



The Birley Academy

A L.E.A.D. Academy

SEND

Information Report

2024/2025



SEND at The Birley Academy

The Birley Academy is a secondary school admitting students from age 11-16.

The Birley Academy also has an additionally resourced provision (Integrated Resource) for students with Communication difficulties. The Integrated Resource has space for 20 students with an EHC Plan. Places within the Integrated resource are allocated by the Local Authority.

This document should be read in conjunction with the SEND Policy, safeguarding policy and other related policies.

It is a whole school responsibility and priority to ensure that the needs of all learners with special educational needs and/or disabilities are met during their time at The Birley Academy.

We are inclusive and cater for students who have needs in the four main areas identified in the Code of Practice 2014.

These include (but are not limited to) those identified as having:

- Cognition and Learning needs
- Speech, language, and communication needs,
- Social, emotional, and mental health needs
- Physical and mobility needs

Legislation & Guidance:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care plans (EHCPs), SEND coordinators (SENDCos) and the SEND information report.

Students identified on the SEND register at SEN support have a One Page Profile in place, some form of intervention and monitoring via the SEND department. We maintain a strong ethos of inclusion at The Birley Academy. Our ethos is rooted in a commitment to providing a safe, nurturing, and stimulating environment where we know each other as individuals, and we value each other.

The **Special Educational Needs Code of Practice** gives guidance to education settings that help to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles Underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- Taking into account the view of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making.
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people.
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

How does The Birley Academy identify students who need extra help and what should I do if I am concerned my child may have Special Educational Needs?

At The Birley Academy we identify students as having special educational needs via a variety of strategies.

These include:

- Observation of the student
- Teacher assessment
- Discussions with parents/carers
- Discussions with students
- Results of standardised tests e.g., reading tests, KS2 national test results, spelling tests etc.
- Evidence from teacher observation, transition information, assessments from primary school
- Concerns raised by the class teacher, despite adaptations within class the student is still not making progress.
- Additional assessments utilising tools such as GL assessments, Tomal, DASH, Language Link

Other professionals such as speech therapists, health visitors and/or educational psychologists may also be involved in the process by completing appropriate assessments.

Parents/carers are encouraged to pass on any information and concerns that they have about their child's health and background by contacting the school.

If you have concerns you can meet with Mrs Smallridge, the special educational needs and/or disabilities co-ordinator. You can also arrange an appointment with Mrs Smallridge or one of the SEND Team prior to your child's admission to the school and at any other time during the school year.

We pride ourselves on building positive relationships with parents and we provide a variety of ways you can contact us.

1. Email or phone meetings are available
2. Weekly SEND drop-in meetings – Monday 3-5pm
3. Face to face meetings

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

All year groups offer pastoral support. The Pastoral Team liaise regularly with parents/carers.

The SENDCo and members of the pastoral and inclusion team are always available to discuss any issues that you may have about your child.

Monitoring of students' progress is ongoing. Parents/Carers consultations are held throughout the year to discuss your child's progress. When we feel that a student needs extra support, interventions are put into place and, where necessary, additional support from outside agencies is sought and commissioned.

Parents/carers are invited to discuss their child's needs.

All parents/carers will receive a brief report detailing their child's academic progress throughout the year.

You will also receive an invitation to attend Progress evenings through the year. You can arrange to meet with Mrs Smallridge as well as your child's classroom teachers on these evenings.

For those students with an education, health, and care plan (EHCP), annual review meetings are held annually where targets are set, and academic progress is discussed. These reviews will involve feedback from you and your child.

How will my child/young person be involved in the decision making regarding their support?

Student voice is very important to us.

All students are encouraged to share their views with staff and to contribute to their SEND support plan by outlining how best they feel they can be supported.

Students will attend reviews and meet with members of the inclusion team at different points throughout the year.

At every Progress evening, yourself and your child will be offered the opportunity to update information we have on file and share information you wish the SEND and progress teams to know and share with wider academy staff.

How will school staff support my child/young person?

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure the school is meeting your child's needs.

After analysing information from your child's primary school and Year 7 assessment information, teaching assistants, pastoral staff and subject teachers will be made aware of your child's needs and specific strategies they need in place in order to make progress, thrive and be happy in school.

Targets will be set for your child. These targets will be monitored and reviewed so that you and your child are kept informed about the progress being made. In addition, students are supported on a regular basis using the whole school subject and pastoral approach to SEND.

Class teachers are responsible for adapting the delivery of subject content so that the curriculum is accessible for any student with SEND.

Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task and make progress. All children receive class teacher input via quality first teaching:

- The teacher will have the highest possible expectations for your child and all students in their class.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing adapted resources for your child.
- Lessons are adapted/scaffolded to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all students.
- Adapted Support Plans to be followed by teaching staff and guidance given from the Inclusion Team.

Progress is carefully monitored, and regular support is offered to all learners where it is needed. All students identified as having additional educational needs have a support plan. These plans ensure that staff are knowledgeable about an individual student's needs. They also provide staff with a range of strategies so that they can meet these needs within the classroom environment. Parents, subject teachers, pastoral teams, learning support assistants and students are all invited to contribute to the plans. These plans are reviewed annually.

Where a student has been identified as needing additional support because they have a special educational need and/or disability, the offer made to each student will be tailored to meet their individual needs. However, it may include:

- additional small group literacy and numeracy support
- phonics or numeracy-based programmes
- reading intervention
- speech and language programmes
- mentoring
- support from external providers such as child and adolescent mental health services (CAMHS) and educational psychologists.
- additional adult support at strategic points in the day
- safe spaces for use in social times

Identified students are provided with additional support through individual and small group withdrawal sessions as well as through lesson interventions.

A student's progress is tracked using whole school tracking systems.

The SENDCO oversees all support and progress of any child requiring additional help across the school. This includes:

- Intervention specific to your child's need

- Whole school provision maps through our academy adapted support plans
- Termly reviews of these plans
- Extended Support Plan - for those students who may need further interventions via outside agencies or the local authority
- Those students with an EHCP to have annual reviews, these are to include both the parent and student
- The Birley Academy has a very proactive approach to adaptation, committed to a high level of training and support for teachers to enable them to deliver a broad and balanced curriculum, which allows all learners to progress and succeed. There is a particular focus on teaching and learning with regards to learners with Autism, ADHD, Cognition and Learning needs and SEMH.

How will the curriculum be matched to my child's young person's needs?

At The Birley Academy, we understand that students learn at different rates.

To ensure that all students reach their full potential we place them in sets across the curriculum based on their attainment. Students with SEND follow the same ambitious curriculum as their peers, however reasonable adjustments are made where necessary. Specialist outreach support is explored for students who are identified as requiring additional and more specialised support.

Your child's form tutor should be consulted about concerns related to pastoral care and well-being. The Head of year should be contacted for questions related to learning across subject areas.

Should your child have significant medical needs, you will be invited, with health care providers, to contribute to a health care plan. The school's medical policy provides guidance for parents/carers of students who may require medication during the school day.

What support will there be for my child's/young person's overall wellbeing?

At school, all staff support students with special educational needs and/or disabilities.

Each year group has a pastoral team that is available to mentor and support students who need advice and support on a range of issues. For each year group, the pastoral team is overseen by a dedicated member of the senior leadership team. The pastoral teams include staff designated to work with students around safeguarding, attendance, behaviour, mental health and general wellbeing.

External agencies are commissioned to support students social and emotional wellbeing.

there are also opportunities for students to share their views and opinions with members of the school council and through student voice around issues that concern to them.

How accessible is the academy environment?

The school is a new building and was built with wheelchair accessibility in mind. As such, there are two lifts and modified tables in each subject area. The practical based subjects such as food technology have a low version cooker; the Design and Technology rooms are also modified so that students with disabilities have access to all of equipment and machinery.

Aids such as visual timetables, laptops, reader pens, iPads, spell checkers etc are available to students, via the SEND team. The SENCO will liaise with the local authority should additional funding be required for tools and resources.

There is a dedicated hygiene suite which is fitted with a self-cleaning toilet, ensuring that students are able to have some level of independence.

The learning needs and preferences of learners with SEND are considered when planning provision, and modifications are made where necessary. For example, having permission to leave lessons early and arrive late to miss the crowds; working in small groups and individually where resources allow; special consideration in examinations; and careful planning of “escape routes” and use of the sensory/quiet room when needed.

How will my child be included in activities outside of the classroom?

The academy prides itself on giving all students opportunities to shine in different ways.

Full participation in the curriculum and extra-curricular activities is expected for all those students with SEND where possible. We aim for all our students to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

For some students a full risk assessment may be carried out in partnership with parents/guardians to ensure all aspects of health and safety are covered before a planned activity.

Risk assessments will be carried out and reasonable adjustments made to ensure that students with additional needs can access all extra-curricular activities.

