeing

- **Learning Mentor:** Mrs. Tracy Bairstow, our Learning Mentor, offers additional social and emotional support to children and families. She plays a key role in supporting children's mental health and well-being.
- **School Council:** Children's views are integral to our approach. Regular meetings are held with the School Council, where every class is represented by two pupils, allowing them to express their ideas, concerns, and suggestions.
- **SEND Support:** If additional support is needed, the class teacher will involve the **SENDCo** to provide further guidance and support. We also liaise with external agencies, including Health and Social Care, Mental Health Support Teams, and the Behaviour Support Team, to provide a comprehensive support network.
- Children with SEMH needs may also receive additional interventions linked to this from other staff within school.

We are committed to ensuring that every pupil feels safe, valued, and included within the school environment, promoting high self-esteem and strong emotional resilience.

How We Manage the Administration of Medicines in School

At Batley Parish CE Primary Academy, we have clear policies regarding the administration of medicines. If your child needs to take medication during school hours, please inform the class teacher and the school office staff. Parents must complete a permission form, which is available from the school office.

We have trained staff who are responsible for the administration of medicines, and we ensure that all staff are informed and trained about the specific health conditions affecting individual children. Many of our staff are also **First Aiders** and are available to assist in medical situations, both within the school and on school trips.

What Anti-Bullying Measures Do You Have in Place? How Do You Support and Develop the Behaviour of Pupils?

At Batley Parish CE Primary Academy, we prioritise fostering an environment where good behaviour is encouraged and supported. We believe that good behaviour is essential for building strong relationships and equipping children with life skills to deal with challenges. (See our school Behaviour Policy).

We use a positive approach to behaviour management, which includes a clear reward system throughout the school. If a child's behaviour does not meet expectations, we use Restorative Practice to help children understand the consequences of their actions and to find solutions. Pupils are encouraged to take responsibility for their actions, and where needed, adults provide support in resolving issues.

Parents will always be informed of serious incidents, and they are fully involved in finding a solution. All serious incidents are logged on our CPOMs database. We also closely monitor the attendance of every pupil, as good attendance is key to supporting a child's development.

What Training and Expertise Do Your Staff Have to Support Pupils with SEND, and How Do You Secure Specialist Expertise?

Our staff are well-equipped to support children with SEND through continuous professional development. Staff training is key to ensuring that pupils with SEND are supported effectively. In the last year, staff have completed training in Emotional Coaching, ARFID, Cognition and Learning Strategy, work stations, visual support and positive language scripts.

We also ensure that specialist expertise is available to meet the specific needs of our pupils. Our team works closely with a variety of external agencies, including:

- The Trust Educational Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Social Services/Early Help Team
- Kirklees Keep in Mind
- Specialist Provision Outreach for guidance on visual, hearing, physical, complex communication and interaction and social, emotional and mental health needs
- CAMHS (Child and Adolescent Mental Health Services)
- ARFID Team

Our SENDCo manages the SEND provision within the school and is supported by a team of trained Teaching Assistants, Cover Supervisors, and Higher Level Teaching Assistants (HLTAs). They have expertise in delivering interventions and providing social and emotional support to children.

How Do You Enable Pupils with SEND to Engage in Activities (Including Physical Activities) with Pupils Who Don't Have SEND?

At Batley Parish CE Primary Academy, we ensure that all pupils, including those with SEND, can participate fully in all school activities. This includes extracurricular clubs, school trips, sports days, school plays, and special workshops.

We carry out a risk assessment for any off-site activity to ensure the health and safety of all pupils. We work hard to ensure that no child is excluded from taking part in school activities due to their SEND.

How Accessible is the School Environment?

The school site is primarily wheelchair accessible, with two main buildings that are on one level. We also ensure that any additional needs, including those related to English as an Additional Language, are supported by liaising with local authority teams. Many of our staff are bilingual and trained to support children in these areas.

