



The purpose of the SEND information report is to inform parents and carers about how we welcome, support and make effective provision for pupils with SEND.

Our vision for children and young people with special needs is the same as for all children and young people – that they achieve well in their early years, at school and in future endeavours; lead happy and fulfilled lives; and have choice and control.

At Athersley North we aim to offer support at the earliest possible point, with children and their parents or carers fully involved in decisions about their support and what they want to achieve. This will help lead to better outcomes and more efficient ways of working. The school pays due regard to the SEN Code of Practice 2014 and the Equality Act 2010. Copies of the Inclusion and Equality Policies are available to parents upon request

Aims of our provision in regards to pupils with special educational needs and/or disability are:

- ✓ To make reasonable adjustments for those with a disability to increase access to the curriculum, the environment and to printed information for all.
- ✓ To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- ✓ To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- ✓ To use our best endeavours to secure special educational provision for pupils for who this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need.

The four 'broad areas of need' are Communication and Interaction, Cognitive and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

- ✓ To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership, through a person centred approach.
- ✓ To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- ✓ To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
- ✓ To work in partnership with outside agencies, to ensure there is a professional approach to meeting the needs of vulnerable learners.

What is a Special Educational Need?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- ✓ Behaviour or ability to socialise, for example they struggle to make friends
- ✓ Reading and writing, for example because they have dyslexia
- ✓ Ability to understand things
- ✓ Concentration levels, for example because they have ADHD
- Physical ability

Children learn in different ways, and can have different levels or kinds of special need. SEND is used as an abbreviation for Special Educational Needs and Disabilities



Types of SEND for which provision is made at the school

High quality provision is offered for children with a range of SEND, including;

- Speech, Language and Communication difficulties
- Social, Communication and Interaction difficulties/ Autistic Spectrum Disorder (ASD)
- Specific learning difficulties
- Moderate Learning difficulties
- ADD / ADHD
- Medical needs
- Physical needs
- Sensory impairments
- Mental health needs

Should such needs be a barrier to learning

Identification of SEND at Athersley North

Children will be identified as having a special educational need if they;

- Are working below Age Related Expectations
- Have difficulties with Speech and Language
- Have mental health, social, emotional or behaviour issues
- Make limited progress in English/Mathematics
- Have difficulties with concentration and attention
- Have a diagnosed medical condition such as ASD/ADHD

There is a clear identification criteria which determines whether pupils are SEND or underachieving.

The school approach to SEND

What support is available for my child with SEND?

- ✚ Quality first teaching by class teacher

For your child this would mean:

- ✚ The teacher has the highest possible expectations.
- ✚ All teaching is based upon building on what your child already knows, can do and can understand.
- ✚ Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class.
- ✚ Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support children to learn.
- ✚ Progress is formally assessed and recorded at regular times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed.
- ✚ Some additional individual or small group support may take place, either in the classroom during class time, or outside of whole-class learning.



Individual outcomes are provided for all pupils based upon their next steps in learning. Tailored or School Focussed Plans are provided for pupils with a special educational need and/or disability which is based upon the views of the child, parents and staff. In addition the school also offers a range of additional support which includes;

- Personalised lunchtime provision for children who find it hard to manage in the playground or the dining hall.
- Personalised Thrive support in order to remove barriers to learning
- After school clubs which are fully inclusive in their ethos.
- Care for any medical needs including administration of medicines and routine support for medical conditions.
- Personalised support to ensure that children access all trips and activities as necessary.
- The school has an Inclusion Team made up of the Inclusion Leader, Senior Inclusion Officer, Assistant Inclusion Officer and x2 Learning Facilitators. The team are able to support pupils and families via the Early Help Process, by signposting to appropriate agencies and offering a wealth of advice.
- School provides wrap around care; Breakfast Club is open from 8am and After School Club from 3.15pm until 5.30pm, daily

Targeted Support

1. Sessions may be run in the classroom or in sessions outside of whole class learning.
2. They may be delivered by a Teacher, a Teaching Assistant (TA), or a Higher Level Teaching Assistant (HLTA) who has had specific training to deliver support.
3. We offer a range of Thrive interventions which supports children with social, behavioural or emotional needs. This is co-ordinated by the Head of Safeguarding, Inclusion and SEND.
4. Children will engage in group or individual sessions with specific targets to help them to make progress.
5. All interventions are planned under the guidance of the Senior Management Team and in consultation with the class teacher. The class teacher remains responsible for tracking and monitoring the progress of your child.
6. All interventions are monitored and reviewed by the Senior Management Team.
7. Parents will be informed when their child is accessing an intervention and of the progress that the child has made.