How will the school prepare and support my child/young person to join The Birley Academy or the next stage of education and life?

A robust transition programme is essential in preparation for learners moving from Y6 into The Birley Academy. We work closely with families and partner primaries to ensure an individual package of transition is provided to each learner according to their transition needs.

Typically, parents/carers will come to visit the academy during Y5 or the beginning of Y6, meet with SENDCO and key staff, and discuss the needs of the child. Next steps are for the child to visit out of school hours, then within school hours, however many times it takes for them to familiarise themselves with the building.

Transition is increased in the summer term, with the students taking part in sessions in the SEND Department before building up to Induction Week at the end of the school year. Special events for parents of students with SEND are also arranged.

Mrs Smallridge, SENDCO works closely with local primary schools to ensure that an effective transition can take place. Information is shared once Secondary School places are allocated by the Local Authority. Children are highlighted for extended transition by their current SENDCO within their primary setting. If you feel that your child would benefit from additional transition, please speak to your child's primary SENDCO or contact Mrs Smallridge, SENDCO at The Birley Academy.

We cater for the individual needs of our students by providing them with maps and photographs of key staff to ensure their transition goes as smoothly as possible.

In Year 11, there is also a programme of support for students with SEND. The careers team are available to advise and assist students during their post 16 transition. Visits are arranged to prospective post-16 providers and students are accompanied by staff to interviews. Careers staff also support students with their applications.

How are our school's resources allocated and matched to children's/young people's special educational needs?

Those students with EHCPs or high needs funding agreements are allocated resources as specified in their plans and in line with The Sheffield Support Grid. Decisions on how to allocate resources for other students are made according to availability and the specific needs of the student. The SENDCO deploys learning support and other curriculum support to ensure that students with SEND benefit from specific interventions. The SENDCO will liaise with external providers for support when required.

Budget decisions are made in conjunction with the school governors and the Headteacher.

How is the decision made about what type and how much support my child/young person will receive?

Support is bespoke. It is dependent upon the needs of each student.

There are different layers of support and interventions available:

- Quality first wave teaching. This is where the class teacher and the subject faculty adapts the delivery of the curriculum and the lessons to support the student.
- Second wave interventions. This involves bespoke individual and small group interventions.
- External agency support
- Applications for EHCP
- Early transitional meetings and visits are arranged for all parents/guardians of prospective students to discuss their child's needs and what support they may need.

- Parents/guardians are given the school contact details and encouraged to make individual appointments if they have any specific worries or concerns and/or they would like to discuss the support available.

How does The Birley Academy ensure that the staff have the expertise to support and work with my child?

The Birley Academy ensures that staff are trained to support students with a wide range of special educational needs and/or disabilities.

This includes training on:

- Neurodiversity
- Speech and Language
- Mental Health
- Specific learning difficulties
- Physical disabilities
- Communication and interaction difficulties
- Behaviour management
- Medical conditions
- Safeguarding training (all staff)

The SENDCO's job is to support the class teacher in planning for children with SEND. This may include whole school training on SEND issue or to support groups of learners in school e.g. students with dyslexia or strategies to support students with ADHD.

Training can take place through whole staff training or by individual teachers and support staff attending courses that are relevant to the needs of specific children in their class. The aim is to ensure consistency of the school's approach for children with a SEND.

In addition to this:

- All of our support staff have had some training around the Autism Spectrum and Speech, Language and Communication
- Identified TAs have been trained to understand how to de-escalate a situation.
- Identified TAs have had training on moving and handling alongside first aid training.
- Identified TAs have had physio training planned and delivered by the physiotherapist.

What can I do if I am concerned about my child/young person's SEND provision?

Initial concerns should be raised with Mrs Smallridge, the SENDCo and Mrs Husband, Deputy Headteacher for SEND and Inclusion. If parents/carers are not satisfied with the way their concerns have been dealt with they should contact Mrs V Hall Headteacher or write a letter outlining their concerns to the chair of governors.

We welcome feedback on how we can improve the support we offer.

What specialist services and expertise are available at or accessed by the school?

