



The Birley Academy
A L.E.A.D. Academy

SEND Information Report 2025



Accessibility:

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com> or simply open the link and click + documents then drag the file into the box.

A glossary of terms and Special Education Needs and Disabilities (SEND) acronyms is also included at the end of this report.

Further reading linked to this document:

For a link to the local authorities' local offer please click this link: [LocalOffer | Sheffield](http://www.sheffielddirectory.org.uk) (sheffielddirectory.org.uk)

You can find the most up to date SEND Code of Practice via: [SEND Code of Practice](#)

Our SEND policy can be found on the academy website: <https://www.birleysecondaryacademy.co.uk/key-information/academy-policies/>

Context

The Birley Academy is a mainstream setting and member of the L.E.A.D Multi Academy Trust. We are a fully comprehensive, non-selective Academy for 11-16yr olds. 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.

We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our values of Respect, Courage, Ambition, Integrity and Kindness. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is 'additional to and different from' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

As an Inclusive focussed Academy, we strive to ensure the following principles are upheld:

- All students are entitled to high-quality, personalised teaching
- All students can learn and make progress
- All teachers are teachers of SEND;
- Adaptive teaching must be a thread to provide all learners an opportunity to access all aspects of the curriculum;
- Provision for a student with SEND should match the nature of their needs
- There should be regular recording of a student with an identified need of the action that is being taken, and of impact of those actions and the outcomes achieved.

Areas of Need

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Below are highlighted some potential areas of challenge and/or difficulty. It is important to remember that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with;
Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication.</p> <p>Learners may have:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> - May have difficulties ignoring distractions. - Need reminders to keep attention. - May need regular prompts to stay on task. - May need individualised motivation in order to complete tasks. - Difficulty attending the whole class. - Interaction will not always be appropriate. - May have peer relationship difficulties. - May not be able to initiate or maintain a conversation. Understanding / Receptive Language: - May need visual support to understand or process spoken language. - May need augmented communication systems - May have frequent misunderstandings. - Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> - May use simplified language and limited vocabulary. - Ideas / conversations may be difficult to follow, with the need to request frequent clarification. - Some immaturities in the speech sound system. - Grammar / phonological awareness is still poor and therefore their literacy can be affected.
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD).</p>

	<p>Learners may have difficulties with:</p> <ul style="list-style-type: none"> - Language, memory and reasoning skills - Sequencing and organisational skills - An understanding of numbers - Problem-solving and concept development skills - Fine and gross motor skills - Independent learning skills - Exercising choice - Decision making - Information processing
Social, Emotional and Mental Health	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> - Social isolation - Behaviour difficulties (ODD/EBD/PDA) - Attention difficulties (ADHD/ADD) - Anxiety and depression - Attachment disorders - Low self esteem - Issues with self-image - Emotional based school avoidance (EBSA)
Sensory and/or Physical	<p>These learners may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> - Specific medical conditions - Gross / fine motor skills - Visual impairment - Deafness - Accessing the curriculum without adaptation - Physically accessing the building(s) or equipment. - Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.

Waves of Support

At The Birley Academy, when the need arises, we take a proactive approach to help students build resilience to overcome challenges they face. We will adjust our support where we identify needs of a young person require additional support through the use of interventions that aim to develop a personal skill set that allows all students to have courage and aspire to be great.

We work with partner agencies across the city to ensure we explore all areas of need and can access all areas of support both within the Trust and locally in Sheffield. The outcomes of the students are paramount and we will address all barriers to ensure no student is left behind.

Where need is identified, all interventions are for a set period of time and have success criteria that are shared with the student and family.

We have an Integrated Resource at The Birley Academy which is a setting for those with significant Communication and Interaction needs, places here are allocated by the Local Authority through EHCP process. An internal specialised alternative provision (ISAP), also known as Pegasus, is a provision accessible to students with or without an EHCP who meet criteria and are referred via the Inclusion tracking meeting.

All interventions that are additional to the Universal Offer aim to reduce barriers and promote success and fall into 3 distinct Waves.

