

## 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 SEND and Equality Policies are available to parents upon request

## 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

## Overview of Provision at ANPS

ANPS is a mainstream primary school. The school has approximately 312 children on roll, aged between four and eleven years (FS1 – Y6). The school currently has 10 pupils with an EHCP and an additional 43 pupils on the SEN Register at SEN Support, with a variety of needs. The school has 10 classes and an EYFS unit with 2 Reception and a Nursery class. The average class size is 28 children. There is a class teacher and where possible, a teaching assistant deployed to each class, based on needs. Exact staffing is dependent on the needs of all pupils within the class. The school curriculum is based on the National Curriculum subjects and is taught using a progressive curriculum offer so that pupils can learn more and remember more.. Further information about the school can be obtained from the school website <https://athersleynorthprimary.co.uk/>

Parents/carers of potential new pupils are encouraged to arrange a discussion with SLT and organise a visit to the school to so that an informed decision can be made. The SEND school offer is also available on the website which will offer a greater insight into provision for children with SEND and additional needs.

## 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; **Communication and Interaction, Learning and Cognition, 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.

## The school approach to SEND

### What support is available for my child with SEND?

- ✚ Quality first teaching by the class teacher in the first instance.

### 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. Outcomes 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. School Focused Plans are provided for pupils with a special educational need and/or disability which are 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.
- School provides wrap around care; Breakfast Club is open from 8am and After School Club from 3.15pm until 5.30pm, daily

### The Needs of Pupils Currently on Roll:

There are a wide range of special educational needs within school;

- Autism and social communication & interaction difficulties
- Speech and language difficulties
- Specific Learning Difficulties
- Moderate Learning Difficulties
- ADHD
- Hearing Impairment
- Social, emotional and mental health needs
- Medical needs which do not require a specialist setting.

The school is committed to meeting the needs of all the children on roll as fully as possible.

## Identifying Learners with SEND

Children learn at different rates and in different ways, which is what makes children unique. Our progress tracking is continuous at class and whole school level. Through termly pupil progress meetings, all pupils' development, progress and emotional needs are discussed and actioned where necessary. This includes Pupil Premium children and children with SEND. Any additional needs are addressed and actioned through these meetings.

If a child is making less than expected progress, is working well below age-related expectations or has other identified needs, extra support will be put in place and reviewed at regular intervals. Should concerns remain then a discussion will be held between the Class Teacher/Parent and SENCO and a decision made to place the pupil at SEN Support; a personalised School Focused Plan (SFP) will be created by the class teacher, in liaison with the child, parents/carers and SENCO to ensure all needs are addressed. SFPs are reviewed at least termly to ensure that they are effective in addressing need.

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

- Are working below significantly below Age Related Expectations
- Have significant 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 process which determines whether pupils are SEND or underachieving. School staff use the BMBC SEN Support Toolkit to support identification.

**Where necessary**, referrals to external agencies will be made for additional assessment, advice and resources, which may include;

- Speech and Language Therapy (SALT)
- Barnsley Educational, Child & Community Psychology Service (BECCPS)
- Barnsley Education Specialist Support Team (BESST). This encompasses Hearing impairment, Visual impairment and Social Communication & Interaction.
- Art Psychotherapy
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team
- Community Paediatricians
  - 0-19 service ( School Nurse/Child Development Practitioner/Health Visitor)

Where there are significant and more complex needs, families may be offered an Early Help Assessment.

## What is Early Help?

Early help is the support we give to children, young people and their families where they have additional needs that aren't being met by universal services (services that are available to everyone, like health and education).

When a family has additional needs, we make sure they have access to the support they need at the earliest possible stage to prevent their needs becoming so great that they require a higher level of more specialist support further down the line.

## Adapting the Curriculum for Learners with SEND

At Athersley North, we have high expectations of our pupils and nurture academic success alongside creativity and imagination throughout the school curriculum. We help learners to secure the knowledge, skills and personal qualities they will need for future success. We are committed to equality and endeavour to ensure that every pupil fulfils their potential regardless of background or personal circumstance. We ensure that our provision is fully inclusive in meeting the needs of all pupils, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability.

We believe that childhood should be a happy and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

School staff foster a love of learning and children are supported to develop their independent learning skills. The curriculum is differentiated where necessary, for all learners including those with SEND and scaffolds are provided to ensure that all pupils are able to meet their learning outcomes.

When planning, all needs are taken into account, with work and lessons differentiated to the required levels for each child. Children with identified SEND have the same access to activities within school as all other children. Teaching assistants and support staff are deployed across all year groups to ensure the most effective level of support is available to those who require it. Teaching assistants deliver intervention sessions for small groups and individuals which help develop skills in areas where pupils may not be working at expected levels for their age. Some of the interventions currently in place include:

1. Class Teachers plan lessons according to the specific needs of all groups of children in their class; 'Quality First Teaching.'
2. Planning and teaching is adapted on a daily basis, if needed, to meet children's learning needs, increase engagement and ensure success
3. Trained support staff can implement the teachers modified/adapted planning.
4. Specific resources and strategies are used to support pupils. This may be on an individual, group or whole class basis, so that pupils have the best outcomes.
5. Teaching will include any outcomes or suggestions made by outside agencies, when appropriate.
6. We support and encourage all pupils to be independent learners by providing scaffolds so that they do not become overly reliant upon adults.