We also have staff trained in the use of Makaton, ensuring that children with communication difficulties can fully engage with school life.

How Do You Support Pupils to Transition Between Phases of Education and/or in Preparation for Adulthood and Independent Living?

We take great care in ensuring a smooth transition for children entering or leaving Batley Parish CE Primary Academy, especially for those with SEND.

- Starting School: We encourage all new children to visit the school before they begin, where they can meet their class teacher and tour the school. For children with SEND, we may arrange additional visits, and the SENDCo may also visit their current setting to gather information and support the transition.
- All children that start our nursery and reception have a home visit.
- Some children are also offered a longer staggered start programme to promote settling in.
- Transition to Secondary School: For children preparing to leave for secondary school, we arrange visits to their new school, and staff from the new school may visit the child at Batley Parish CE Primary Academy. We ensure that all relevant paperwork is shared, and children with an Education and Health Care Plan (EHCP) will have their transition discussed during review meetings, with staff from the receiving school invited to attend.
- We also run a weekly life skills group for some children in key stage 2.

We work closely with both families and other schools to ensure that all relevant information is shared and that your child's needs are fully understood and supported during transitions.

How Will You Secure Equipment and Facilities to Support Pupils with SEND?

At Batley Parish CE Primary Academy, we are committed to ensuring that all children with additional needs are supported to the best of the school's ability within the resources available. Our resources are allocated based on individual need, ensuring that equipment and facilities are appropriate and accessible to all pupils with SEND. Some children with SEND may also be eligible for Pupil Premium funding, which can be used to provide additional support. Please refer to our website for more details on how Pupil Premium is allocated and used to support children with additional needs.

How Are Your Resources Allocated and Matched to Children's Special Educational Needs?

Resources at Batley Parish CE Primary Academy are carefully allocated based on the specific needs of each child. The SENDCo works closely with class teachers to assess the needs of pupils and ensure appropriate support and resources are provided. This may include specific equipment for learning, sensory tools, or additional adult support. We also monitor the effectiveness of these resources through regular assessments and reviews.

How the Broad and Balanced Curriculum You Provide for Each Year Group Is Adapted and Made Accessible for Pupils with SEND

We aim to provide a broad and balanced curriculum that is adapted to meet the needs of all pupils, including those with SEND. Scaffolding and adapting is key to ensuring all children can access the curriculum, and adjustments are made to the teaching methods, resources, and learning environments. For children with SEND, **individualised support plans** are developed, which include learning targets and provision support.

We also ensure that pupils are involved in a wide range of activities, including extra-curricular clubs and school trips, to promote a well-rounded educational experience.

How Decisions Are Made About What Type and How Much Support My Child or Young Person Will Receive?

Decisions regarding the type and amount of support a child receives are made collaboratively between the **class teacher**, the SENDCo, and the child's parents. If the class teacher believes a child would benefit from additional support, this will be discussed with the SENDCo, and together, they will decide the appropriate type of intervention or support. This may include one-to-one or small group support, access to specialist resources, or involvement of external professionals.

Progress is regularly reviewed through termly assessments and progress toward individual targets is tracked. We also assess your child's progress towards national age-related expectations and their personal starting point. You will be kept fully informed of your child's progress, and parents are encouraged to request updates at any time.

Contact Information for Your School's SENDCO

- **SENDCo Name:** Rebecca Aka
- **Email:** office@batleyparish.enhanceacad.org.uk
- **First Point of Contact:** The first point of contact for parents is always the child's **class teacher**. If you need further information or advice, please contact Rebecca Aka, our SENDCo.

Who Else Can I Contact for Further Information?

If you have concerns or need additional support, you can also contact:

- **KIAS (Kirklees Information Advice Support Services)**
 - Tel: 01422 266141
 - Website: [KIAS Website](#)
- **Kirklees SEND Local Offer**
 - Website: [Kirklees Local Offer](#)

Who Should I Contact If I Am Considering Whether My Child Should Join Batley Parish CE Primary Academy?

