



Barnsley Academy

SEND Information Report 2022-2023

Barnsley Academy is a fully inclusive mainstream school located in Barnsley, South Yorkshire. All students are entitled to have a broad, balanced and relevant curriculum, which is inclusive to all. We are a sponsored academy within United Learning. United Learning has a Christian ethos where every person is a valued member of our community. As a member of the 'United Learning' family of schools and academies, Barnsley Academy shares the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with the intellectual freedom to be creative; confidence to initiate; flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.

Our shared vision for Barnsley Academy is that we aspire to be an 'Outstanding' school in everything we do. It is fundamental to this that all stakeholders in the Academy hold the highest of expectations of our students and an unwavering belief in the potential of each and every one of them. It is our responsibility to support them in every way we can.

At Barnsley Academy, students of all ages and abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be encouraged to demonstrate our values: 'ambition, respect and determination'
- Be provided with opportunities for continued growth and success, increasing their self-esteem and be confidence.
- Receive an inclusive and balanced curriculum in both content and style of delivery, which allows them to make informed choices as they progress beyond the Academy having the choice to attend a top university should they choose to do so.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions to enable them to have the best preparation for adulthood.
- Be challenged to become reflective and creative thinkers who embrace their lives with optimism, confidence, determination and courage to think for themselves.
- Actively work to make a significant and positive contribution to society - locally, nationally and internationally.

"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,

This report should be read in the context of the Barnsley Local Offer, which can be found at:

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783>

Introduction

Welcome to our SEND Information Report which is part of the Barnsley Local Offer for learners with Special Educational Needs (SEND). Barnsley Academy is an inclusive school where every young person is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of the highest quality and we also actively work to support the learning and needs of all members of our community.

Regulation	Question	School Response
1. The kinds of special educational needs and disabilities for which provision is made at the school.	<i>What kinds of SEND do students have in your school?</i>	<p>Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students with the area of the Local Authority (<i>SEND Code of Practice, 2015</i>)</p> <p>Students at Barnsley Academy have a range of needs including moderate learning difficulties, communication and interaction, cognition and learning, social emotional and mental health and sensory and physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of students with special educational needs and disabilities	<i>How do you know if a student needs extra help/support?</i>	<p>Despite high quality teaching, some students are unable to make expected progress, and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students, if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENDCo. At each assessment point the SENDCo uses students reading and progress data to identify students who are not achieving expected progress due to a possible learning need.</p> <p>The first stage in addressing this involves the SENDCo working with class teachers to support quality first teaching and interventions within the classroom. If the student continues to not make expected progress the SENDCo, in collaboration with parents and external agencies as required, may then identify the student as being in need of SEND Support.</p> <p>The SENDCo will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the Educational Psychologist, Speech and Language Service, Hearing Impaired Service or The Autism team as appropriate. Recommendations may also be made</p>

		<p>Barnsley Academy has a quality assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement learning plans for all aspects of school life. These are regularly reviewed with students and parents/carers.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>All staff are responsible for assessing, monitoring and tracking the progress of each student. Every student is regularly assessed in class in all subjects and grades/KPIPs are recorded on Arbor and reported to parents each term. This is done via a tracking report which shows students level of progress in all subjects. Where staff identify that a student is not making progress within their subject area despite expected differentiation and scaffolding , they will notify the SENDCo who will then work closely with the teacher, student and parents as necessary. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Curriculum Area Leaders, Directors of Key Stage, Form Tutors, Heads of Year and the SENDCo regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our Higher Level Teaching Assistants.</p> <p>All students on the Academy's SEND register will have an Individual Learning Plan, which are reviewed termly with staff, parents and the student.</p> <p>Barnsley Academy will send home reports throughout the year, which will show your child's current level, and target levels as well as reporting on their effort, behaviour and homework. Directors of Key Stages, Heads of Department, Subject teachers and Inclusion staff will monitor and review your child's attainment and pick up on any subjects where your child is not making the right amount of progress. If required and appropriate, we will put an intervention in place to support. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including Inclusion. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews/termly reviews (for those on the SEND register) and parent coffee mornings/evenings. The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home. Learning Plans, outlining curriculum topics delivered per half term are published on the website for parents to access.</p>
<p>3c. The school's approach to teaching pupils with special educational needs and disabilities</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. We use an online platform called Edukey which enables staff to see your child's needs and suitable support strategies. They can log in from anywhere and this ensures support is consistent across all subject areas. Teachers have experience and/or are trained in doing this. This may involve using different</p>

