

SEND Information Report*

Rationale

- To ensure the highest quality provision for pupils with Special Educational Needs or Disabilities (SEND).
- To ensure that parents and staff are fully informed and participate effectively in the support of pupils with SEND.

The Special Educational Needs and Disabilities Coordinator (SENDCo) for Astrea Academy Dearne is Mr Ryan Purdy, who can be contacted at:

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Goldthorpe Road
Goldthorpe
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S63 9EW
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telephone: 01709 892211

Mr Purdy has completed the National Award for SEN Coordination and works closely with the Senior Leadership Team (SLT) through a named advocate, Assistant Principal: Inclusion, Angela Moore.

As a school, our key INTENT is to ensure that all pupils, regardless of their individual circumstances, needs or starting points, are offered a broad and balanced curriculum which enables them to experience individual success and to feel included in all aspects of school life.

With regard to pupils with Special Educational Needs or Disabilities (SEND), we seek to include them in all aspects of the curriculum, as well as extra-curricular activities. There is a focus on communication between teachers, pupils and parents, as we feel that for all stakeholders to be well-informed and to work collaboratively is the best way to support our learners.

***Astrea Academy Dearne complies fully with the statutory requirements laid out in the SEND Code of Practice 2015, the Children and Families Act 2014 and the Equality Act 2010.**

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ASTREA ACADEMY DEARNE - SEND INFORMATION REPORT

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The definition of special educational needs (SEN), taken from section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a)** have a significantly greater difficulty in learning than the majority of others of the same age; or
- b)** have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEND Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/organisations/department-for-education>

Further information about support available for pupils with special educational needs can also be found on the website below:

<https://www.gov.uk/children-with-special-educational-needs>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Barnsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. It can be accessed through the following website:

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

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Section 1 - The Kinds of Special Educational Needs for Which Provision is Made

Astrea Academy Dearne is a 'mainstream' school; however we currently provide support to a number of pupils identified with:

- Moderate learning difficulties (MLD)
- Visual impairments (including dyslexia)
- Hearing impairments (HI)
- Physical difficulties or impairments (all areas of the school are wheelchair accessible)
- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Social, Emotional and Mental Health concerns (SEMH)

Section 2 - Identifying Special Educational Needs or Disabilities (SEND)

Often, pupils with a SEND have been identified during their time at Primary School. We have close links to our Feeder Primaries and this information is therefore passed on to us as part of an extended transition (See Section 8).

There are other ways in which SENDs may be identified, including:

- Referral of concerns by a parent / carer
- Referral of concerns by a Teacher / Key Worker / Form Tutor / Head of Year
- Referral of concerns by the pupil themselves
- School progress and attainment reports show a pupil is making less progress than their peers
- MIDYIS computerised assessment of pupils' strengths and areas for development
- Question Level Analysis (QLA) of Y6 assessments
- Other literacy / numeracy / in school tests indicate a potential SEND
- Specific assessments made by an employee of the Academy Trust, e.g. SEND Officer
- External tests or an external agency (an Educational Psychologist or medical professional for example) works in partnership with the school to explore a potential SEND

In each of these cases, parents / carers will be contacted by a member of the SEN Team or the SENDCo to discuss the possibility of the pupil being added to the SEN Register and offered additional / alternative support or provision to suit their individual needs.

The school utilises a range of 'in house' tools such as IDL, Accelerated Reader and LUCID software as well as GRT and WRAT paper-based tests in order to gather further information about potential SENDs.

We work closely with external agencies such as:

- Child and Adolescent Mental Health Service (CAMHs)
- Barnsley Educational Psychology Services (EPS)
- Barnsley Sensory, Communication and Interaction Team (SCI)
- The School Nursing service
- Educational Welfare Officer (EWO)
- Family Intervention Service (FIS)
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)

It is usual practice for referrals to external agencies to first be discussed with parents / carers, and only made if all parties are in agreement.

Section 3 - A Graduated Approach to SEN Support

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The most effective way to support the learning of any pupil is through Quality First Teaching – whereby activities and resources are carefully differentiated to meet the needs of individuals and groups of pupils. In every lesson, every pupil should be challenged, but also given appropriate support by their class teacher, to enable them to achieve their full potential.

If the need for additional support is identified, a pupil will be placed on the school's SEN Register. Once placed on the SEN Register, the level and type of support provided for a pupil will depend upon their individual needs. This is known as 'graduated' support.

All pupils on the SEN Register are invited to co-produce a One Page Profile (See Appendix One) which is used to inform all relevant teaching staff how best to support them in lessons. Parents / carers are also invited to contribute to this document.

