



SEND Information Report 2022-23

School Information	
Headteacher;	Emma Sanderson
SENDCO:	Rebecca Gollick
Governor with responsibility for SEND;	Claire Nock
Contact details;	01226 284223 asps.senco@ecmtrust.co.uk
If you have any enquiries, please contact school using the details above.	

Number of pupils on roll	316
Number of pupils on SEND register	52
Number of pupils with an EHCP	6

Types of SEND provided for;
<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none">• Communication and interaction - for example: Autistic Spectrum Disorder (ASD)/speech and language difficulties• Cognition and learning - for example: dyslexia, dyspraxia and working memory• Social, emotional and mental health difficulties - for example: Attention Deficit Hyperactivity Disorder (ADHD)• Sensory and/or physical needs - for example: visual impairments, hearing impairments, processing difficulties and epilepsy• Moderate/severe/profound and multiple learning difficulties <p>The school is committed to meeting the needs of all the children on roll as fully as possible.</p>

Identifying Pupils with SEND and assessing their needs;
<p>We know and understand that 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. At every meeting, the class teacher, phase leader, Deputy Headteacher and Headteacher all attend. Any additional needs are addressed here and actioned through these meetings.</p> <p>If a child is making less than expected progress, is working well below age-related expectations or has other identified needs, additional support will be put in place by the class teacher. We will review the impact of this support as part of the meetings described above and a Cause for Concern form will be completed. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will then use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed to meet the needs of the child.</p> <p>If a child does require support which is different from and/or additional to that of their peers, it may be advised that the child is put on the schools SEND register.</p>

If this is the case, a School Support Plan (SSP) will be written in collaboration with the child, parent, class teacher and SENDCO to ensure all needs are addressed.

Consulting with pupils and parents;

We will involve the pupil and their parents in discussions when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents and involve them in the decision making when it is decided that their child would benefit from being on the schools SEND register and receiving SEN support.

Pupils and parents will be involved in the setting of outcomes and the regular review of progress against these. These reviews will take place at least termly.

Assessing and reviewing pupils progress towards outcomes;

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and/or behaviour
- Other teachers' assessments, where relevant
- Observations completed by the class teacher and/or SENDCO
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if required and or relevant

This assessment will support the setting of outcomes, and the allocation of appropriate support and provision to help the child meet these outcomes.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEND, including additional support;

In accordance with the SEN Code of Practice (2014), the school uses a graduated approach when meeting the needs of children with SEND.

Quality First Teaching (Class teacher input via excellent targeted classroom teaching).

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

For a child this would mean:

- That the teacher has the highest possible expectations for them and all pupils in their class.

- That all teaching is based on building on what the child already knows, can do and can understand.
- Different ways of teaching are in place so that the child is fully involved in learning in class. This may involve things like using more practical learning resources.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support the child to learn.
- The child's teacher will have carefully checked on the child's progress and will have decided that the child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Small Group Work.

This group, often called 'intervention' or 'target groups' by schools, may be run in the classroom or other space in school, run by a teacher or a teaching assistant.

Examples of small group interventions that we provide in school are;

- **Communication and interaction;** Music Interaction, Lego Therapy and Six Bricks
- **Cognition and learning;** Maths, literacy and reading intervention groups, Read Write Inc target groups and memory interventions
- **Social, Emotional & Mental Health;** Incredible Me, Mindfulness, Social peer groups supported by learning mentor and Forest Schools
- **Physical and/or sensory** – Sensory breaks and physiotherapy.

SEND Register

If the child's class teacher has identified that the child may need extra support in school then they would be referred to the SENDCO using a Cause for Concern form, and possibly placed on the SEND register at SEND Support.

For the child this would mean:

- They meet with the class teacher, SENDCO and their parents to agree some outcomes and what support they would need to work towards these.
- They will engage in group sessions with specific targets to help them to make more progress. A Teaching Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.
- Outside Agencies such as Educational Psychologist or Speech and Language Therapy may become involved to provide advice and support.

Where a specialist professional is involved, they will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with an outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via a Health and Care Plan (EHCP). This means the child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually the child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as Inclusion Services, Physiotherapy and Speech and Language therapy (SALT).

For the child, this would mean:

- The school or parent can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for the child and identifies whether the school requires additional funding to provide this support for the child.
- A decision may be made that an EHCP is required for the child. The EHC Plan will outline the objectives, provision and the range of extra funding that will be given to school to support the child.
- Any funding allocated will be used to provide support in order for the child to make progress. This could be in the form of an additional adult used to support the child with whole class learning, small group intervention or individual programmes. The funding may also be used to provide equipment that the child may need to access the curriculum.

Adaptations to the curriculum and learning environment;

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Over the years, the school has undergone many changes to ensure that the building is fully compliant with building regulations in terms of disability access. The school building is on several levels with lifts to provide access to the majority of classrooms. However, there are four classrooms located up a double staircase which do not have a lift. The school has wide corridors and ramp access to the entrance to the building. There are no specific adaptations for children who are visually impaired, but all rooms have blinds to ensure the whiteboard can be better seen in bright light. For children who are hearing impaired, the school adopts best practice in the classroom.

All classrooms have the same visual timetable and some individual pupils also have their own timetables as required. This ensures consistency across school.

Each class has access to a choice of two toilet blocks, with an additional disabled toilet in the main reception area.

The playground is secure and is fully surrounded by a fence with a minimum height of 1.8m and the main entrance to the school building can only be opened by staff in the school office during school hours.

There are quiet areas outside that are available for children who struggle with noisy environments and a KS1 and KS2 friendship bench for anyone feeling lonely.

