Minerva Learning Trust

BARROW HILL CADEMY

Special Educational Needs and Disability

Information Report

2026-27

What is the SEND Information Report

The governing bodies of maintained schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published is to be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include the information set out below.

Our Commitment to Inclusive Practice

We are a mainstream school with a strong inclusive ethos and a commitment to ensuring that every child and young person feels valued, supported and able to achieve their potential. We believe that all pupils, including those with Special Educational Needs and Disabilities (SEND), should belong, participate and thrive within our school community.

At our school, inclusion is everyone's responsibility. We provide support based on identified need and do not require a diagnosis before reasonable adjustments and support are put in place. Through high-quality teaching, early identification and effective partnerships with families and external agencies, we aim to remove barriers to learning and help all pupils achieve success academically, socially and emotionally.

We work in close partnership with parents and carers, recognising them as experts on their children and ensuring they have meaningful opportunities to contribute to decisions about education, support and wider provision. In line with current DfE SEND reforms, we prioritise early, collaborative engagement so that families are fully involved in shaping the care, adjustments and interventions that enable their child to thrive.

	Information About	How we do this at Barrow Hill Primary Academy
1.	What kinds of special educational needs are provided for at Barrow Hill Primary Academy	We are an inclusive school and currently support students with a range of needs in the following categories: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and physical needs. Students may find it difficult to access the curriculum and need extra support and assistance if they have: • Speech Language and/or communication needs, ADHD, Autistic Spectrum Disorder • Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception • Hearing or Visual Impairment • Medical conditions or physical disabilities • Social, emotional and mental health issues • Students who have English as an additional language and/or have recently arrived in England and as such may experience barriers to learning while acquiring new language skills. • Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies
2.	How does the school identify students with special educational needs?	The benefits of early identification are widely recognised; identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. SENDCo and class teachers takes a proactive approach in identifying and responding to SEND.

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		The skills and attainment levels of all learners are assessed on entry, and identification is made drawing on information from parent/carers, previous settings and the prior key stage. Teachers and other practitioners, assess the progress of all students and identify those whose progress: • Is significantly slower than that of their peers starting from the same baseline; • Fails to match or better the child's previous rate of progress; • Fails to close the attainment gap between the child / young person and their peers; • Is raised as a concern by a parent / carer; • Is a concern for the child / young person. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. SEND may be identified early for some pupils, while for others, difficulties emerge over time. Upon identification, barriers to learning are addressed and effective support is implemented. • The first response is high quality teaching targeted at their areas of need. • Where progress continues to be less than expected the teacher/ practitioner alongside the SENDCo, may seek further assessment or screening to investigate needs further. • While gathering evidence (including the views of the child / young person and their parents/ carers) extra support will be put in place where required to secure better progress, where required. • Regular assessments and close monitoring ensure that support aligns with evolving needs, with data informing additional provision, particularly for children with SEND and additional needs.
3	Contact details of SENDCO	The named SENDCo at Barrow Hill Primary Academy is Mrs Keeley Leather. She can be contacted via email kleather@barrowhill-mlt.co.uk or telephone on 01246 450634.
4	How many children in the school have special educational needs?	The school has 11 children (14.6%) on the SEND register with a further 8 EHCPs (8.5%) This data can fluctuate throughout the year as children move onto other schools and are identified with additional needs
5	The Local Offer	A directory of services, the Local Offer, available in Derbyshire can be found at: Home - Derbyshire Local Offer The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND. Derbyshire Information, Advice and Support Service (DIASS) provides independent information, advice and support to children and young people

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		with special educational needs and disabilities (SEND) as well as their parents and carers. Welcome to the Derbyshire Information, Advice and Support Service for SEND - Derbyshire Information, Advice & Support Service for SEND (derbyshireiass.co.uk)
6	What are the arrangements for consulting with 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 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. Further information about SEND is also shared through the School's 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. When parents and school agree that a child no longer needs to be on the SEND register, a decision to remove them from the SEND register would be made during a review meeting.
7	What are the arrangements for consulting young people with SEND and involving them in their 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.
8	What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?	We follow the graduated response (SEND Code of Practice) 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 with specific targets that are reviewed with parents during these meetings. 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 class teacher or school SENDCO.
9	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible. 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 understand 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. 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 understand moving on, then one will be made for them. 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