Some pupils will receive additional support in their lessons, including:

- In-class support from an additional adult, such as a Learning Support Assistant (LSA)
- Individual / small group / targeted intervention led by a Higher Level Teaching Assistant (HLTA)
- Specialist equipment (such as ICT, dictaphone, adapted furniture or other classroom equipment)
- The use of a coloured overlay, time out pass, or other resources as required

Outside of lessons, certain pupils may also:

- Attend Key Stage 3 bespoke literacy or numeracy intervention sessions e.g. Read Write Inc
- Attend Key Stage 4 bespoke intervention sessions to support academic progress
- Attend regular mentoring sessions with a named key worker
- Co-produce Social Stories, to explore and develop social / emotional resilience
- Attend Lego Therapy group sessions
- Attend Breakfast Club
- Attend Homework Club
- Attend Handwriting Development Intervention and/or Fine Motor Skills Development Intervention
- Make regular use of the IDL and/or LUCID programmes to improve literacy
- Make regular use of the Accelerated Reader programme
- Participate in the Lexonic Sound Training intervention
- Access physiotherapy or other self-care support throughout the day
- Access speech and language therapeutic support or intervention throughout the day

The school library is open to all pupils and provides a calming and relaxing environment for individual or group study. The School Librarian offers training to Student Librarians such as desk duty, helping to catalogue, label and shelve books. The Homework club is coordinated by the LSA team on Mondays and Wednesdays after school in the library.

The SEN Suite is the base of operations for the SEN Team and has an open-door policy to all pupils. Breakfast club is offered in room LS5 from 8am onwards and this is also a time when pupils can informally come and discuss any concerns they may have.

In very specific circumstances, the school supports a limited number of pupils in alternative learning facilities such as Athena.

Athena is an exciting and award-winning innovation at The Dearne which targets specifically the small number of pupils in Key Stage 3 who have been identified as requiring an entirely different provision in order to develop the skills needed to access a mainstream Secondary curriculum. This may be appropriate for certain pupils for a range of reasons, including: prior attainment; social, emotional and mental health needs; or their special educational needs, and is considered on an individual basis. ~~The rationale is that by reinforcing the progress made in Year 6, through Primary teaching methods that~~

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pupils will be familiar with, but with a focus on closing the specific gaps in their knowledge, we can work towards the functional skills required for pupils to 'graduate' into mainstream lessons successfully.

'Primary approach, Secondary expectations'

Angela Moore, Assistant Principal: SEN Outcomes

The majority of the Athenian curriculum is given over to Literacy and Numeracy as these subjects are fundamental in being 'Key Stage 3 ready'. However, pupils will still study a balanced range of subjects including: science, drama, art, music, computer studies, physical education and food. They also attend a mainstream registration group, assemblies, and engage with all other aspects of the mainstream school day; with social integration among their peers being a significant consideration.

At Key Stage 4, pupils may continue to follow a bespoke curriculum and work towards achieving a selection of Entry Level qualifications, according to their individual need.

***PLEASE NOTE that owing to ongoing concerns around coronavirus and the frequent updates to risk assessments, that some of the above interventions or programmes may not currently be available.**

Section 4 - Assessing and Reviewing the Progress of Pupils with Special Educational Needs

The progress of pupils on the SEN Register is monitored in the same way as for other pupils: Subject Teachers and Form Tutors contribute to reports on the attitude to learning (six times a year) and attainment (three times a year) of pupils for whom they are responsible; and these reports are issued to parents / carers.

After each reporting cycle, Heads of Faculty and Heads of Year undertake forensic analysis of these reports on individuals and groups of pupils to identify trends and areas where additional support or intervention may be required.

In addition, the SENDCo will use these reports to monitor the progress of pupils on the SEN Register. The SEN Team works closely with teachers, the pastoral and senior leadership teams, parents / carers and their children to ensure that pupils who are not making progress in line with their peers are identified and offered appropriate support.

If the additional support offered does not begin to 'close the gap' between the progress of a pupil and his / her peers, then the level of support offered by the SEN Team will be increased. The pupil and their parent / carer will be invited to a meeting to set SMART targets (those which are Specific, Measurable, Achievable, Realistic and with a Time limit) and these will be recorded as part of an ongoing cycle of Assess - Plan - Do - Review. These targets will be revisited and updated a minimum of once per term, and may be used as evidence to support an application for an Education, Health and Care Plan (EHCP) if appropriate.

Academic progress (for example, improving grades) is not the only measure of progress for pupils, and particularly for those with SEND. The school actively promotes the development of Social, Moral, Spiritual and Cultural understanding through its taught curriculum and extra-curricular programmes. In addition, key 'life skills' and 'independent living skills' programmes also delivered by the SEN Team; and these may be used as targets for pupils on the SEN Register.