Support for improving emotional and social development;

We provide support for pupils to improve their emotional and social development in the following ways:

- Prioritising wellbeing through the use of Incredible Me! (an ECM Trust developed wellbeing intervention and assessment system)
- Providing interventions such as Lego therapy and Six Bricks to support the development of social skills
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in after school clubs
- Pupils with SEND are given opportunities to take part in sporting competitions
- Providing additional support on the playground to model social skills and the support of the Learning mentor and school Parent Support Advisor

- Ensuring staff have access to appropriate training
- We have a zero tolerance approach to bullying.

Working with outside agencies;

Where necessary, referrals to external agencies will be made for additional assessment, advice and resources that will ensure a child's needs are met effectively.

The agencies we refer to for support are;

- 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.
- Paediatric Therapy
- Children's Disability Team
- ASD assessment team (ASDAT)
- Community Paediatrics
- Child and Adolescent Mental Health Service (CAMHS)

We also have a Parent Support Advisor – Jade Smith - and together with the SENDCO, ensures that we use the Early Help Assessment process to further engage other agencies to ensure that families have access to the correct support. Through this process, referrals are often made for targeted support so that families have access to additional input from family support workers.

We refer to children's Social Care if we have concerns around the care of a child and feel families require more intensive support.

Where a child is looked after or adopted, we work closely with the relevant agencies.

Securing specialist equipment and facilities;

For children with an EHCP, funding may be allocated to secure specific equipment. Any specified equipment is provided.

For some children, specialist equipment may be provided by outside agencies, such as Paediatric therapy.

In addition to EHC plans, the school provides through its own budget and Element 3 funding:

- ICT for some children with motor skill difficulties or visual impairments
- Raised tables and work stations
- Adapted chairs
- Necessary adaptations to toilet facilities
- Equipment to aid fine motor control, such as weighted pencils and grips.
- Sensory equipment
- Regulation areas

Supporting pupils on transition between year groups, key stages or settings;

The needs of all pupils 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, SENDCO and parents and those in the new setting
- Additional visits for the child to their new setting
- New staff invited to meet the child in their 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
- Sharing of information between the current and new setting

Expertise and training of staff;

At Athersley South, Rebecca Gollick is the SENDCO and has 9 years' experience in this role and obtained the National Award for SENDCO in 2018.

Rebecca is allocated 1.5 days a week to manage the duties of being SENDCO

We have a team of 14 teaching assistants as well as 2 higher level teaching assistant (HLTA).

Staff have accessed training in;

- Read Write Inc
- Team Teach
- Incredible Me!
- Trauma Informed practice
- Lego Therapy
- Six Bricks
- ASD awareness
- Dyslexia
- Social stories
- Specific medical training for individual children, such as; EpiPen
- Precision Teaching
- Cued Spelling
- Forest Schools
- Autism Friendly Classrooms

We use specialist staff for: Speech and Language as Dawn Symons (based in KS1) has additional qualifications and accreditation in Speech and Language.

Evaluating the effectiveness of SEN provision;

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes at least termly
- Reviewing the impact of interventions
- Monitoring by the SENDCO (data, observations, learning walks, book, talking to pupils)
- Using SFPs and provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Written, termly report to the governing body and responding to any questions from them
- Discussions with parents and pupils
- Meeting once a term with Claire Nock, SEND governor.

Enabling pupils with SEND to engage in activities available to those who do not have 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.

Our Sports Co-ordinator (Paul Gerner) takes groups of children with a range of needs to inclusive sporting events in the local area and our school also hosts these events. We pride ourselves on the amount and range of events that all children get to experience. All pupils are encouraged to take part in sports day, school plays and workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Please use the following links to view our [Accessibility Plan - ATHERSLEY SOUTH PRIMARY](https://athersleysouth-primary.co.uk)
(athersleysouth-primary.co.uk)

Link to admissions policy - [CONTENTS \(athersleysouth-primary.co.uk\)](https://www.athersleysouth-primary.co.uk)

Contact details for support services for parents of pupils with SEND;

Barnsley SENDIASS

The Barnsley SENDIASS Service offers free confidential and impartial information, guidance, advice and support.

Contact number; 01226 787234 Email; SENDIASS@barnsley.gov.uk

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

Barnsley Local Offer Monthly Drop-in

A chance to chat face to face with SEND services, including; Disabled Children's Team, Parent Participation Officer, FIS, Targeted Youth Support, EHC Team. Find out about support available, get help with a short breaks application, sign up to the Disabled Children's Register or find out about how you can get involved with SEND decision making.

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/advice.page?id=kXqh6MsApXE>

SMILE - Parent / Carer Support Group

SMILE is a free support group run by volunteers, for families who have a child/children with additional needs.

Email; smilebarnsley@gmail.com

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/service.page?id=Asg11T1UhIE>

Barnardo's Family Linx Service

A service supporting families with children who have a diagnosis of Autism or who are on the ASD pathway to a diagnosis, that are aged under 11. The Service offers different areas of support - cygnet parenting programme, one to one targeted support, sleep service and a weekly peer support group.

Telephone; 01226770619

<https://www.barnardos.org.uk/what-we-do/services/family-linx-service>

Complaints about SEND provision;

Complaints about SEND provision in our school should be made to the child's class teacher, the SENDCO or headteacher in the first instance. They will then be referred to the school's complaints policy.

[Complaints Policy - ATHERSLEY SOUTH PRIMARY \(athersleysouth-primary.co.uk\)](https://www.athersleysouth-primary.co.uk)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Barnsley's local offer;

Our school offer can be found at: [ATHERSLEY SOUTH PRIMARY - Home \(athersleysouth-primary.co.uk\)](https://www.athersleysouth-primary.co.uk)

Our local authority's local offer is published here:

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