Universal offer	The mainstream offer: 'ordinarily available offer'	The Academy wide offer available to all students. Small step adaptations that are identified via a Student Passport. Available for all students where there may be initial signs of learning being impacted.
Wave 1	Mainstream Plus: 'Additional to or different from'	Some pupils require additional resources and arrangements in school that are 'additional to or different from'. This intervention is tracked.
Wave 2	Targeted Intervention	Some pupils require targeted intervention. Their needs recorded in an Extended Support Plan.
Wave 3	Bespoke Curriculum Offer	Some pupils require a bespoke offer to access the curriculum after a series of APDR cycles. Their needs are likely to be described in an Educational Health Care Plan (EHCP). External expertise is explored.

Key Questions

Who is the Special Educational Needs Co-Ordinator?

- The SENDCo is Rebecca Smallridge
- Phone: 01142392531
- Email: Rebeccasmallridge@birleysecondaryacademy.co.uk
- The SENDCO is supported by a Deputy SENDCo, Faye Hayward.

How accessible is the Academy Site?

The Birley Academy is a large multi-floor building. There are stairs throughout the Academy as well as 2 lifts on either side of the building. The school operates as one building and there is a medical room on the first floor. The stairs are supported by hand rails on both sides. There are accessible toilets on all floors of the Academy and evac chairs are in position at all refuge staircase points. There is a flat path around the external parts of the Academy site including all the external student and visitor areas.

There is a hygiene suite which is fitted with a self-cleaning toilet, a changing bed and motorised hoist.

There are height adjustable desks in classrooms and workstations in practical rooms including the science labs, food rooms and workshops.

How will the Academy staff support my child?

All teachers will be informed of your child's individual needs and will plan adaptations to the learning where possible to anticipate barriers your child may face. During the learning, staff will dynamically assess your child's progress and make adaptations and provide scaffolds to support your child to access the curriculum.

Within the academy, there are a variety of staff roles to support your child. As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with the Academy leaders, SENDCOs and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded. Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed that this is being completed. There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).

The below lists of intervention are not exhaustive.

Universal Offer	<ul style="list-style-type: none"> - Adaptive teaching (within the classroom) - Scaffolded tasks - Guidance to staff on how best to support within the classroom. - All students on our SEN register have a 'One Page Profile'. - Staff can access these electronically via our Class Charts system. - Check ins with a Tutor - Extra Curricular activities and memorable experiences - Signposting to emotional wellbeing support eg, KOOTH
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	<ul style="list-style-type: none"> - An ambitious, broad and balanced curriculum including personal development and careers - Rewards and recognitions 'catch me being good' opportunities <p>Profiles include the following information:</p> <ul style="list-style-type: none"> - Student Voice – 'What is important to me' 'How I feel about school' 'What people like and admire about me' - Teaching Strategies – 'How to support me' - Profiles are reviewed termly or annually based on student progress and outcomes.
Wave 1 Interventions	<ul style="list-style-type: none"> - Identified access arrangements inc adaptive technology such as reading pens, wordprocessors - Use of overlays, reading rulers, enlarged font - Additional time with key worker – morning meet and greet - SEND lunch club and social time support plans - Sensory Toolkit - Sensory adaptations - Visual Timetables - Bespoke reward and recognition - Working Walls - Restorative conversation support
Wave 2 Interventions	<ul style="list-style-type: none"> - Reading intervention: Thinking reading, That reading thing, PALS - Pre-taught vocabulary - Additional retrieval Practice - Anger and Anxiety Gremlins - Lego therapy - Reducing Anxiety Management Plan (RAMP) - Vocabulary intervention - ELSA - Gym movement breaks - Communication intervention - Personal Evacuation Plan - Touch Typing - WINGS intervention <p>External Referrals:</p> <ul style="list-style-type: none"> - NEXUS Art Therapy - Golddiger - Healthy Minds - Thinking for the Future - CYT - Attendance and Inclusion - Deaf school and Vision Impaired Service - Autism and Social Communication Team - Educational Psychology Service - Heath Needs in Education
Wave 3 Interventions	<ul style="list-style-type: none"> - Pre-Key Stage core subject mastery - Internal Alternative Provision – Pegasus - Timetable review - External Alternative Provision including Chapel House, Becton

	<ul style="list-style-type: none"> - Off Site Direction - Team Around the School (TAS) Local Authority Support Panel - LA GateWay panel (SIP)
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How will the Academy identify if my child has a Special Educational Need?