		<p>strategies, more practical/adaptation of resources and activities which means your child can access the lessons fully. Within Barnsley Academy there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and, should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for Exam Access Arrangements (EAA) in accordance with the Joint Council for Qualifications exam regulations.</p>
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	How will the curriculum be matched to my child's needs?	Barnsley Academy has an inclusive curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices such as additional literacy; intervention groups and the number of qualifications studied.
3e. Additional support for learning that is available to pupils with special educational needs	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Where a student is identified as having a special educational need, support will be put in place to support them making progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted intervention sessions, in-class support and referrals to outside agencies.</p> <p>Barnsley Academy has a range of staff to support and address student's needs, including students with SEND. This includes the school Assistant Vice Principal for SEND/SENDCO; Additional Needs Learning Co-ordinator and classroom support assistants who specialise in specific areas of need and support.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP (Education Health Care Plan) have resources allocated as part of their plan. Interventions may involve bespoke packages or programmes developed for specific areas of need.</p> <p>Students with EHCPs have targets and outcomes set through information gathered from all staff involved with the student. Annual reviews involving the student, parents/carers, subject staff and other professionals take place to review and evaluate those targets and outcomes. The decision is based on evidence of need and impact.</p>
3f. How the school enables pupils with special educational needs and disabilities to engage in activities of the school (including physical activities) inclusively	<p>What social activities, before and after school, are available for pupils with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the</p>	<p>Barnsley Academy is an inclusive Academy and actively seeks to promote the inclusion of students with SEND and disabilities. The Academy's facilities allow full access to all parts of the building for people with disability. We use our best endeavours to ensure that all students with SEND and disabilities are able to fully participate in the life of the Academy, both in their learning and in the wider provision and life of the Academy. Adaptations and provisions are made for SEND and disabled students to enable them to participate in all trips and other out of class activities.</p>

	<p>classroom, including school trips?</p> <p>How accessible is the school environment?</p>	<p>For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website. Students with SEND are actively encouraged, supported and given opportunities to become involved with extracurricular activities.</p> <p>Current students with SEND have been involved with the following activities: lunchtime, breakfast and break time clubs, homework club, sports clubs, library volunteers and involvement at charity events. SEND students have also participated in student panels for new members of staff, Year 6 transition support and in the annual Academy dance show.</p>
4. In relation to mainstream schools, the name and contact details of the SEND coordinator	<p>Who should I contact if I want to find out more about how Barnsley Academy supports pupils with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Barnsley Academy's Special Educational Needs Co-ordinator (SENDCo) is Mrs E Thompson-O'Brien Contact details:</p> <p>emily.thompson-obrien@barnsley-academy.org 01226 204606</p> <p>SLT Advocate for SEND: Emily Thompson-O'Brien (Assistant Vice Principal)</p> <p>Additional Needs Learning Co-ordinator: Mrs Annette Wilson</p> <p>annette.wilson@barnsley-academy.org 01226 204606</p> <p>SEND Administrator: Amy Rooney</p> <p>amy.rooney@barnsley-academy.org 01226 204606</p> <p>Speak to your child's Form Tutor, Director of Key Stage or Head of Year in the first instance.</p>
5. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>As a school we can access a range of services including the Visual and Hearing Impairment Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact Mrs Thompson-O'Brien or Mrs Wilson.</p>
6. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child.	<p>How will you help me to support my child's learning?</p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> - Helping them to be organised for their day (including bringing the right equipment and books) - Full attendance and good punctuality - Ensure uniform is of the highest standard - Completion of homework

