

# **Special Educational Needs Information Report**

## **SEND The Birley Academy**

We are a secondary academy admitting students from age 11 – 16. The Birley Academy also has an additionally resourced provision for students with Social Communication Difficulties. This has an additional 22 students with an EHC Plan alongside the 21 students within mainstream with an EHC Plan.

We have an additional 194 students on the SEND register at SEN Support. All of these students have some form of intervention or monitoring via the SEND department.

### **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:-

- Prior to moving up to the college, all Y6 students are given a group reading test to identify those that are performing below age expected levels ○ Once at The Birley Academy they are then administered the CATs 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
- Health diagnosis through a paediatrician
- Liaison with previous school or setting.
- Liaison with external agencies e.g. Educational Psychology Service

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

Talk to us – in the first instance you can contact the SENDCO, Faith Wallbank. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

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

The SENDCO and Deputy Head Teacher oversee 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
- Individualised personal educational plans with specific targets to track progress and termly parental meetings
- My Support 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 lead TAs 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.
- The Birley Academy has a very proactive approach to differentiation, 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

## **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 does the academy judge whether the support has made an impact?**

- Each term the student's targets on their personal learning plan will be reviewed ensuring that they are being met. Parents will be involved in the review meeting and the setting of new targets if needed. A copy of the PLP will be given to parents
- The student is making progress academically against national / age expected levels
- Verbal or written feedback from the teacher
- Students may be taken off the Special Educational Needs register when they have made sufficient progress.

### **How accessible is the academy environment?**

- The school is a new building and was built with wheelchair accessibility in mind. As such there are 2 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.
- One of the disability toilets 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 is taken into account when planning provision, and modifications are made where necessary, such as with regard to having permissions 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 safe areas to go when needed and at all non-lesson times of the day.

### **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 is 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 look around during Y5 or 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 children taking part in sessions in the SEN Department before building up to Induction Week at the end of the school year. During the gathering of information, friendships are taken into account.
- 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 staffs have the expertise to support and work with my child?**

- All of our support staff have had some training around the Autism Spectrum
- A number of our TAs have been trained on Rainbow reading and Prompt spelling
- One of our TAs has had training in delivering Read, Write, Inc.
- A number of our TAs have TEAM Teach and understand how to deescalate a situation
  
- We have a member of staff 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 TAs have had physio training planned and delivered by the physiotherapist

### **What specialist services and expertise 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, EPS, CAMHs and Social Services.
- The Local offer is available from Sheffield Council Website.

### **Who can I contact for further information?**

- The first point of contact would be the SENDCO, Faith Wallbank - 2392531
- Parent Partnership is an organisation that provides independent advice and support for families - 0114 2736009
- Parent Carer Forum is an organisation that supports families - 0300 321 4721