On entry in Y7, the Academy will review your child's SAT scores. We also complete NGRT and NGMT to assess your child's reading and maths ability. These assessments are completed regularly and are used to inform the Academy of any interventions that may be required.

If your child joins us as a mid-term admission, your child's previous school will share relevant information with us. Your child will also be invited in to complete a LASS assessment which is a digital cognitive profiling tool to identify strengths and challenges with literacy skills and executive functioning.

Whilst your child is with us, the Academy staff will utilise a range of tools to inform us of your child's strengths and challenges including:

- Classroom assessments
- KS4 formal mock assessments
- Lesson observations
- Social time observations
- Student and parent views
- GL Assessment screening tools
- Student profiling
- EBSA checklist

External Assessment may come in the form of:

- Fusion assessment
- CAMHS assessment
- Ryegate report
- STAR report
- UNRAVEL report
- ASCETS or Educational Psychology report

Assessment to review the need for examination Access Arrangements will begin in Y9.

How are the Academy resources allocated and matched to children's special educational needs?

We ensure that all learners with special educational needs have their needs met to the best of the academy's ability with the funds available.

The SEND team is made up of:

- Deputy Headteacher for Inclusion and Designated Teacher for Children in Care
- SENDCO
- Deputy SENDCO
- 2x Assistant Deputy SENDCO
- 1x Integrated Resource Leader
- 5x L2 Teaching Assistants

- 2x Apprentice Teaching Assistants

Our teaching assistant support is allocated mainly to classrooms to support students to access the curriculum.

Other key members of staff who support the wider Inclusion services of the school include:

- 3 x safeguarding officers
- 5x pastoral team members
- 4x attendance officers
- 2x reading intervention officers
- 1x full time lead first aider

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

All Parents will receive a termly progress report from subject staff.

Parents' evenings are held at specific points in the year and in addition to these the SENDCo is available for parents to request a meeting. This will be either virtually or in person depending on availability.

Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carers attendance at the meetings and the completion of parental paperwork prior to the meeting.

Formal meetings will be scheduled via SchoolCloud.

You can meet the SEND team informally at a weekly 'drop in' held each Monday at 3-5pm.

All children have a named keyworker. If your child does not have an EHCP, this is likely to be your child's form tutor in the first instance.

How will my child be able to contribute their views?

All learners in the Academy are given regular opportunities to share their views through their form tutors, the student councils and the termly student questionnaires. Learners are encouraged to speak openly with pastoral or safeguarding staff when needed. Learners who access the IR or the SEND spaces have access to SEND staff at social times.

Your child's views will be sought during the SEND review process and these views will be added to your child's EHCP or Student support plan for all staff to view and implement.

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

All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for. The Academies wider Inclusion Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing. Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.

The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid

equipment and recording of first aid treatment. The academy also writes health care plans with parents and shares all relevant information with staff. Our Medical Lead within school is Rebecca Jones. Please contact the academy on 0114 2392531 to request an appointment to discuss your child's medical needs.

What specialist services and expertise are available or accessible by the Academy?

The Academy has access to the following external specialist services and expertise:

- School nurse
- Young Carers
- Bereavement Counselling
- Domestic Violence support
- Art Therapy
- Educational Psychology
- Early Help – Family Intervention Services (FIS)
- Community Youth Teams (CYT)
- Attendance and Inclusion
- Autism and Social Communication Education Team (ASECTS)
- Social Services
- Speech and Language Therapy Services
- Occupational Therapy
- Physiotherapy
- Deaf and Visual Impairment Professionals

What training have staff supporting learners with SEND have or are having?

The SENCO, Headteacher and Deputy Headteacher for Inclusion all hold the NASEN SENCO Qualification. The Deputy SENDCO is undergoing the SENDCO Qualification. A number of leaders in the Academy have been awarded and are working towards National Professional Qualifications in Education.

All teaching staff have qualified teacher status. Every week there are training sessions after school hours for all student facing roles specific to teaching and learning. These sessions are delivered by Senior Leaders in the Academy and across the trust.

There is an ongoing programme of training for teaching assistants and pastoral staff delivered in house.

3 members of the wider Inclusion team (including the Deputy Head teacher for Inclusion) are Trauma Informed Practitioners.

