



SEND information Report



This is a report to provide parents with information about SEND provision for children who attend Barrow Hill Academy.

What is SEND?

A pupil may be placed on the school SEND register if;

- they have a significantly greater difficulty in learning than the majority of children at the same age.
- they are making limited progress despite accessing support in the classroom
- they have a disability which prevents or hinders them making use of the educational facilities usually available.
- their difficulty or disability requires additional or different support in school.

We maintain records of all pupils who have additional learning needs. This is shared with all staff so they are aware of those who need additional support in lessons and work can be differentiated as necessary.

The SEND Code of Practice identifies SEND under four broad categories of need, which are:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

Who is responsible for SEND provision at Barrow Hill Academy?

- All members of teaching and support staff
- Headteacher- Rebecca Vodden-Page
- Director of Primary SEND- David Smith
- SEND Governor- Nicky Bradley
- Members of the Senior Leadership Team

To contact David Smith (Director of Primary SEND) please ring the school on 01246 472494 or email him via info@barrowhill.derbyshire.sch.uk.

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 impairments). 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. Further information can be found in our SEND policy. 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 Mr David Smith. He can be contacted on 01246 472494.
3	How many children in the school have special educational needs?	There are currently 13 children with SEND School Support status. There are currently 4 children with an Education Health Care Plan.
4	How will you know how my child is doing and how to do you assess their progress?	We follow the graduated response where we assess, plan, do and review the programme for each individual child and the provision that is in place in order to maximise the progress they make in school. These reviews take place 3 times per year. The first of which takes place within parents evening (October) and the other two are SEND Support Reviews that take place in February and June. Each child on the SEND register has a support plan. Children with complex additional needs may be assessed using the Engagement Model. The majority of pupils who are on the SEND are assessed using Celebratory Checkpoints (EYFS) or Birmingham Toolkits in order to track smaller steps of progress and inform our target setting process. We also use NFER assessments to inform teacher assessments.

5	How will I be involved in decisions about my child's education and will I know how my child is doing?	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 value pupil voice and where it is not appropriate for the child to join the review meeting we gather the pupil's views through discussions with the children and using our knowledge of their likes and dislikes in school. 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. We also have many events throughout the school year where parents are invited into school to participate in their child's learning.
6	How will my child share their voice and how are they included in their own education?	We value pupil voice and we gather the pupil's views through discussions with the children and using our knowledge of their likes and dislikes in school. Pupils' views are included with the review notes, on a One Page Profile if this is an appropriate tool for the child. Children can attend the SEND reviews and contribute when appropriate if they wish. If a child is not able to verbally share their views then we gather these through the adults that know them best and use of visuals to support communication.
7	How will you help me to support my child?	If parents and carers require support, they should always speak to their child's class teacher in the first instance. The Birmingham Toolkit assessment system that we use also has a number of suggestions for how parents can support their children at home which can be shared during review meetings. If they have further concerns or specific questions regarding SEND, they are welcome to talk to the Director of Primary SEND or support staff who work with their child. We have an early help team who would also be keen to support families in any way they can.
8	What happens if children no longer need additional support?	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.
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. Adaptive teaching and scaffolding is used to support children to access their learning. This includes providing an increased level of adult modelling, sentence starters, word banks with key vocabulary, Communicate in Print symbols and

access to specific resources including laptops. All staff in school are aware of the additional needs of children in their class. There are regular update meetings with staff and the SENDCO. 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 SEND reviews and feed their opinions into the targets set for each child.

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, keep up and catch up groups for phonics and booster interventions in literacy and numeracy.

10	How is the classroom and other areas of school adapted to meet the needs of children?	Class teachers arrange their classrooms in many ways and talk partners are changed regularly so that children are given the opportunity to work with all members of their class at different times. We have a small number of additional learning spaces available in school for children who require one to one or small group work. There is a sensory path within the sports hall if children are struggling to regulate themselves so that they are able to fully engage with their learning. Several children have these timed into their day as a means of self-regulation. Children have access to a range of stress toys, pencil grips, wobble cushions, weighted blankets and lap cushions, coloured overlays or ear defenders in order to break down barriers and enable them to reach their full potential.
11	What arrangements are made to support pupils with SEND taking part in school activities outside of the classroom?	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.
12	What expertise and training do staff have?	The SENCO has 7 years' experience within the role. 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.

