



Barrow Hill Primary Academy

SEND Information Report: September 2021

1	What kinds of special education needs are provided for?	Currently we provide for children with communication and interaction difficulties (including autism), cognition and learning difficulties (including dyslexia), social, emotional and mental health difficulties (including ADHD) and sensory or physical difficulties (including hearing). We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
2	How does the school identify children with special educational needs?	Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc. as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the SENDCo following the graduated response approach. All parental concerns are acted upon. Some children arrive at Barrow Hill Primary Academy with their SEND needs already identified from their previous setting. The named SENDCo at Barrow Hill Primary Academy is Mrs. Rebecca Vadden-Page. She can be contacted on 01246 472494.
3	How many children in the school have special educational needs?	There are currently 22 children with SEN school Support status. There are currently 4 children with an Education Health Care Plan and 2 children who have GRIP funding. (Last updated 1 st November 2021)
4	What are the arrangements for consulting parents of children with SEND and involving them in their child's education?	All children with SEND have three reviews per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets. We use One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. Please speak to the SENDCo if you feel that a One Page Profile may suit your child. All parents have additional parent's consultation times through the year and are welcome in school at any time to discuss their child. Further information about SEND is also shared through the Schools website which parents can access at any time.
5	What are the arrangements for consulting young people with SEND and involving them in their education?	We share what each person is going to do to support the individual child and help them to meet their targets, we also discuss what the child's role is. Pupils' views are collected and included with the review notes, on a One Page Profile if this is an appropriate tool for the child. Children can attend the SEN reviews and contribute when appropriate if they wish.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEND support as determined by their progress
7	How many children have met the exit criteria and no longer need this support?	SEND can be a very transient state; some children may need support for their entire time at Barrow Hill Primary Academy. Some may make good progress so that their attainments are in line with their peers and no longer require SEND support. We liaise with parents to decide whether SEND is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND the SENDCo will endeavor to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Secondary School following the transition programme, which can be amended to suit individuals and their SEND.
9	What is the approach to teaching children with SEND?	We strive to be as inclusive as possible at Barrow Hill Primary Academy and treat each child as an individual, considering their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can

		access. Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEND receive learning through interventions and this can be ongoing or for a block of support. Class teachers are involved in the SEN reviews and feed their opinions into the targets set for each child.
10	What adaptations are made to the curriculum and learning environment of children with SEND?	The SENDCo and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies. These programmes are overseen by the Head of Academy/ SENDCo. The programs are closely monitored and updated as necessary. The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND. We endeavor to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy
11	How does school ensure that staff have the relevant training to support children with SEND?	Barrow Hill Primary Academy ensures that all staff have access to a variety of training over each school year and will share expertise through the Academy when needed. Training is planned around the changing needs of the children that we have in our school. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.
12	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. The Senior Leadership Team and the Academy Improvement Board monitor performance and reports to set targets for performance.
13	How do you ensure learners with SEND are included in non-classroom-based activities?	Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. Where necessary school will make physical adaptations to allow learners with SEND to be included.
14	What support is available for improving social and emotional development?	Curriculum topics are linked to PSHE (Personal, Social and Health Education) and Citizenship which cover a broad range of issues. Every class has weekly circle time to discuss relevant issues and develop emotional well-being including nurture activities. School assemblies are linked to significant events and national campaigns such as anti-bullying week. In addition to this, school raises awareness through themed activities such as internet safety awareness, programmes and charitable fundraising events. Where a child requires a higher level of support than this, school will plan a programme of support written around an individual child's needs. School seeks additional support and advice from external agencies too when relevant.
15	How does the school involve other agencies in meeting children's SEND and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals. We involve other agencies in agreement with parents and in line with the graduated response. Cavendish Learning Trust has an provides an Early Help Offer to children and families in need with a team of Early Help and Learning Mentors available for support.