

SEND Information Report

2024-2025

Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.

(Special Educational Needs and Disability Code of Practice, January 2015)

“Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it!”

attributed to the German writer, artist and politician, Wolfgang Von Goethe,

need to be used in the classroom to support them. Access arrangements for classroom activities, assessments and examinations are also highlighted on the individual learning plan. The individual learning plan is shared with parents and carers as well as key professionals if appropriate.

The SENDCO collates student voice at key points in the academic year. Students are encouraged to give their views on their education and provision by whatever means is appropriate for them to do so. Furthermore, students with an Education, Health and Care Plan are encouraged to attend their annual review meetings to give their views.

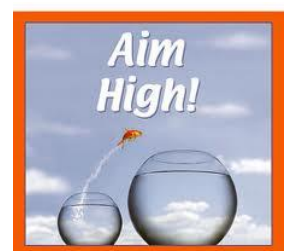
How do we support transition between phases of education?

Transitions between year groups are planned ahead and personalised for the individual student.

Barnsley Academy understands that transition between schools, year groups and other establishments is sometimes an anxious time for parents/carers and students. For students coming into Year 7 at Barnsley Academy, a member of the transition team and the SENDCO or Additional Needs Co-ordinator will visit primary schools to meet with students and gather key information which will support the student in being successful in their transition. We have a structured approach to this process, so we ensure consistency of sharing information across the schools.

Parents/carers of student with SEND whose child will be joining Barnsley Academy are always welcome to contact the SENDCO who will discuss the student and their provision. If appropriate, a bespoke package will be put into place to support their transition.

For post-16 provision, the SENDCO works with the careers advisor and the targeted information, advice, and guidance service (TIAG) to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We liaise with their next provider to ensure that they have all the information that they require to meet the student's needs and support a successful transition.



What is our approach to teaching students with SEND and What Adaptions do we make?

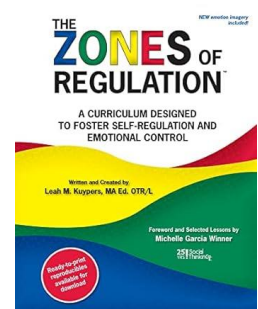
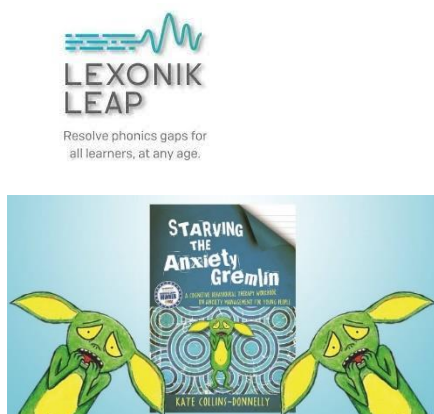
Teachers at Barnsley Academy have high expectations of all students and are unapologetically ambitious for what they can achieve at their time in school. However, we are aware that some students require more support than others. In order to support all students in the classroom, teachers are careful to design seating plans that support students' needs, for example, placing students with hearing impairments in a position so they can hear the teacher. Lessons are designed to be ambitious for all students while keeping a strong focus on the fundamental knowledge that all students need to succeed.

All teachers are informed about each student's needs and plan to include all students in their lessons and teaching is adapted appropriately to meet individual needs of each student. Barnsley Academy use an online platform called Edukey which enables all staff to see the student's details and relevant documents to support.

Where appropriate, students are offered interventions, additional help and support in all curriculum and pastoral areas – these are offered based on the individual needs of the student.

When the student is approaching the start of KS4, if we think this is a requirement, we will assess and apply for Exam Access Arrangements (EAA) in accordance with the Joint Council for Qualifications and Exam Regulations.

Adaptions and interventions are based on the needs of each individual student and are often informed by professional advice. Our main intervention and support is adapted teaching within the classroom.



What enrichment opportunities do we provide?