## Support for SEND Pupils

### Targeted Support

1. Sessions may be delivered 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 support 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 outcomes to help them to make progress.
5. All interventions are planned under the guidance of SLT 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 SLT

### Specialist groups delivered 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

### **Communication with parents/carers and families**

ANPS prides itself on communication with families, using a variety of communication methods such as email, phone, text message and letter.

Parents are involved at every stage of the SEND process which includes – School Focused Plans (SFPS), EHCP applications and Annual Reviews. Parents work with staff to review and set new outcomes for children and this provides a formal opportunity for parents to voice their opinions on which approaches may work with their child.

This also allows parents to support their children in achieving their outcomes and share responsibility and ownership for their child's development. Parent pupil review meetings happen three times a year per year. End of Year reports are completed for all pupils during the Summer Term; parents are invited to discuss the report with the class teacher if they wish.

Parents are encouraged to arrange meetings with staff if they have any concerns or queries and are encouraged to contact the SENCO at any point, if required.

### **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 SEND, 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. Thrive is embedded throughout school and enables pupils to develop the appropriate skills to socialise effectively with and build relationships with their peers, in order to develop learning behaviours.

#### **What is 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.

Thrive is a dynamic, developmental approach which draws on the latest developments in neuroscience, attachment theory, child development and the role of creativity and play in developing emotional resilience. It is preventative, reparative and pragmatic.

Children come to school to learn, but some are not ready or able to do so. They may exhibit behaviours that are challenging and disruptive, restless or withdrawn. Current brain science shows, for many of these children, their stress management, emotional regulation and seeking /exploring systems are not yet sufficiently developed for them to access learning.

Thrive provides a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by those close to the child. As the children's emotional and social development needs are met, they learn to cope and re-engage with life and learning.

The practice of Thrive is underpinned by Thrive-Online, an assessment and extensive activity planning resource. It ensures a systematic approach with measurable outcomes.

### **Behaviour Support for Learners**

The main purpose of our behaviour policy is to emphasise the importance of good relationships in helping all pupils to flourish. We are a caring community, with values built on mutual trust, kindness and respect for all.

We are driven by our 5 core values, our 5 'Rs', which develop personal qualities that pupils will need for future success and are committed to enabling all of our learners to become Responsible, develop Resilience, take appropriate Risks and innovate, form effective Relationships and advance with key Reasoning skills. Alongside the whole school rewards system, age appropriate approaches to behaviour management are implemented to ensure pupils understand the choices they make.

We follow the principles set out in the 'Jigsaw: The Mindful Approach to PSHE Curriculum' which is based upon a consistent approach to positive and fair behaviour management by following a 'learning charter' which focuses around 4 key areas; Rights, Responsibilities, Rewards and Consequences.

Some learners have specific behaviour needs and these are identified on their SFP. If a significant incident occurs, a Positive Handling Plan (PHP) which focuses on de-escalation strategies and identifies the key triggers for behaviours is written by the SENCO, in consultation with parents, class teacher and the child (as appropriate). This is shared with all staff to ensure consistency of approach. A Risk Assessment may also be completed, to ensure that control measures are implemented to keep the pupil and others safe.

All staff access training on Restraint so they are equipped with the skills to de-escalate potentially volatile situations and to positively handle pupils where required, to ensure the safety of those in school. Following any such incident, a Record of Restraint report is completed and parents are informed that there has been a necessity for a restraint. As soon as appropriate, following an incident, restorative approaches are used to reflect and repair.

## Transition for pupils with SEND

We understand that transition points e.g. moving to a new class, moving to a new school etc. can be difficult for any child and particularly a child who may have additional needs. We also know that this can be a worrying time for parents. Wherever possible, we start to plan for transition early; this planning includes parents, children and school staff. 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 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 eg; SCI Team transition meeting in Summer 2 with a follow up in Autumn 1 to monitor impact.

Transition planning is in place at all stages throughout your child's career at Athersley North. 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



## Access to Extra-curricular Activities for Children with SEND

All children, irrespective of need, are encouraged to take part in extra-curricular activities, as appropriate to their needs. Where visits and residentials are arranged, school staff liaise with parents and carers to ensure that any additional requirements or support needs are identified and addressed.

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.

