



# **SEN**

# **Information Report**

## 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 13 students with an EHC Plan. In order to access a place in the Integrated Resource an application has to go through SEN Sheffield.

Students identified on the SEND register at SEN support have an adapted support plan in place, some form of intervention or monitoring via the SEND department.

We maintain a strong ethos of inclusion at The Birley Academy, which aims to provide fully for children across a range of special educational needs:

- Communication Difficulties
- Cognition and Learning
- Social, Emotional and Mental health difficulties
- Sensory and/or physical needs

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?

Here at The Birley Academy we identify students as having special educational needs via a variety of ways. These include:

- Benchmarking data - prior to moving up to the academy, all Y6 students are given a group reading test to identify those that are performing below age expected levels
- Benchmarking data - once at The Birley Academy they are then administered the GL Assessments, which show cognitively where a student's particular strength or weakness may lay
- Concerns may be raised by parents
- Concerns maybe raise by staff; for example despite the teacher putting into place a wave 1 intervention, the student does not make progress

- Termly team around the year meetings, which support in identifying students with a potential barrier to learning.
- Health diagnosis through a paediatrician
- Liaison with previous school or setting.
- Liaison with external agencies e.g. Educational Psychology Service

Once a child is identified as having a potential SEN it is the SENDCO's responsibility to observe, advise class teachers, discuss with parents or refer to external agencies if necessary.

### **What should a parent do if they think their child may have special educational needs?**

If you think your child may have special educational needs please contact the SENDCO and/or Deputy SENDCO.

SENDCO – Miss M Thomas (Assistant Head Teacher – Adapted Curriculum) (SEND Qualification in progress)

Deputy SENDCO- Mrs J Anderson

Deputy SENDCO – Mr L Coddington

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 4-6pm
3. Face to face meetings

### **What will happen if my child does have SEN?**

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.

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups we may complete pupil pursuits as well as use a variety of assessment tools to support. The necessary referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may also be asked to complete either a Support plan or a My Plan document with the SENDCO and/or Deputy SENDCO, which will outline your child's strengths, needs and outline the provision we can provide in school.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

### **How will teaching be adapted to meet the needs of my child?**

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils 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 pupils.

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

### **How will The Birley Academy support my child?**

The Assistant Head Teacher for the Adapted Curriculum 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
- My 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
- There may be a teaching assistant working with your child either individually (if the child has an EHCP) or as part of a group
- We have a number of teaching assistants that specialise in Speech, Language and communication needs, Literacy, Numeracy and ASD. Students, when identified, may work with one of these TAs either individually or as part of a small group setting. The regularity of these sessions will be explained to parents when the support starts. All interventions will be reviewed half-termly.
- 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 does the academy judge whether the support has made an impact?**

- Regular termly reviews of the student's adapted support plan to ensure the strategies are still effective and that targets are being met. Parents will be invited to attend the review meeting and the setting of new targets if needed.
- Termly review of data through the team around the year group meetings
- The student is making progress academically against national / age expected levels
- Verbal or written feedback from the teacher
- The SENCO will analyse all data/information where intervention has taken place both
- Students may be taken off the Special Educational Needs register when they have made sufficient progress.

### **What are the Governors responsibilities?**

The governors ensure that:

- The SEND code of practice 2014 is implemented and followed in school
- The Single Equality Act 2010 is followed to eliminate prejudice and discrimination against pupils with special educational needs
- An accessibility plan is in place and pertinent to the college
- Those pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers
- That we are able to meet the needs of as wide a range as possible of pupils who live in our catchment area.

### **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 pupils with disabilities have access to all of equipment and machinery.
- Visual aids such as visual timetables. Laptops, I pads and spell checkers are accessible to students, via the SEND budget as well as the opportunity to bid for external funding.
- There is a dedicated hygiene room 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 taken into account when planning provision, and modifications are made where necessary. For example having permission to leave lessons early and arrive late in order 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?**

- 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

A risk assessment will be carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.

### **How will The Birley Academy support my child with their transition?**

- 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 picks up pace in the Summer term, with the students taking part in sessions in the SEN Department before building up to Induction Week at the end of the school year.
- Careful consideration is given to the transition of learners with into College placements, and support is given at every stage of the process to ensure a successful transition.

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

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
- A number of our TAs have been trained to understand how to de-escalate a situation
- We have a TA who has had training in delivering Speech and Language programmes planned by a Speech and Language Therapist
- A number of our TAs have had training on moving and handling alongside first aid training
- A number of our TAs have had physio training planned and delivered by the physiotherapist.