The academy also accesses specialist services where appropriate including:

- Educational Psychology Service
- Physiotherapy
- Speech and Language Therapy Service
- Child Adolescent and Mental Health Services (CAMHS)
- Education Welfare Service
- School Nurse
- Social Care
- Occupational Therapy
- Sheffield Autism Team

SSENDIAS - Telephone: 0114 273 6009 or email ssendias@sheffield.gov.uk

Family Intervention Services (FIS) - childrenandfamiliesmast@sheffield.gov.uk

Sheffield Children's Hospital - www.sheffieldchildrens.nhs.uk/

Disability Sheffield - www.disabilitysheffield.org.uk/

Sheffield MENCAP - www.sheffieldmencap.org.uk/

SHINE Health Academy - www.shinehealthacademy.org.uk

Sheffield Autism Team Parent Helpline - autism.educationteam@sheffield.gov.uk

Sheffield Educational Psychology Service - educational.psychology@sheffield.gov.uk

Sheffield Parent and Carers forum – www.sheffieldparentcarerforum.org.uk

The Local Offer

[LocalOffer | Sheffield \(sheffielddirectory.org.uk\)](http://sheffielddirectory.org.uk)

Key contacts within the academy:

If you have any further queries, please contact:

Mrs Smallridge (SEND/CO)

Rebeccasmallridge@birleysecondaryacademy.co.uk

Mrs Husband (Deputy Headteacher for SEND and Inclusion)

sarahhusband@birleysecondaryacademy.co.uk

Mrs C Hickman (SEND Lead Practitioner for LEAD Trust)

clairehickman@leadacademytrust.co.uk

Overview Provision Map			
Area of Need	High Quality Teaching	Targeted catch-up	SEN provision
<i>Cognition and Learning</i>	<p>Adaptations made to enable the student to access learning</p> <p>Next steps' for learning derived from what the pupil can already do – referring back to earlier stages when necessary</p> <p>Awareness of student's reading levels</p> <p>Key words/vocabulary emphasized when speaking and displayed clearly</p> <p>Pre-teaching of subject vocabulary</p> <p>Instructions broken down into manageable chunks and given in sequence</p> <p>Links to prior learning explicitly made</p> <p>Key learning points reviewed at appropriate times during and end of lesson</p> <p>Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders</p> <p>Provide – and teach use of – range of writing frames to aid organisation</p> <p>Formative assessment / effective feedback</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Adapted questioning / modelling/ explaining</p> <p>Increased visual aids e.g. Visual timetables</p> <p>Use of writing frames/scaffolds</p>	<p>Catch up programmes – Literacy and numeracy</p> <p>Booster sessions / exam booster classes</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Reading Intervention</p> <p>Maths HLTA</p>	<p>Individual strategies outlined on My Plan and EHCP</p> <p>Reduced/ increasingly personalised timetable</p> <p>Small group or 1:1 literacy/ numeracy support</p> <p>Toe by Toe</p> <p>Close links with the White Rose Centre</p> <p>Exam Access</p> <p>Alternative accreditation/ vocational courses e.g. ASDAN</p> <p>Advice from EP / Specialist teacher</p> <p>SEN Department homework club</p> <p>Additional support for transition e.g. extra visits</p> <p>Assistive technology – reading pens, laptops, voice to text</p> <p>SEND drop in</p> <p>Engagement cohort – academic mentoring, specialist Maths support, assigned keyworker</p> <p>Dyslexia/Dyscalculia screener</p> <p>British Picture Vocabulary Scale</p>