Specialist groups run by outside agencies: (Targeted Support)

This may be from Local Authority central services such as:

1. Social Communication and Interaction Team for children with a diagnosis of Autistic Spectrum Disorder (ASD)
2. Service for Deaf and Hearing Impairment
3. Service for Visual Impairment (VI)
4. Speech and Language Therapy service (NHS service) (SALT)
5. Barnsley Educational Psychology service
6. Occupational Therapy
7. TADS for pupils requiring support around their social, emotional and mental health needs



For your child this would mean:

- ❖ You will be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist, Learning Support or Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.
- ❖ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - i. Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better.
 - ii. Setting clear targets which will be reviewed and used to evaluate progress.
 - iii. Running an intervention group led by school staff under the guidance of the outside professional.
 - iv. Running an intervention group or individual work directly with the outside professional.The school will work alongside external agencies, using the graduated approach of 'Assess, Plan, Do and Review'.

Specified Individual support (Specialist Support)

1. This is provided for children via an Education Health and Care Plan (EHCP).
 2. EHC plans are provided to a very small number of children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs require support above and beyond what a school would typically expect.

The EHC Plan will outline the additional support your child will receive, and how the support should be used. The decision to award an EHCP comes from the LA EHC department panel and is based upon a range of evidence from school, parents and outside agencies.
- Children will continue to receive
- i. Quality First Teaching
 - ii. Targeted Interventions
 - iii. Support from outside agencies

Adaptations to the Curriculum

1. Class Teachers plan lessons according to the specific needs of all groups of children in their class. This is called 'Quality First Teaching.'
2. Planning and teaching will be adapted on a daily basis, if needed to meet your child's learning needs and to increase your child's experiences
3. Trained support staff can implement the teachers modified/adapted planning.
4. Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.
5. Teaching will include any targets or suggestions made by outside agencies, when appropriate.

Thrive

Some pupils present with social, emotional and mental health needs which prevent them from fully accessing a mainstream curriculum, for those pupils a thorough assessment is



conducted and an individual Thrive Curriculum plan is devised to meet their needs. The aim of which is to teach them how to function appropriately in society and how to regulate their emotions in social situations. Pupils with a plan will access highly personalised support from Thrive practitioners in school. Should there be a necessity for this type of provision, parents will be consulted either by the EHA process or SEND Meetings.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of SEND
- The funding is used to provide the equipment and facilities to support pupils with SEND and **may** include:
 - ❖ Targeted differentiation to increase access to text (extra copies of books, ICT software, different recording strategies etc.
 - ❖ In class, adult or peer support aimed at increasing skills in specific areas of weakness.
 - ❖ Out of class support through interventions, Thrive room, Owl Sanctuary etc.
 - ❖ Specific support, through external agencies, equipment etc.
 - ❖ Small group intervention
 - ❖ Partnership working on site and off site
 - ❖ Access to targeted before/after school clubs
 - ❖ Access to Inclusion Support Staff

Extra-Curricular Activities

There are a range of extra-curricular activities available to all pupils regardless of SEND need. Staff endeavour to make any adaptations required so that pupils can fully access the activity of their choice. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required then a parent/carer may be asked to accompany their child.

Training and expertise in supporting pupils with SEND

Staff at Athersley North present with a wealth of experience with regard to continuing professional development in the area of SEND. Staff are fully trained in all aspects of the Inclusion Development Programme and have experience of working within specialist provision for pupils with profound learning, behaviour, emotional and social development needs. All staff receive positive handling training on a two yearly basis.

Over the last year school staff have received a range of training around SEND

- ✓ How to support pupils with ASD
- ✓ How to support pupils with attachment-Trauma Based Attachment
- ✓ How to support pupils with SEMH difficulties-Thrive
- ✓ Precision Teaching
- ✓ Visual support strategies
- ✓ Reading Inference
- ✓ Social stories
- ✓ Checking and intervening
- ✓ Effective School Focussed Support Plans
- ✓ Effective Needs Analysis Plans
- ✓ Systems around submission for an EHC

The school has regular visits from Speech and Language Specialists – Teaching Assistants are trained to deliver specialised programmes.

The school has regular visits from the SCI Team – reports are provided and any training that is needed is delivered directly to the staff involved/SENCo



The school has visits from Educational Psychologist who works with staff/SENCo to support identified individuals.

How accessible is the school environment ?

The school Access Plan is in accordance with the Disability Act 2010 and is available to parents upon request.

1. The school is on one level, has two accessible toilets and wide doors into and around the building.
2. Disabled parking spot marked and located close to the school reception
3. The school provide space for the identified needs for children. e.g. workstations for children with ASD.
4. We have an "anticipatory" duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupils needs and ensure a smooth transition to our school.
5. A Thrive room and Owl Sanctuary have been developed to improve inclusion in the mainstream classrooms for vulnerable pupils in order to support them to remove barriers to learning.

