



SEND
at
The Birley Academy

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





Welcome to SEND at The Birley Academy

At The Birley Academy we aim to provide all students with a positive learning experience in a mainstream school, which prides itself on being inclusive. We appreciate that when a child has been identified with a special educational need they can face their own personal set of challenges as well as dealing with the day to day routines of school. With this in mind, all students who are on the SEN register have an Adapted Support Plan. This plan advises all staff of the different strategies that can be used to support your child in lessons. This plan, also, allows staff to get to know our SEND students fully.

We aim to develop open and honest communication with home and will often provide our most vulnerable students with a communication log. As well as a SENDCo, we also have two Deputy SENDCos and an Engagement Leader who are all fully trained in dealing with all areas of SEND, which includes completing SEND review meetings, support plans, my plans and annual reviews. The inclusion team is also made up of a team of teaching assistants who work with small groups in and out of lessons.

Our teaching staff regularly receive training around working with SEND students so that quality first teaching is at the heart of all we do, as we feel this is the most effective way to support your child's progress.

This prospectus aims to give you more information on SEND at The Birley Academy.

We look forward to working with you!

The Inclusion Team





Meet the Inclusion Team



Mr L Coddington— SENDCo

Mr Coddington is our SENDCo. He has responsibility for the Adapted Curriculum, which includes the monitoring and evaluation of the SEND teaching within the academy. He will monitor the progress of our SEND students and liaise with teaching staff to ensure the correct adaptations are in place.

Email: leecoddington@birleysecondaryacademy.co.uk



Mrs J Anderson— Deputy SENDCo

Mrs Anderson is responsible for interventions and in class support. Mrs Anderson also leads the KS4 ASDAN Life Skills course for students who require an adapted KS4 curriculum.

Email: joanneanderson@birleysecondaryacademy.co.uk



Mrs M Osborne— Engagement Leader

Mrs Osborne leads the Engagement Cohorts who support students with multiple complex needs who require a higher level of support around their behaviour and/or attendance. Places are limited in these groups.

Email: maureenosborne@birleysecondaryacademy.co.uk

All members of the team complete review meetings and work closely together to ensure your child receives the support you require. We believe in good communication with our parents and if you email or telephone with a question or query a member of the team will respond in a timely manner.





Meet the Inclusion Team



Mrs K Green—Deputy SENDCo / IR Lead

If your child has an EHCP and has been allocated a place via SENDSARS in the Integrated resource Mrs Green will be your first point of contact. Mrs Green works with a team of TAs to ensure our students in the IR are able to access their mainstream lessons through intervention sessions and providing a low sensory environment, when necessary.

Email: karengreen@birleysecondaryacademy.co.uk

Our Teaching Assistants

Ms I El. Romantico – Teaching Assistant (Social, Emotional and Mental Health)

Mrs M. Mitchell –Teaching Assistant (Social, Emotional and Mental Health)

Mrs H. Bellamy—Teaching Assistant (Class room based and Engagement cohort)

Mrs H. Zitouni—Teaching Assistant (Speech and Language Intervention)

Mr M. Robinson—Teaching Assistant (Cognition and Learning Intervention)

Mr L. Monks—Teaching Assistant (Engagement Cohort)

Miss J. Kay—Teaching Assistant (Engagement Cohort)

Miss A. Teague—Teaching Assistant (Integrated Resource)

Mr. N. Stoneman—Teaching Assistant (Integrated Resource)

Ms L. Flaherty—Teaching Assistant (Integrated Resource)

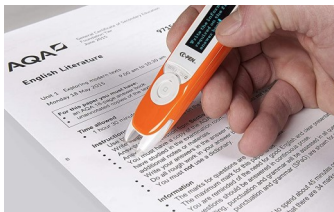
Ms N. Joel—Teaching Assistant (Classroom Based)





Resources and Interventions

At The Birley Academy we have a range of resources and intervention available for our SEND students. Some of our resources can be used daily or as an when required. For example if a student requires a laptop for extended writing or to support them completing an assessment. Below is a more detailed description of some of the resources available.



We also have a bank of reader pens available for our students. The reader pen scans and reads text aloud or via headphones helping the student to develop more independence when reading. We have found the reader pens have increased our students' confidence in their lessons and it develops their comprehension. Students who have exams in KS4 will have priority during these periods so that they are not unduly disadvantaged.