There is regular training across the Academy for all staff in first aid, child protection and safeguarding and for children in care.

How will my child be included in activities in the classroom? How will they be accommodated for external trips and visits?

All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.

All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.

All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific details of how to support learners with SEND.

How will the academy prepare and support my child to transition to and from the academy?

For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP. For our Y6 Pupils we provide: friendship evening, transition days and primary visits. Additional familiarisation visits are arranged with the local primary schools and individual families where there is a need.

We welcome parents and pupils to come and visit the academy before their child starts, to see the academy in more detail and talk to staff about any support you may need ahead of your transition.

For our Y11 Pupils we provide: college visits, 1:1 interview support and 1:1 careers advisor meeting. If a learner has an EHCP then the school would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.

Who can I contact for further information?

The following points of contact are available at The Birley Academy:

For wider Inclusion concerns:

Sarah Husband sarahhusband@birleysecondaryacademy.co.uk

For Quality of Education Concerns:

Sarah Sleaford sarahsleaford@birleysecondaryacademy.co.uk

For pastoral concerns:

Eddie Child eddiechild@birleysecondaryacademy.co.uk

If your concern is in relation to your child's Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact your child's tutor who may refer your concerns to a more senior member of staff where required.

If your concern relates to your child's special educational need/s, please contact the SENDCo directly.

Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website: <https://www.birleysecondaryacademy.co.uk/key-information/academy-policies/>

How else can I be involved?

We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Supporting with reading at home
- Completion of homework
- Attending parent's meetings
- Attending any meetings specifically arranged for your child
- Ensure that any interventions to complete at home are encouraged and supported

What support is there for improving behaviour, attendance and avoiding exclusion?

As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties an intervention plan is written alongside the child to identify the specific issues, put relevant support in place and set targets.

The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner's attendance falls below 97%, contact will be made by the Academy. In extreme circumstances the academy may use the support of the Local Authority Attendance and Inclusion team.

How is the Trust's Governance involved and what are their responsibilities?

The Secondary Director of Education and Central Team complete termly assurance with every academy which is reported on to L.E.A.D on a termly basis. The SENDCo attends assurance meetings with the Trust's SEND Specialist. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across L.E.A.D. The SEND trustee does not have access to information about individual learners or become involved in individual cases. In the unlikely event that a concern cannot be resolved by the SENDCo and/or the Deputy Headteacher or Headteacher, then the L.E.A.D SEND specialist can be contacted at the request of parents.