13	How do pupils with SEND engage with their peers?	We pride ourselves on being an inclusive school where all children learn side-by-side with their peers in a range of groupings. Where children with SEND struggle with social situations we have social groups and specific interventions which enable them to develop their social skills. Our students learn to value one another equally as members of the school community. Non-SEND children learn valuable lessons about diversity on a daily basis.
14	How does the school support pupils with their wellbeing?	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. We have a zero-tolerance policy to bullying and will act to ensure that the necessary support and measures are put in place.
15	What specialist support or services does the school access for pupils with SEND?	<p>We have many different services to offer, below is a list of the most frequently used agencies:</p> <ul style="list-style-type: none"> → Speech and language therapy → Autism Outreach → Early Help → Visual Impairment Team → Hearing Impairment Team → Educational Psychology Service

16	<p>What arrangements does the school make to support pupils at times of transition?</p>	<p>We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is joining us from another school: The SENCO or class teacher may visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.</p> <p>If your child is moving to another school: We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.</p> <p>When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individualised targets will be shared with the new teacher. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.</p> <p>In Year 6: The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. On your request your SENCO can attend a transition review meeting involving yourselves, the new SENCO and possibly the pupil. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.</p>
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17	Who should parents/carers contact if they have a query or complaint about the SEND provision at ?	<p>If you have any queries regarding concerns over your child's education, the first point of contact should always be your child's class teacher.</p> <p>Alternatively, you can contact our Director of Primary SEND – David Smith, Governor of SEND or the Head teacher – Rebecca Vodden-Page, via the school office who will arrange a time to discuss any concerns you may have. On occasions, we invite other agencies along such as Educational Psychologist, The Autism Team, Early Help to offer advice and support for parents.</p> <p>More details about the reforms and the SEND code of practice can be found on the Department for education's website: www.gov.uk/schoolscolleges/special-educational-need</p> <p>For further information about the authorities Local Offer please see: https://localoffer.derbyshire.gov.uk/#!/directory</p> <p>Or for independent SEND information and advice please contact: Derbyshire Information, Advice and Support Service for SEND (DIASS)</p> <p>https://www.derbyshireiass.co.uk/home.aspx</p>
18	How are equipment and facilities secured to support children with SEND?	<p>The Head of Academy and SENDCO work closely to plan how specific resource needs will be met from the school budget, and governors/trustees approve the necessary curriculum priority spending that supports moving inclusive practice forward. The SENDCO coordinates the amount of additional in-class and external specialist support required for pupil. A wide variety of resources are available to support pupils with SEND. Training will also raise awareness and provide examples of suitable curricular materials.</p> <p>We apply for additional funding through Inclusion Funding. Further information can be provided by the SENDCO.</p>
19	How does the setting evaluate the effectiveness of its provision for learners with SEND and how	<p>We evaluate the effectiveness of the provision by assessing whether the children belong, participate and achieve within the school environment. Within review meetings, we set small focused targets to demonstrate the children's achievements. Additional 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 future targets for performance. Pupils with an Education Health and Care plan have an annual</p>

	often does it do this?	review alongside the review meetings in order to detail progress against their individual targets and consider changes within provision. The school has a detailed provision map whereby support is identified and tracked.
20	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 (including Speech and Language Therapy, Educational Psychology, SSEN and Autism Outreach). We involve other agencies in agreement with parents and in line with the graduated response. Cavendish Learning Trust provides an Early Help Offer to children and families in need with a team of Early Help and Learning Mentors available for support.
21	What is the support service for parents of pupils with SEND?	Derbyshire Information, Advice and Support Service are able to offer impartial advice and support for parents of children with SEND. Their contact details are as follows: Email: ias.service@derbyshire.gov.uk Telephone: 01629 533668
22	Where can I find information about the local offer?	The local offer gives information about Derbyshire SEND processes and agencies that are available to support. https://www.localoffer.derbyshire.gov.uk/home.aspx
23	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.

24	How are complaints dealt with?	<p>Complaints about SEND provision in our school should be made to the class teacher/SENDCO in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ➤ Exclusions ➤ Provision of education and associated services ➤ Making reasonable adjustments, including the provision of auxiliary aids and services
25	Additional information:	<p>The school welcomes visits from perspective parents. Please contact the school office for further information.</p> <p>Admission of children with Disabilities: It is Derbyshire's policy to meet children's needs, wherever possible, in mainstream schools. Our school fully supports this policy. We follow Derbyshire's admissions policy to ensure that pupils with a disability are not disadvantaged.</p> <p>Barrow Hill Primary Academy will ensure it meets its duties under the Schools Admissions Code of Practice by:</p> <ul style="list-style-type: none"> • Not refusing admission for a child that has named the school in their EHC plan. • Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan. • Considering applications from parents of children who have SEN but do not have an EHC plan. • Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs. • Not refusing admission for a child on the grounds that they do not have an EHC plan. <p>We firmly believe that all children have a right to be included in their education. We work on an individual basis to plan and provide the best quality education for our pupils.</p>

		<p>Our school accessibility plan can be found on the school website. The aim of the plan is to improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide. We also aim to improve the availability of accessible information to disabled pupils.</p>
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Further information can be found in our:

- SEND Policy
- Accessibility Policy
- Admissions Policy