Arrangements for the Admission of Pupils with Disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. We endeavour to ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs.

What is the effectiveness of provision at Athersley North ?

1. Your child's progress is continually monitored by his/her class teacher
2. Their progress is reviewed formally several times per year.
3. Parent consultations are held three times per year and your child's outcomes will be shared with you.
4. Formal end of year reports are provided.
5. Interventions are reviewed termly
6. If your child has a School Focussed Plan, we will review and set outcomes up to three times per year.
7. If your child has an EHC plan their progress is formally reviewed at the Annual Review which is very much pupil centred, taking into account the views of child, parents and any professionals involved with the child.

How will my child's learning needs be assessed and their progress monitored ?

There is a rigorous system in place to monitor and assess children's learning needs. Assessments are ongoing daily within lessons and at the end of specific elements of learning. Gaps and next steps in learning are identified and shared through the termly learning record. Opportunities to discuss your child's progress are planned throughout the year at the termly Parent Consultation Evenings/SEND Meetings.



Transition Arrangements for pupils with SEND

Transition planning is in place at all stages throughout your child's career at Athersley North Primary. Support is in place to ensure pupils readiness for EYFS, KS1, KS2 and Secondary School as well as annual transition into new classes. Home visits are conducted for all pupils new to the school and where necessary multi agency transition meetings are held in order for information between settings to be shared.

If your child is moving to another school:

1. A planned transition programme will be put into place for pupils which provides a number of opportunities for pupils and parents to meet staff in the new school.
2. Parents will be encouraged to consider options for the next phase of education during the Annual Review, as appropriate.
4. We will make sure that all records about your child are passed on as soon as possible
5. The SENCo's from both schools will meet to discuss the needs of the pupils with SEN in order to ensure a smooth transition and will be invited to TAF Meetings/Annual Reviews.

When moving classes in school:

1. Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher
2. If your child would benefit from having a transition booklet, which outlines what to expect in their new class, this will be arranged for them.

In Year 6:

- ❖ If your child has a n EHC, the SENCO from the secondary school will be invited to attend the annual review/ transition meetings.
- ❖ Transition sessions for your child will vary, dependent upon the high school they will attend. Best endeavours will be used to provide additional visits, if necessary, which will support their understanding of transitions and any changes ahead
- ❖

How are pupils with SEND supported socially and emotionally ?

Athersley North provides a safe, nurturing environment in which relationships are key. Through quality first teaching and provision for Behaviour Emotional and Social Difficulties we aim to provide a fully inclusive environment in which barriers to learning are addressed and pupils receive the appropriate provision to meet their needs. A daily Thrive session enables children to develop the appropriate skills to socialise effectively with and build relationships with their peers, in order to develop learning behaviours. The Inclusion Team in partnership with a range of outside agencies have a wealth of experience and are able to deliver a wide range of intervention, specific to need. The Inclusion Team are available to discuss concerns upon request.

Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?

- ✓ Class Teacher in the first instance
- ✓ A member of the schools Inclusion Team; Mrs Meynell, Mrs White, Mrs Robinson or Miss Bentley
- ✓ Miss Brightmore-Head of Safeguarding, Inclusion and SEND is available, by appointment to discuss any concerns you may have regarding your child's attainment and achievement or specific needs. In some instances an Early Help Assessment (EHA) may be suggested, this is an effective mechanism for more regular communication between home and school. This joined up approach enables school to work with parents and outside agencies on a plan of action to ensure that best endeavours are utilised to meet needs. Pupils are invited to parent consultation and SEND meetings, including the Annual Review for those pupils with an EHCP, to discuss



their learning, next steps and support. School uses the Person Centred approach to seek the views of the pupil, parents and staff working with the child, in order to ensure best endeavours are used to meet individual needs.

Head of Safeguarding, Inclusion and SEND: Miss M Brightmore

Responsible for:

1. The strategic vision of SEND and Inclusion across the school.
2. Coordinating support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
3. Ensuring that you as a parent or carer are:
 - i. involved in supporting your child's learning.
 - ii. kept informed about the support your child is receiving
 - iii. involved in reviewing your child's progress.
4. Liaising with the outside agencies, who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
5. Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
6. Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.

The Governing Body SEN Governor: Mrs Barbara Foot

Responsible for:

1. Making sure that the necessary support is made for any child, who attends the school who has SEND.
2. Ratifying the SEND policy

For an up to date list of support agencies and to see the Local Authority SEND offer see;
www.barnsley.gov.uk/localoffer

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