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		child would be helped by a book/passport to support them in understand moving on, then one will be made for them. In Year 6: · The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. For the final SEND review in summer term we will invite the Secondary SENCO to attend to provide the opportunity to share targets and attainment whilst at Barrow Hill. · 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 understand moving on, then one will be made for them.
10	What is the approach to teaching children with SEND?	As a school, we are committed to creating an inclusive learning environment where all pupils are valued as individuals and supported to achieve their potential. Our approach to teaching and learning is grounded in evidence-informed practice and the belief that inclusion should be designed into learning from the outset. All teachers are responsible for the progress and achievement of every pupil in their classroom. We seek to promote good relationships between staff and students. Teachers know their pupils well and use ongoing assessment to understand their strengths, needs and barriers to learning. High-quality teaching is at the heart of our approach. Through our teaching and learning principles and structured lesson design, we aim to ensure that the joy of learning is central to every classroom experience. Lessons are engaging, ambitious and accessible to all learners. Lessons are planned to ensure that the needs of all students are met. Classroom teachers and support staff have half-termly teaching and learning continual professional development to ensure that quality first teaching is maintained Teachers use adaptive teaching strategies to respond to pupils' differing needs. This may include adapting explanations, questioning, scaffolding, resources and levels of support, as well as making reasonable adjustments to remove barriers to learning and participation. We recognise that a one-size-fits-all approach does not meet the needs of every learner. Where appropriate, personalised support, targeted interventions, specialist resources or bespoke programmes may be put in place to support a pupil's learning and wellbeing. Support may include a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. We value strong partnerships with parents and carers and welcome communication regarding any aspect of their child's education. All class teachers and support staff feedback both social and academic information to the school SENDCO prior to the review process. Through our wider curriculum, personal development and enrichment opportunities, we also support pupils to develop independence, resilience and the skills needed to succeed both in school and beyond. We appreciate that the "one size fits all" approach does not work for our students and bespoke packages of education and timetable are sometimes needed.

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11	What adaptations are made to the curriculum and learning environment for students with SEND?	We recognise that many students' needs can be successfully supported through ordinarily available provision including adaptive teaching, assistive technology and reasonable adjustments. Where further support is needed, we use a graduated approach to identifying and meeting pupils' needs. Support is matched to the individual needs of the pupil and may increase, decrease or change over time as part of the Assess, Plan, Do, Review cycle **Universal Provision (Ordinarily Available Provision)** Universal Provision (Ordinarily Available Provision) All pupils access high-quality teaching that is inclusive, ambitious and adapted to meet individual needs. Teachers use adaptive teaching strategies, reasonable adjustments and ongoing assessment to support participation, progress and achievement. **Targeted Provision** Some pupils may require additional support alongside classroom teaching. This may include short-term interventions, small group programmes, pastoral support or targeted strategies designed to address identified barriers to learning. **Targeted Plus Provision** Where needs are more complex or persistent, pupils may require a more personalised package of support. This may include frequent intervention, individualised targets, additional adult support, curriculum adaptations and involvement from external professionals such as Educational Psychology, Speech and Language Therapy, Occupational Therapy or SEMH services. **Specialist Provision** A small number of pupils may require highly specialised provision, significant adaptations or support through an Education, Health and Care Plan (EHCP). In some cases, this may involve specialist placements, alternative provision or intensive multi-agency support. Support is reviewed regularly through the Assess, Plan, Do, Review cycle. Pupils may move between levels of provision as their needs change, ensuring support remains responsive, proportionate and focused on achieving positive outcomes.
12	How does the school ensure that staff have the relevant training to support students with SEND?	The SENCO has had the role in their previous setting. The Head of Academy has 8 years' experience within the role of SENCO. 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 does the setting evaluate the effectiveness of its provision for learners	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

	Information About	How we do this at Barrow Hill Primary Academy
	with SEND and how often does it do this?	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 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.
14	How do you ensure that 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.
15	What support is available for improving social and emotional development, including pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?	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.
16	How does school involve other agencies in meeting students' SEND and supporting their families?	The support of outside agencies is sought on an individual basis. The SENDCO has strong links with professionals from a range of external agencies including the Educational Psychology service, The Sheffield/DCC Autism Team, Speech and Language service, Hearing Impairment and Visual Impairment services and the SEND locality team of schools.
17	What arrangements are there for handling complaints from parents of children with SEND about the provision?	Initial concerns should be forwarded to the SENDCO. If this initial approach proved unsuccessful, parents should bring the matter to the attention of the Headteacher. In the case of a complaint that is unresolved, parents should submit a complaint using the procedure and form outlined in the Trust Complaints procedure, which can be found below: The Minerva Trust Complaints Policy can be found at: Statutory Information - Minerva Learning Trust
18	What arrangements are made for those students who are looked after by the local authority and have SEND?	The SENDCO works closely with the Designated Teacher and has a clear picture of the SEND challenges of some of our children who are looked after. There are termly Looked After Children meetings and Personal Education Plan meetings for each child in which there is a cycle of plan, do review. These are attended by the Social Worker, Independent Reviewing Officer, SENDCO/Headteacher and the student (where appropriate) .
19.	Additional Information	The school welcomes visits from perspective parents. Please contact the school office for further information. Admission of children with Disabilities:

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		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. Barrow Hill Primary Academy will ensure it meets its duties under the Schools Admissions Code of Practice by: • 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. 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. 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. Further information can be found in our: - SEND Policy - Accessibility Policy - Admissions Policy