For admissions to Batley Parish CE Primary Academy please contact our main school office on:

- Phone: 01924 326361
- Email: office.batleyparish.enhanceacad.org.uk

Kirklees School Admissions Service can also support with this. You can contact them for further information at:

- **Phone:** 01484 221000
- **Website:** [Kirklees Admissions Website](#)

How Parents/Carers Can complain About the School's SEND Provision and How Complaints Will Be Handled

We are committed to resolving any concerns that parents or carers may have regarding the school's SEND provision. The first point of contact for any concerns about SEND provision should be the SENDCo, Mrs Rebecca Aka or the Head Teacher, Mrs Louise Sennett.

If the matter is not resolved at this stage, it may be referred to the school's complaints policy, which outlines how concerns will be handled in line with school procedures. This can be found on our school website.

Who Do I Speak to If I Have Any Concerns About SEND Provision?

For any concerns regarding SEND provision, please speak directly to the SENDCo, Rebecca Aka or the Head Teacher, Mrs Louise Sennett. These concerns will be taken seriously and reviewed promptly. If the matter cannot be resolved informally, the issue will be addressed through our complaints procedure.

Parents of pupils with disabilities have the right to make disability discrimination claims to the First-Tier SEND Tribunal if they feel the school has discriminated against their child. Claims can be made regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Kirklees Local Offer

You can find more information on the local authority's SEND services and support through their Local Offer here: [Kirklees Local Offer](#)

Information about Your School's SEND Policy

Our SEND policy is available to all parents and provides a clear outline of how we support pupils with special educational needs. This policy is reviewed annually by the SENDCo and updated when necessary. It is then approved by the governing board.

This policy is linked to several other key documents, including:

- **Equality and Diversity Policy** (including the **Accessibility Plan**)
- **Behaviour Policy**
- **Medical Needs Policy**
- **Admissions Policy**
- **Anti-Bullying Policy**
- **Complaints Policy**

What Facilities Do You Provide to Help Pupils with a Disability Access the School?

We have a range of facilities designed to ensure that pupils with disabilities can access the school environment. Our school site is **wheelchair accessible**, and we make reasonable adjustments to the learning environment to ensure all pupils can participate fully in school life.

Steps Taken to Prevent Pupils with Disabilities from Being Treated Less Favourably

We are committed to ensuring that pupils with disabilities are treated with respect and dignity. We have a clear policy on Equality and Diversity, and we take steps to prevent any form of discrimination against pupils with disabilities. This includes reasonable adjustments, personalised support plans, and promoting a culture of inclusion within the school community.

Support for Children Looked After by the Local Authority Who Also Have SEND

We are committed to supporting children who are looked after by the local authority and who also have SEND. We work closely with social services, Virtual School, Kirklees EHCP Team and other relevant agencies to ensure that these children receive the support they need to thrive both academically and emotionally.

Glossary to Explain SEND Terms and Acronyms

- **SEND – Special Educational Needs and Disabilities**

Refers to the needs of children or young people who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

- **EHCP – Education, Health and Care Plan**

a legal document that outlines a child or young person's special educational needs and the support required to meet those needs. EHCPs are for children and young people aged 0-25 who need more support than is usually available in school.

- **IAPDR – Individual Access Plan Do Review**

A plan that is put in place to support students with disabilities by ensuring reasonable adjustments are made to the learning environment, curriculum, or teaching methods to ensure full access to education.

- **Local Offer**

a service provided by local authorities in England, detailing all the support and services available to children and young people with special educational needs or disabilities (SEND). It includes details of education, health, and care services, as well as activities and support for families.

- **One Page Profile**

A succinct and accessible document used in schools and other educational settings to provide a snapshot of a child or young person's individual needs, preferences, strengths, and areas where they may need support. It is often used as part of the special educational needs and disabilities (SEND) process, helping educators and others involved in the child's care to better understand how to support them.