



SEND Information Report 2023-24

School Information	
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Governor with responsibility for SEND;	TBC
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<i>If you have any enquiries, please contact school using the details above.</i>	

Number of pupils on roll	144	
Number of pupils on SEND register	30	% of whole school population
Number of pupils on SEND support	8	% of whole school population
Number of pupils with an EHCP	22	% of whole school population

Types of SEND provided for;
<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> ○ Communication and interaction needs; for example, autistic spectrum disorder, speech and language difficulties. ○ Cognition and learning needs; for example, dyslexia, dyspraxia. ○ Social, emotional and mental health needs; for example, attention deficit hyperactivity disorder (ADHD), anxiety. ○ Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy. ○ Moderate/severe/profound and multiple learning difficulties. <p style="text-align: center;">This is across Mainstream, Integrated Resource Provision and Specialist SEN unit.</p>

Identifying children with SEN and assessing their needs;
<p>We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:</p> <ul style="list-style-type: none"> ○ Is significantly slower than that of their peers starting from the same baseline ○ Fails to match or better the child's previous rate of progress ○ Fails to close the attainment gap between the child and their peers ○ Widens the attainment gap between the child and their peers <p>This may include progress in areas other than academic subjects, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEN.</p> <p>The SENDCO will support class teachers in making assessments of children who meet any of the above categories.</p>

Class teachers will begin by initiating support for the child and monitoring the impact of this over a short period of time. If this support is not effective, a more detailed plan will be set up with the support of the SENDCO.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child requires support which is different from and/or additional to that of their peers, it may be advised that they are put on the schools SEND register.

If this is the case an SEND Support Plan (SSP) will be written in collaboration with the child, parent/carer, class teacher and SENDCO to outline the support they will require to make progress.

Consulting with children and parents/carers;

We will involve the child and their parents/carers in discussions when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers and involve them in the decision making when it is decided that their child would benefit from being on the schools SEND register and receiving SEND support.

Pupils and parents/carers will be involved in the setting of outcomes and the regular review of progress against these. These reviews will take place at least termly.

Assessing and reviewing child's progress towards outcomes;

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment
- Considerations about behaviour and wellbeing
- Other teachers' assessments, where relevant
- Observations completed by the class teacher and/or SENDCO
- The child's development in comparison to their peers and national data
- The views and experience of parents/carers
- The child's own views
- Advice from external support services, if relevant

This assessment will support the setting of outcomes, and the allocation of appropriate support and provision to help the child meet these outcomes.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

Our approach to teaching pupils with SEND, including additional support;

In accordance with the SEN Code of Practice, the school uses a graduated approach when meeting the needs of children with SEND.

Quality First Teaching (Class Teacher input via excellent targeted classroom teaching).

Teachers are responsible and accountable for the progress and development of all the children in their class. High-quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.

For a child this would mean:

- That the teacher has the highest possible expectations for them and all children in their class.
- That all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning resources.
- Specific strategies (which may be suggested by the SENDCO or other professionals) are in place to support the child to learn.
- The child's teacher will have carefully checked on the child's progress and will have decided that the child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Small Group Work.

This group work, often called 'intervention' or 'target groups' by schools, may be run in the classroom or outside the classroom. It may run by a teacher or a teaching assistant.

Examples of small group interventions that we provide in school are;

- Communication and interaction; Time to Talk, Socially Speaking, Music Interaction, Incredible Me
- Cognition and learning; Maths and literacy intervention groups, Read Write Inc target groups, memory interventions
- Social, Emotional & Mental Health; Incredible Me, Mindfulness, Mind Splat Journals
- Physical and/or sensory – Sensory breaks, Jump Ahead, access to sensory input equipment

SEND Register

If the child's class teacher has identified that the child may need extra support in school then they would be referred to the SENDCO, and possibly placed on the SEND register at SEN Support.

For the child this would mean:

- They meet with the class teacher, SENDCO and their parents to agree some outcomes and what support they would need to work towards these.
- He/ She will engage in group sessions with specific targets to help him/her to make more progress. A teaching assistant, teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions.
- Outside Agencies such as Educational Psychologist or Speech and Language Therapy may become involved to provide additional advice and support.

Where a specialist professional is involved, they will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with an outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education Health and Care Plan (EHCP). This means the child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually the child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as Educational Psychology, Physiotherapy, Speech and Language therapy (SALT).

For the child this would mean:

- The school or parent/carer can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child and identifies whether the school requires additional funding to provide this support.
- A decision may be made that an EHCP is required for the child. The EHC Plan will outline the objectives, provision and the range of extra funding that will be given to school to support the child.
- Any funding allocated will be used to provide support in order for the child to make progress. This could be in the form of an additional adult used to support the child with whole class learning, small group intervention or individual programmes. The funding may also be used to provide equipment that the child may need to access the curriculum.