	<p><i>How will you help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> - Attending parents' evenings - Attending any meetings specifically arranged for your child <p>We will support you by being in regular communication and a named key worker for your child will contact you during the course of the year. Learning Plans are reviewed and shared with parents at all key review points throughout the year.</p>
<p>7. The arrangements for transition and supporting students with SEND in a transfer between phases of education or in preparation for adulthood or independent living.</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>Barnsley Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND. For students coming into Year 7 at Barnsley Academy, a member of the transition team and the SENDCo or the Additional Needs Co-ordinator will visit all primary schools where there are three or more students coming to Barnsley Academy. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND requirements. We have a structured approach to this process so we ensure consistency of information sharing across the schools. A member of the transition team may contact other primary schools by telephone to gain the same information. For students with SEND, the SENDCo at Barnsley Academy has contact with key staff from our partner primary schools, who pass on all relevant information, including SEND files. Parents/Carers of students with SEND in primary schools whose child will be coming to Barnsley Academy are always welcome to contact our SENDCo who will discuss the child and their provision on the telephone or arrange a meeting. All Year 6 students who will be attending Barnsley Academy are invited to the Academy for a transition period during the summer term, where they take part in activities to help them adjust to life at Barnsley Academy. Many students with SEND are invited in for extra transition sessions to introduce them to life at Barnsley Academy aimed at allaying any anxieties as much as possible. The SENDCo at Barnsley Academy has regular contact with the SENDCos of local primary schools through information sharing, attendance at courses and conferences and having a close liaison when students are transitioning to Year 7. Barnsley Academy creates form groups for Year 7 with great care: a member of the transition team places students with SEND in form groups in conjunction with the SENDCo, using all the information they have available. For students with Education, Health and Care Plans, the SENDCo will attend Year 6 Annual Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENDCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a place at Barnsley Academy are very welcome to contact the SENDCo at Barnsley Academy at any time to discuss their child's needs, arrange a meeting or visit to Barnsley Academy. For students leaving Year 11, the SENDCo works with our Careers Advisor to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they</p>

		understand about a student's support needs. All students with Education, Health and Care Plans will have access to our Guidance Advisor from Year 9 onwards.
8. The arrangements/allocation of SEND funding.	<i>How is SEND funding allocated/ distributed at Barnsley Academy?</i>	We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEND. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the Academy and ensure this clarity allows governors to understand the allocation of resources and to assist in their decision making process. The majority of SEND funding is spent on additional support staff. There is an allocation of funding for capitation. The Academy is aware that there are evolving needs and additional funding can be sought if required, for example purchasing a new reading scheme. Within the Barnsley authority, students with an EHCP are allocated additional funding to meet their needs. Which is then used for specific interventions and support for the individual students.
9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils	<i>What specialist services and expertise are available at or accessed by the school?</i>	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Prospects (career advice and support); Speech and Language Therapy Service; Education Entitlement and Occupational Therapy Service. These services are contacted when necessary and appropriate according to your child's needs. The school works closely with Barnsley Council and use the EHA process when appropriate to do so. If you believe your child needs support from a specialist please contact Mrs Thompson-O'Brien, Mrs Wilson or any member of the SEND team.
10. The arrangements for consulting with parents/ carers and young people with special educational needs and disabilities about, and involving such parents and young people in the education of themselves/their child	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i> <i>How will I be involved in discussions about and planning for my child's education?</i>	Barnsley Academy puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students are encouraged to be involved in all of their reviews. Prior to reviews taking place, students will work with a member of staff on a one- to- one basis to discuss their feelings and needs. Students are also encouraged to attend their reviews and give their views. Students with SEND/D are encouraged to express any concerns they may have to the SENDCo, Teaching Assistants, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns. Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at the Academy if they have any concerns about their child. The SENDCo is always pleased to discuss any concerns involving SEND with parents and carers. 'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

11, The contact details of support services for the parents of pupils with special educational needs and disabilities, including those from arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	Barnsley Local Authority Local offer can be found here: https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page?localofferchannel=1783

Key Staff at Barnsley Academy who are responsible for the implementation of the SEND policy, management of the support, progress and inclusion of all students with SEND, identification of students with SEND, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEND needs and liaising with feeder schools.

Senior Leadership Team Advocate for SEND: Naveed Khan and Emily Thompson-O'Brien

SENDCO: Emily Thompson-O'Brien

Assistant Additional Needs Co-ordinator: Annette Wilson

SEND Administration: Amy Rooney

SEND Governor: Matt Mears