### **What specialist services are available?**

- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include; GP, School Nurse, Occupational Therapist, Educational Psychology Service, CAMHs and Social Services.

SSENDIAS - Telephone: 0114 273 6009 or email [ssendias@sheffield.gov.uk](mailto:ssendias@sheffield.gov.uk)

MAST - [childrenandfamiliesmast@sheffield.gov.uk](mailto:childrenandfamiliesmast@sheffield.gov.uk)

Sheffield Children's Hospital - [www.sheffieldchildrens.nhs.uk/](http://www.sheffieldchildrens.nhs.uk/)

Disability Sheffield - [www.disabilitysheffield.org.uk/](http://www.disabilitysheffield.org.uk/)

Sheffield MENCAP - [www.sheffieldmencap.org.uk/](http://www.sheffieldmencap.org.uk/)

SHINE Health Academy - [www.shinehealthacademy.org.uk](http://www.shinehealthacademy.org.uk)

Sheffield Autism Team Parent Helpline - [autism.educationteam@sheffield.gov.uk](mailto:autism.educationteam@sheffield.gov.uk)

Sheffield Educational Psychology Service - [educational.psychology@sheffield.gov.uk](mailto:educational.psychology@sheffield.gov.uk)

Sheffield Parent and Carers forum – [www.sheffieldparentcarerforum.org.uk](http://www.sheffieldparentcarerforum.org.uk)

### **Accessing Mental Health Support**

[www.sheffieldparentcarerforum.org.uk/information/health-wellbeing/accessing-mental-health-support/](http://www.sheffieldparentcarerforum.org.uk/information/health-wellbeing/accessing-mental-health-support/)

### **The Local Offer**

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

If you have any further queries please contact:

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### Overview Provision Map

Area of Need	High Quality Teaching	Targeted catch-up	SEN provision
<i>Cognition and Learning</i>	<p>High levels of challenge and expectation</p> <p>Differentiated curriculum planning and engaging activities</p> <p>Formative assessment / effective feedback</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Differentiated questioning / modelling/ explaining</p> <p>Increased visual aids e.g. Visual timetables</p> <p>Use of writing frames/scaffolds</p> <p>Support for key words / subject specific vocab</p> <p>Access to ICT, including word processor</p> <p>Access to whole school homework clubs</p> <p>Revision classes/Period 6</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>Birley Learning Framework – use of exposition and TOE Slide to support WAGOLLS</p> <p>Tutor Time Reading Programme</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>Adapted Support Plan</p> <p>Ask to repeat instructions back so you know the student understands the task</p> <p>Chunk work</p> <p>WAGOLLS</p> <p>Visual clues</p> <p>Scaffolding</p> <p>Sentence starters</p> <p>Processing time</p> <p>Pre and overlearning of key words</p> <p>Strategic use of seating plans</p>		
<i>Communication and Interaction</i>	<p>High levels of challenge and expectation</p> <p>Differentiated curriculum planning and engaging activities</p> <p>Formative assessment / effective feedback</p> <p>In-class TA support</p> <p>In-class targeted teacher support</p> <p>Differentiated questioning / modelling/ explaining</p> <p>Learning through talk and discussion</p> <p>Use of simplified or alternative language</p> <p>Support for key words / subject specific vocab</p> <p>Increased visual aids e.g. Visual timetables</p> <p>Use of symbols</p> <p>Environmental clues e.g. location systems</p> <p>Development of metacognitive skills</p> <p>Encouraging independence</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>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>

	<p>Use of Adapted Support Plan</p> <p>Modelling of conversations between peers</p> <p>Communication boards</p> <p>Use visuals/ multi-sensory strategies to support learning</p> <p>Red, amber, green cards to signify if help is needed</p>		
<i>Social, emotional and mental health</i>	<p>High levels of challenge and expectation</p> <p>Meet and greet</p> <p>Formative assessment / effective feedback</p> <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>Classroom routines</p>	<p>In class support for supporting behaviour targets, access and safety</p> <p>Additional tutor group support</p> <p>Vocational options</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</p> <p>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 strategies outlined on ASP</p> <p>Small group or 1:1 support for social skills/SEMH</p> <p>Individual counselling</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>Avoidance of putting anxiety 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>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>
<i>Sensory and Physical</i>	<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>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>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>

	Strategic use of fiddle toys		Sensory room Art therapy
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