For our students who may have underlying issues or who have social, emotional and mental health concerns we use the Boxall Profile tool. This allows to identify where students may have areas of concern and to put in the right support, as well as set realistic targets for the student to aim for.



Dyslexia and Dyscalculia screener. Although we recommend for a full diagnosis you visit the White Rose Centre (there is a cost) we are introducing a dyslexia and dyscalculia screener at school. This is an initial screener, which will identify if a student has dyslexic tendencies. Once we have the results from this screener we will be able to advise you and your child's teachers on the best way to support them.





Resources and Interventions

At The Birley Academy we also have the following resources and interventions available for our SEND students:

- A dedicated SEND base for students who will be taking part in interventions during the school week.
- Intervention sessions, which include work around social, emotional mental health, communication, pre and over learning, targeted Maths and English intervention and speech and language.
- Intervention sessions around the 5 point scale to support students to regulate their emotions.
- Any student who has a SEND will have a completed adapted support plan, which will provide their teachers with strategies to support them in lessons.
- In order to support our students further we also use the Anxiety Gremlin and Talk About intervention packages.
- Where students need support around social situations we also use social stories and visual aids.
- We also have a wide range of therapeutic interventions such as art therapy, clay therapy and Lego therapy.
- Where appropriate, students are provided with a visual timetable.
- A lunchtime club for students who require a quieter environment. Students can have their lunch here and there are a range of games available for them to play.
- A Sensory Room to regulate emotion and/or physical overload.





The Integrated Resource

The Integrated Resource is a dedicated space for students with High Functioning ASD and Speech Language and Communication issues. **In order to access the IR students must have an EHCP and need to apply for a place. Applications can be made through SENDSARS Sheffield and can be nominated at an annual review. Applications do not always result in an automatic IR place.** The IR has a limited number of spaces and only students who have The Birley Academy IR as a named provision on their EHCP can use this resource.

Purpose

The Integrated Resource's main aim is to give students the opportunity to attend mainstream lessons whilst having a dedicated space for any SEN interventions that need to take place. They will have a dedicated tutor group in the IR. The IR team work closely with teachers and other staff in order to provide students with a full school experience e.g. attending trips and extra-curricular activities.

As the IR is a resource for Speech, Language and Communication including ASD we work closely with the SALT team and have a dedicated Speech and Language intervention room.

The IR has a quiet room where students can go if they need a low sensory environment during the school day. We also have 2 teaching rooms where students complete their interventions in small groups or one to one.

As students approach Key Stage 4 support via the IR allows students to complete GCSE examinations and they are provided with an extended transition to Post-16 provisions. We have also introduced the ASDAN Life Skills course for students where this would be appropriate and who require a reduced GCSE curriculum.



If you are considering applying to SENDSARS for the IR as a provision for your child please contact the team and we will happily discuss any questions you may have.



Adapted Support Plan

NAME	YEAR	
Primary Need:	Key Data	
	KS2 Reading	
Secondary need:	KS2 Average	
Tertiary need:	Reading Age	
Important information:		
Cognitive Strategies	Emotional Strategies	
Targets		Achieved?
1.		
2.		
3.		



Feedback



Professional, friendly and caring

External Partner

You made me feel a lot better
about my child being able to fully
access his lessons.

Parent

The staff really listen to me

Student

Professional, friendly and caring

External Partner

The teaching assistants really make
time for me.

Student



Thank you for all your support

Parent

I would like to praise all the SEN staff. I think you go above and beyond.

Parent

I feel confident in their ability to teach her well and support her if she is struggling.

Parent

I have nothing but positive comments about the support my child receives from school.

Parent

We're really happy with the communication.

Parent





SEND DROP IN CLINIC

If you have any concerns about your child regarding an unidentified SEND or require some advice around your child's SEN please feel free to use our SEND drop in service. These are on a first come, first seen basis and they are short 5–10 minute meetings. If you require a longer appointment once you have met with a member of the SEN team we can arrange an appointment for you at this point. Please come to the school reception area and a member of the team will speak to you as soon as they are available.

EVERY MONDAY

3-5 PM

Meeting Point: School Reception

