



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

# SEND INFORMATION REPORT

*L.E.A.D. Academy Trust  
2023/24*

## POLICY/PROCEDURE MANAGEMENT LOG

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## SEND at The Birley Academy

1. The Birley Academy is a secondary school admitting students from age 11-16.
2. The Birley Academy also has an additionally resourced provision (Integrated Resource) for students with Communication difficulties. The Integrated Resource has space for 15 students with an EHC Plan. Places within the Integrated resource are allocated by the Local Authority.
3. This document should be read in conjunction with the SEND Policy, safeguarding policy and other related policies.
4. 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.
5. We are inclusive and cater for students who have needs in the four main areas identified in the Code of Practice 2014.
6. 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:

7. 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.
8. Students identified on the SEND register at SEN support have an Adapted Support Plan (ASP) in place, some form of intervention and monitoring via the SEND department. We maintain a strong ethos of inclusion at The Birley Academy, we aim to meet the needs of students with SEND in 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.
9. 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

10. 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.
  11. 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.
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- 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?**

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

13. 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.

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

15. 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.

16. If you have concerns you can meet with Mr L. Coddington, the special educational needs and/or disabilities co-ordinator (SENDCo). You can also arrange an appointment with Mr L. Coddington prior to your child's admission to the school and at any other time during the school year.

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

- Email or phone meetings are available.
- Weekly SEND drop-in meetings – Tuesday 3-5pm
- 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?**

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

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

20. Monitoring of students' progress is ongoing. Parents/Carers consultations are held regularly 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.
21. Parents/carers are invited to discuss their child's needs.
22. All parents/carers will receive a brief report detailing their child's academic progress at the end of each term.
23. You will also receive an invitation to attend a parents' evenings during the year. As well as this, you can contact Mr L. Coddington to arrange additional meetings should you have any concerns about the progress of your child.
24. As a parent of a child with SEND, you will also be invited to an annual review and/or parents' evening each year, where progress and targets will be discussed.
25. For those students with an education, health, and care plan (EHCP), annual review meetings are held 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?**

26. Student voice is very important to us.
27. 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.
28. Students will attend reviews and meet with members of the inclusion team at different points throughout the year.

## **How will school staff support my child/young person?**

29. 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.
  30. 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 learning and /or SEMH needs.
  31. 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.
  32. Class teachers are responsible for adapting the delivery of subject content so that the curriculum is accessible for any student with SEND.
  33. 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.
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- 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.
34. 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, relevant learning support assistants and students are all invited to contribute to the plans. These plans are reviewed annually.
35. 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
  - one to one teaching
  - 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.
36. Identified students are provided with additional support through individual and small group withdrawal sessions as well as through lesson interventions.
37. A student's progress is tracked using whole school tracking systems.
38. 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 Plans - 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
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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 will the curriculum be matched to my child's young person's needs?**

39. At The Birley Academy, we understand that students learn at different rates.
40. To ensure that all students reach their full potential we place them in sets across the curriculum based on their attainment.
41. Students with SEND follow the same ambitious curriculum as their peers, however reasonable adjustments are made where necessary.
42. Specialist outreach support is available for students who are identified as requiring additional and more specialised support.
43. Your child's form tutor should be consulted about concerns related to pastoral care and well-being.
44. The appropriate Head of Year should be contacted for questions related to learning across subject areas.
45. 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?**

46. At school, all staff support students with special educational needs and/or disabilities.
47. 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.
48. In addition, the school pastoral team may provide further support. For each year group, the pastoral team is overseen by a dedicated member of the senior leadership team. Designated safeguarding leads, may where needed, provide further support. Learning mentors are also available daily to support students with social, emotional, behavioural, and mental health difficulties.
49. External agencies are commissioned to support students social and emotional wellbeing.
50. 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?**

51. 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.
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52. Aids such as visual timetables, laptops, reader pens, iPads, spell checkers etc are available to students, via the SEND budget as well as the opportunity to bid for external funding.
53. 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.
54. 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?**

55. The academy prides itself on giving all students opportunities to shine in different ways.
56. 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.
57. 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.
58. 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?**

59. 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.
  60. 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.
  61. 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.
  62. Mr L. Coddington, 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 Mr L. Coddington, SENDCO at The Birley Academy.
  63. 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.
  64. 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.
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65. Visits are arranged to prospective post-16 providers and students are accompanied by staff to interviews.
66. 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?**

67. 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.
68. Decisions on how to allocate resources for other students are made according to availability and the specific needs of the student.
69. The SENDCo deploys learning support and other curriculum support to ensure that students with SEND benefit from specific interventions.
70. The SENDCo applies for outreach support for identified students.
71. 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?**

72. Support is bespoke. It is dependent upon the needs of each student.
73. 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
  - Initial decisions are based upon information from your child's primary school and assessment data in Year 6/7,
  - 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?**

74. The Birley Academy ensures that staff are trained to support students with a wide range of special educational needs and/or disabilities.
  75. This includes training on:
    - neurodiversity
    - Speech and Language
    - Anxiety
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- behaviour management
- medical conditions.
- safeguarding training (all staff)

76. 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.

77. 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.

78. 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?**

79. Initial concerns should be raised with Mr L. Coddington, the SENDCo. If parents/carers are not satisfied with the way their concerns have been dealt with they should contact Headteacher or write a letter outlining their concerns to the chair of governors.

80. 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?**

81. 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](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/)

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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

[Local support for when you're feeling low | Sheffield Mental Health Guide](#)

## The Local Offer

[Local Offer | Sheffield \(sheffielddirectory.org.uk\)](#)

## Key contacts within the academy:

- If you have any further queries, please contact:
- Mr Lee Coddington (SENDCO) [leecoddington@birleysecondaryacademy.co.uk](mailto:leecoddington@birleysecondaryacademy.co.uk)

Alternatively, parents/carers can contact the school office on 0114 2392531 for further information.



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