Adaptations to the curriculum and learning environment;

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school's accessibility plan can be found on the school website under the policies section. This highlights how the school has implemented support strategies to reduce barriers to learning and the environment.

Support for improving emotional and social development;

We provide support for pupils to improve their emotional and social development in the following ways:

- Prioritising wellbeing through the use of Incredible Me! (a trust developed wellbeing intervention and assessment system)
- Providing interventions such as Socially Speaking, social skills and life skill sessions to support the development of social skills
- Pupils with SEND are encouraged to be part of the Junior Leadership team and prefects
- Pupils with SEND are also encouraged to take part in after school clubs

- Pupils with SEND are given opportunities to take part in sporting competitions
- Providing additional support on the playground to model social skills
- Ensuring staff have access to appropriate training
- We have a zero-tolerance approach to bullying.

Working with outside agencies;

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources that will ensure a child's needs are met effectively.

The agencies we refer to for support are;

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST). This encompasses Hearing impairment, Visual impairment, Social Communication & Interaction and Habilitation.
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team (ASDAT)
- Community Paediatrics
- Compass Be
- Branching Minds
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We also use the Early Help assessment process to further engage other agencies to ensure that families have access to the correct support. Through this process, referrals are often made for targeted support so that families have access to additional input from family support workers.

We refer to children's Social Care if we have concerns around the care of a child and feel families require more intensive support.

Where a child is looked after or adopted, we work closely with the relevant agencies.

Securing specialist equipment and facilities;

For children who need specific equipment and facilities, funding may be allocated to securing specific equipment. Any equipment specified in a child's EHCP will be provided.

For some children, specialist equipment may be provided by outside agencies, such as Paediatric Therapy.

In addition to EHC plans, the school provides through its own budget and Element 3 funding:

- ICT for some children with dyslexia, motor skill difficulties or visual impairments
- Raised tables and work stations
- Adapted chairs
- Necessary adaptations to toilet facilities
- Equipment to aid fine motor control, such as weighted pencils and grips.
- Sensory equipment
- Regulation areas

Supporting children on transition between year groups, key stages or settings;

The needs of all children in relation to transition will be very different and a personalised plan will be developed to ensure that the transition will be as smooth as possible. This may include:

- Meetings between existing class teacher and SENDCO and those in the new setting

- Additional visits for the child to his/her new setting
- New staff invited to meet the child in his/her current setting
- Opportunities for parents/carers to meet with new staff
- Learning opportunities linked to the new setting/staff e.g. opportunities for children moving to high school to practice using timetables and preparing their own resources
- Multiagency meetings to ensure a joined-up transition plan is in place
- Sharing of information between the current and new setting

Expertise and training of staff;

Our SENDCO has 5 years experience in this role and has worked as a Special Needs teacher prior to this role.

They are a Non – teaching SENCO to allow them to manage SEND provision, as well as working as the Lead for Specialist Provisions across the ECM trust.

In mainstream school we have a team of 4 teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEND provision.

We have one teacher that works across both specialist provisions. In Resource Provision we have a team of 6 Teaching assistants and 1 HLTA. In the Hub we have a team of 10 Teaching assistants and 1 HLTA.

Staff have accessed training in;

- Read Write Inc
 - Phonology
 - Team Teach
 - Incredible Me
 - Trauma Informed practice
 - Socially Speaking
 - ASD awareness
 - Dyslexia
 - Autism Awareness
 - PDA
 - Inclusive classrooms
 - Sensory processing awareness
 - Books Beyond words
 - Specific medical training for individual children, such as; EpiPen
- We use specialist staff for Counselling and Mental Health support

Evaluating the effectiveness of SEND provision;

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals at least termly
- Reviewing the impact of interventions
- Using child questionnaires
- Monitoring by the SENDCO (data, observations, learning walks, book looks, talking to children)
- Using SFPs and provision maps to measure progress
- Holding annual reviews for children with EHC plans
- Reporting termly to the governing body and responding to any questions from them
- Discussions with parents/carers and children

Enabling children with SEND to engage in activities available to those who do not have SEND;

- All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

- All children are encouraged to go on our residential visits.
- All children are encouraged to take part in sports day, school plays, special workshops.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Links to our admissions policy and accessibility policy can be found here
<https://www.hoylandspringwood.org/policies.html>

Support services for parents/carers of children with SEND and Barnsley's local offer;

Information on Barnsley's local offer and details of the support available in the local area can be found here; This link is also on our school website

[Synergy - Enquiry \(servelec-synergy.com\)](http://servelec-synergy.com)

Complaints about SEND provision;

- Complaints about SEND provision in our school should be made to the child's class teacher, the SENDCO or headteacher in the first instance. They can then be further referred to the school's complaints policy.

<https://www.hoylandspringwood.org/policies.html>

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services