	<p>Access to ICT, including word processor</p> <p>Access to whole school homework clubs</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>Other strategies from dyslexia-friendly schools</p> <p>Use of Adapted Support Plan</p> <p>Tutor Time Reading Programme</p> <p>Adapted Support Plan</p> <p>WAGOLLS/scaffolds</p> <p>Processing time</p> <p>Strategic use of seating plans</p>		
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<p><i>Communication and Interaction</i></p>	<p>Adaptations and scaffolds to enable the student to access curriculum</p> <p>High levels of challenge and expectation</p> <p>Formative assessment / effective feedback</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>Use of Adapted Support Plan</p> <p>Modelling of conversations between peers</p> <p>Communication boards</p> <p>Instructions broken down into manageable chunks and given in the order they are to be done</p> <p>Checklists and task lists – simple and with visual cues</p> <p>Delivery of information slowed down with time given to allow processing</p> <p>Students are given a demonstration of what is expected</p> <p>System of visual feedback in place to show if something has been understood</p> <p>Students are encouraged – and shown – how to seek clarification</p>	<p>In class support from teacher or TA with focus on supporting speech and language</p> <p>Early speech and language therapy</p> <p>Speech and language group support</p> <p>TAs used effectively to explain and support students to ask and answer questions</p>	<p>Individual strategies outlined on My Plan and EHCP</p> <p>Small group or 1:1 support for language</p> <p>Social skills group</p> <p>Speech and Language support / advice (NHS)</p> <p>Lego Therapy</p> <p>ICT – Writing with Symbols</p> <p>Social stories</p> <p>Comic strip conversations</p> <p>Exam access</p> <p>Advice from EP / Specialist teacher/ SALT team</p> <p>SEN Department homework club</p> <p>Additional support for transition e.g. extra visits</p> <p>Talk about intervention</p> <p>Assistive technology</p>
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	<p>Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words</p> <p>Talking buddies or similar used to encourage responses</p> <p>Classroom furniture and groupings consider whether students with speech & communication needs can see visual prompts and the teacher</p> <p>Access to a quiet, distraction free work station if needed</p> <p>'Word walls' or similar to develop understanding of new vocabulary</p> <p>Parents advised of new vocabulary so it can be reinforced at home</p> <p>Appropriate use of visual timetables – personalised to the child</p> <p>Minimise use of abstract language</p> <p>Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school</p> <p>Use visuals/ multi-sensory strategies to support learning Red, amber, green cards to signify if help is needed</p>		
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<p><i>Social, emotional and mental health</i></p>	<p>Adaptations made to enable the student to access curriculum</p> <p>High levels of challenge and expectation</p> <p>Formative assessment / effective feedback</p>	<p>In class support for supporting behaviour targets, access and safety</p> <p>Additional tutor group support</p> <p>Vocational options</p>	<p>Individual strategies outlined on ASP</p> <p>Small group or 1:1 support for social skills/SEMH</p> <p>Individual counselling</p>
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	<p>Whole school behaviour policy / Whole school rules</p> <p>Whole school reward and sanctions systems</p> <p>PSHE focused work / Healthy Minds</p> <p>Whole school mindfulness programme</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>Use of Adapted Support Plan</p> <p>Regular check ins for understanding and reassurance</p> <p>Rewards system</p> <p>Kindness tickets</p> <p>Informed of any changes prior to them happening</p> <p>Make expectations for behaviour explicit by giving clear targets, explanations and modelling</p> <p>Classroom routines</p> <p>Avoidance of putting anxious students on the spot in lesson</p> <p>Personalised praise and instruction</p> <p>Supportive seating plans</p> <p>Adapted Support Plan</p> <p>Collaboration with keyworkers</p> <p>Whole School Healthy Minds</p> <p>PSHE Curriculum</p>	<p>Year Leader Support</p> <p>SEN – SEMH intervention</p> <p>Unravelled</p> <p>Healthy Minds</p> <p>Active Listening</p> <p>Active in Mind</p> <p>Targeted support from PSHE department Door 43</p> <p>Pastoral team interventions</p> <p>Strategic use of time out passes</p> <p>Hidden Chimp intervention</p> <p>Millie – Therapy Dog</p>	<p>Individual support or mentoring</p> <p>Individual reward system</p> <p>Social skills training</p> <p>Anger management skills</p> <p>Re-integration programme</p> <p>Peer mentoring</p> <p>Advice from EP / Specialist teacher</p> <p>Pastoral support plan</p> <p>Time-out</p> <p>Family support groups</p> <p>Additional support for transition e.g. extra visits</p> <p>5 point scale</p> <p>Anxiety/Anger Gremlin</p> <p>Sensory room</p> <p>Boxall Profile</p> <p>Lunchtime club</p> <p>STAR approach</p> <p>Mindfulness activities</p> <p>Art therapy</p>
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<p><i>Sensory and Physical</i></p>	<p>High levels of challenge and expectation</p> <p>Formative assessment / effective feedback</p> <p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Deaf-friendly strategies</p> <p>Consideration given to seating plan</p> <p>Specialist resources e.g. Writing slopes, Pencil grips, switches</p> <p>Improved accessibility of building</p> <p>Moving and handling training</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</p> <p>Use of Adapted Support Plan</p> <p>Strategic use of fiddle toys</p>	<p>Additional keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p>	<p>Individual strategies outlined on My Plan and EHCP</p> <p>Individual support in class during appropriate subjects e.g. Science, PE and lunch time</p> <p>Medical support</p> <p>Physiotherapy programme</p> <p>Occupational therapy programme</p> <p>Motor skills programme</p> <p>Assistive technology</p> <p>Use of appropriate resources e.g. radio aids</p> <p>Advice from EP / Specialist teacher</p> <p>Exam access</p> <p>Additional support for transition e.g. extra visits</p> <p>Sensory room</p> <p>Art therapy</p>
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