Additional Information

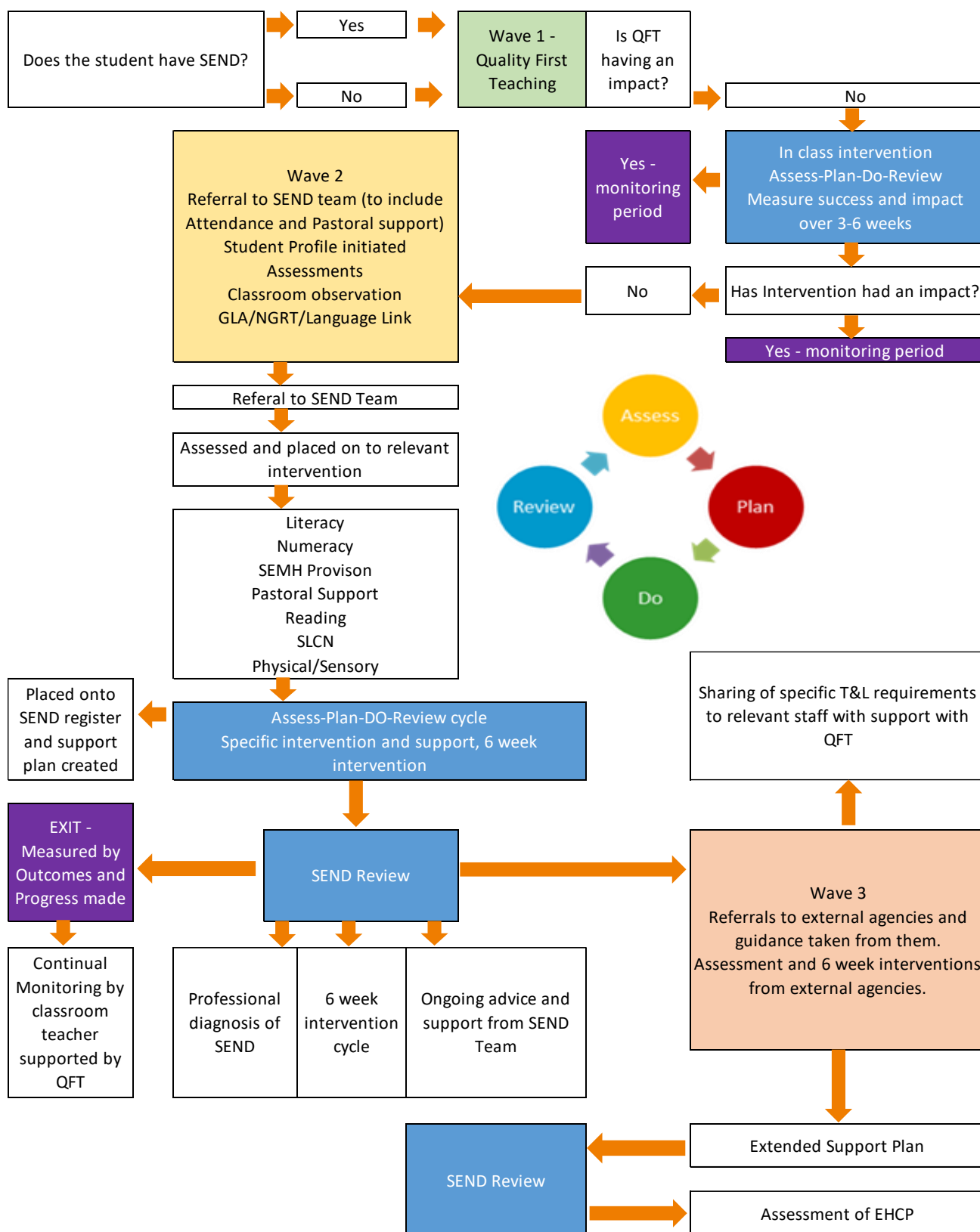
The Assess, Plan, Do, Review model is followed at all stages of intervention:

Assess, Plan, Do and Review (Graduated Response)



Parents / carers and the student should be involved in all aspects of the process.

The SEND flowchart shows how the Assess, Plan, DO, Review cycle is incorporated:



Glossary of acronyms and abbreviations:

ADD	Attention deficit disorder
ADHD	Attention deficit hyperactivity disorder
ASC	Autistic spectrum condition
ASD	Autistic spectrum disorder
CAF	Common assessment framework
CAMHS	Child and Adolescent Mental Health Services
C&L	Cognition and Learning
CIN	Child in Need
CoP	Code of Practice (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
CP	Child Protection
DLD	Developmental language disorder
EAL	English as an additional language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
EWO	Educational Welfare Officer
FAS	Foetal Alcohol Syndrome
FADS	Foetal Alcohol Spectrum Disorders
FIS	Family Intervention Service (<i>Previously known as MAST</i>)
FSM	Free School Meals
GLD	Global Learning Delay
HI	Hearing impaired
IEP	Individual Learning Plan
IR	Integrated Resource (<i>LA commissioning funded</i>)
IRP	Independent review panel
ISAP	Internal School Alternative Provision (<i>School Funded</i>)
LAC	Looked after Child (<i>Also seen as CLA – Child looked after</i>)
LSCB	Local safeguarding children board
MASH	Multi Agency Support (<i>EH – Early Help</i>)
MLD	Moderate learning difficulty
ODD	Oppositional defiance disorder
OT	Occupational Therapist
PDA	Pathological demand avoidance
PEP	Personal educational Plan (<i>for looked after children</i>)
PMLD	Profound and multiple learning difficulties
SALT	Speech and language therapy
SDQ	Strengths and difficulties questionnaire
SEND	Special Educational Needs
SCLN	Speech, language, communication need
SEMH	Social, emotional or mental health
SpLD	Specific learning difficulty (for example dyslexia)
TAF	Team around the family
VI	Visually Impaired

Key Contact Numbers:

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