## Staff Training to Support Learners with SEND:

The school is committed to ensuring that wave one teaching (quality first teaching in the classroom) is of the highest possible standard and reflects best practice for all pupils, including those with SEND. School staff are trained to identify and support a range of needs and to deliver a wide range of interventions. The SENCO provides support to staff, by completing observations of children and making recommendations/suggestions to improve provision for them. Support will be given by the SENDCO to write specific outcomes for children and implement interventions effectively where required.

All staff are trained on Restraint on a rolling programme. All staff have first aid training at different levels. Where children have specific medical requirements, staff receive specialised training to enable these needs to be met.

### ***During 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
- ✓ Wellbeing Return to Education
- ✓ Reintegration and resilience strategies
- ✓ How to support pupils with SEMH difficulties-Thrive
- ✓ Precision Teaching
- ✓ Working Memory
- ✓ Providing scaffolds
- ✓ Visual support strategies
- ✓ Social stories
- ✓ Checking and intervening
- ✓ Effective School Focussed Support Plans
- ✓ Systems around submission for an EHC

The school has regular visits from various agencies including the following;

- ✚ Speech and Language Specialists – Teaching Assistants are trained to deliver specialised programmes.
- ✚ SCI Team – reports are provided and any training that is needed is delivered directly to the staff involved/SENCo
- ✚ Educational Psychologist who works with staff/SENCo to support identified individuals.
- ✚ OT/Physio
- ✚ TADs

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

- The school receives some additional funding to respond to the needs of SEND
- The funding is used to provide equipment, facilities and resources to support pupils with SEND to access Quality First Teaching and **may** include:
  - ✚ Targeted scaffolding to increase access to text (extra copies of books, ICT software, alternative recording strategies etc.
  - ✚ In class, adult or peer support aimed at increasing skills in specific areas.
  - ✚ 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 eg; Alternative Provision
  - ✚ Access to targeted before/after school clubs
  - ✚ **Access to** additional Support Staff

## Accessibility at ANPS

The school Access Plan is in accordance with the Disability Act 2010.

ANPS is fully compliant with building regulations in terms of disability access;

- ✚ The school building is on one level with classrooms accessible via external doors/ main reception.
- ✚ All rooms have blinds to ensure the whiteboard can be better seen in bright light.
- ✚ All classrooms have visual timetables and individual pupils also have their own timetables as required.
- ✚ Each Key stage has toilets for boys and girls with an accessible toilet also available for each key stage.
- ✚ The playground is secure and is fully surrounded by a fence with a minimum height of 1.8m.
- ✚ The classroom doors that lead onto the playground are secured with flip latches which are above child height.
- ✚ The main entrance to the school building can only be opened by staff in the school office during school hours.
- ✚ Quiet spaces are available for children who struggle with noisy environments. These are found outside classrooms in KS1 and in Breakout rooms for KS2.
- ✚ Disabled parking spaces are marked and located close to the school reception
- ✚ We have an "anticipatory" duty of care and work closely with health and educational professionals, parents/carers to accommodate pupils needs
- ✚ A Thrive room –The Owl Sanctuary has been developed to support pupil with SEMH to access intervention and to support 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.

## Evaluation of Effectiveness of Provision for Learners with SEND

Regular observations of lessons, work and planning scrutiny, data scrutiny, learning walks and reviews are used to evaluate provision within school for all learners. Pupil Progress meetings are planned on the monitoring calendar every term between class teachers, SENCO and Head teacher. As a result, specific actions may be identified for vulnerable children including those identified as having SEND. Regular monitoring ensures that provision is effective and that children are making progress from their starting point. Each child who is identified as having SEND or additional needs has a School Focused Plan (SFP) which is reviewed termly by parents and class teacher, with a discussion about progress against existing outcomes, any additional support that needs to be put in place and what new outcomes will be.

Some children may also require a specific programme set by external agencies such as Speech and Language, Physiotherapy and Occupational Therapy.

- ✚ Progress is continually monitored by the class teacher
- ✚ Progress is reviewed formally several times per year.
- ✚ Parent consultations are held three times per year; pupils outcomes shared with parents.
- ✚ Formal end of year reports are provided in July.
- ✚ Interventions are monitored and reviewed
- ✚ Outcomes on the School Focussed Plan, are reviewed at least three times per year.
- ✚ Outcomes and progress towards EHC plans are formally reviewed at the Annual Review

## Complaints

If parents/carers have a concern, they are encouraged to discuss this with SLT at the earliest opportunity. We aim to resolve all complaints and work with families to find the best possible solution. This is an informal stage of the process, however if you feel your complaint has not been dealt with appropriately or fairly please see the Complaints Policy on the school website for more information.

## 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 Pastoral Team/ Senior Leadership Team; Miss Brightmore, Mrs Meynell, Mrs Storr, Miss Wordsworth
- ✓ 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;

[https://barnsley.cloud.servelec-synergy.com/Synergy/Local\\_Offer/](https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/)

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Headteacher – Mrs C.Storr and Miss K.Wordsworth

If you have any enquiries please contact the school by telephone, text or email, using the details above.