Barnsley Academy is an inclusive academy and seeks to promote the inclusion of students with SEND and disabilities. The academy facilities allow full access to all parts of the building for people with a disability. We use our best endeavours to ensure that all students with SEND are able to fully participate in school life and they are actively encouraged to do so.

All students are encouraged to participate in all areas of the school community ranging from extra-curricular clubs such as sports, music, art, and cookery. We also offer The Duke of Edinburgh award, which all students regardless of need are encouraged to participate in.

How do we make sure our provision is effective?

All provision and intervention are based on extensive research and proven practice. Barnsley Academy has a robust schedule of quality assurance which includes:

- Learning walks
- Observation of adapted teaching
- Observations of interventions
- Quality check on reasonable adjustments
- Book checks
- Reviews of SEND student progress.
- Classroom support assistant observations.
- External SEND reviews providing extensive feedback and areas for improvement.

Staff training is ongoing and remains a priority at Barnsley Academy. Within the SEND team, inclusion staff have accessed training in Communication and Interaction needs, Cognition and Learning needs, Sensory and Physical needs and Social, Emotional and Mental Health training. All the inclusion team have access to a wide range of CPD events throughout the year which include specific local authority training and academy inset days.

What pastoral care do we offer?

Each student that is on the SEND register has a keyworker who the first point of contact for the student and parents and carers. Keyworkers offer support based on the individual needs of the student. This may include support for improving emotional and social development and listening to student views. Keyworkers for students are the main contact for parents and carers and conduct three SEND reviews per year and per policy. All aspects of the inclusion team work collaboratively to ensure that support for the student remains person-centred. We provide a holistic approach.

Pupils with special educational needs and/or disabilities and disadvantaged pupils do well

Ofsted – January 2020

 Barnsley Academy
The Best in Education
Inclusion 

The personal development of pupils is a strength of the school.

Ofsted – January 2020

What does the SEND team look like?

Key staff at Barnsley Academy who are responsible for the implementation of the SEND policy, management of support, progress and inclusion of all students with SEND and identification of students with SEND.



Emily Thompson-O'Brien

Leadership advocate for SEND

SENDCO / DDSL

Access Arrangements Assessor

Designated LAC Teacher

Curriculum Link for MFL



Annette Wilson

**Additional Needs Learning
Coordinator**

Deputy Designated Safeguarding Lead

Curriculum Link for PHSE



Robert Brougham

Trainee SENDCO

**Curriculum link for Heads of
Department**



Wendy Galley

Classroom Support Assistant

SEND Admin

Curriculum Link for English



Sarah Vowden

Classroom Support Assistant

**Curriculum Link for Creative
Arts**



Michael Norton
Classroom Support Assistant
Curriculum Link for Music



Amie Lyons
Classroom Support Assistant
Curriculum Link for Humanities



Lisa Hickling
Medical Wellbeing Lead
Deputy Designated Safeguarding Lead



Ammarah Ghani
Classroom Support Assistant
Curriculum Link for Maths



Shauni Haynes
Classroom Support Assistant



Julie Boon
Classroom Support Assistant
Curriculum link for Science

Contact Barnsley Academy

Barnsley Academy

Farm Road

Kendray

Barnsley

South Yorkshire

S70 3DL

Telephone: 01226 284 606

Email: enquiries@barnsley-academy.org

Our links and works with external agencies.

The academy has links with many outside agencies. These are commissioned as appropriate depending on the needs of each individual students. Barnsley Academy regularly works with the following agencies to support individual students:

- Educational psychology service
- Child and adolescent mental health service (CAMHS)
- Branching minds
- Hearing impairment team
- Visual impairment team
- Social, communication and interaction team (SCI)
- Occupational Therapy
- Social care and family support services.
- National health service (NHS)

Who should I contact for more information and support?

If you require any further information about SEND at Barnsley Academy, please contact the relevant member of the SEND team via phone or email.

If you would like more information on what's available in the community, please visit the Barnsley Local Offer:

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/>