When necessary, and with the agreement of a parent / carer (See Section 2) an external agency may be invited to contribute to the assessment of a pupil with SEND. The form and duration of this assessment will vary depending on specific circumstances, but will be discussed prior to any referral being made.

Section 5 - How the School Evaluates the Effectiveness of its Provision for Pupils with SEND

Routine data analysis of examination results for Key Stage 4 and attainment / progress for Key Stage 3 ensure that there is a robust system for comparing the academic success of pupils with SEND against those who are not on the SEN Register. This

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information is also compared against national data to help evaluate the effectiveness of provision for all children on the SEN Register in school.

The effectiveness of specific programmes of support, or interventions, are evaluated through the use of pupil voice, parent voice, interviews with teaching and support staff, and the use of attainment data where appropriate. We use an Assess-Plan-Do-Review (APDR) pro forma (See Appendix Two) to track if SMART objectives for individual pupils are being met.

There is a continual cycle of quality assurance for teaching and learning, which includes observations of lessons and the monitoring of books and lesson materials, to ensure that all staff are aware of pupils' specific needs and how to support them, and that they are being provided with effective learning experiences.

Section 6 - Supporting Pupils and Families – Consultation Arrangements

The school actively seeks to involve parents / carers and their children fully in all decision making relating to the support offered to pupils on the SEN Register. In particular, we make use of 'person centred planning' (PCP) which means that the pupil is at the very heart of everything that we do, and that they play a leading role in designing their own package of support.

For pupils who are on the APDR pathway, and those with Education, Health and Care Plans, parents / carers should expect to be contacted (usually by telephone) by a member of the SEN Team on a regular basis to discuss how their child is progressing.

Parents / carers are invited to contact the SENDCo by telephone or email to discuss any concerns, or to arrange a meeting in school if required.

Section 7 - Supporting Pupils at School with Medical Conditions

Astrea Academy Dearne is an inclusive school and will not discriminate against any pupil on the grounds of a medical condition. Most pupils with a medical condition take part in the same activities as other pupils. However, if their medical condition precludes them from doing so, reasonable adjustments or alternatives will be discussed with the parent / carer and pupil. These will be specific to each individual and designed with the aim of matching that offered to other pupils as closely as possible, whilst ensuring that health and safety requirements are met.

The school has a robust first aid policy, which is available upon request.

There are students who may have particular medical conditions where the administering of first aid or other medical assistance may be required in school. Such children should be subject to an Individual Care Plan and may require special procedures in the event of an accident.

The school also prepares a Personal Emergency Egress Plan (PEEP) for pupils with limited mobility, to ensure preparedness for what to do in the event of an emergency evacuation of the building.

Members of the SEN Team work in partnership with the 'Medical Lead' to support pupils who require assistance with personal care.

There is a Medical Room and a Wet Room, replete with hoist and shower facilities, on the ground floor which may be used by pupils if required.

Section 8 - Supporting Pupils during Transitions Between Key Stages

For all children, we ensure early and timely planning for transfer into our school, between our school year groups and onto the next phase of education.

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Mrs Jade Hodgkinson, Director of Primary Pedagogy and Practice, co-ordinates the transition from the Primary to Secondary phase for all pupils with an identified additional need; and there is a multi-faceted approach to ensure that pupils are fully supported during this pivotal time in their education. As a Primary specialist, Mrs Hodgkinson has a wealth of expertise: having worked in both Primary and Secondary schools, she is therefore able to 'share the journey' with pupils as they move from one to the next. A key aspect of the role includes regular visits to our Primary feeder schools, building up close working relationships with teachers, pupils, and parents to ensure a smooth transitional period.

During the Summer Term of Year Six, all children are invited to attend the school for two days a week for several weeks. They will have the opportunity to explore the school grounds, to meet their future teachers and peers, and to experience lessons across a range of subjects. Bespoke, and extended transition visits for pupils with SEN are also offered, and may include additional familiarisation visits, parental / carer visits to the school and other reasonable adjustments to ease transition between Primary and Secondary settings.

The SEN Faculty has a proud tradition of hosting additional open evenings. These are invitation-only events for pupils with SEN who will be transitioning to Year 7. A range of activities are organised, and there are opportunities for pupils to familiarise themselves with the school and its staff, as well as discuss any additional planning that may be required ahead of transition.

For children with an EHCP, the SENDCo will seek to attend the Year 6 Annual Review meeting, to ensure that there is clear continuity in terms of support and information sharing.

From Year 9 onwards, we will discuss children's hopes for the future and other aspects in preparing for adult life. If a child has an EHCP, then a representative from the Targeted Information Advice and Guidance (TIAG) service will be invited to attend their Annual Review and will offer advice with regard to careers and further education.

In Year 11, visitors are also invited from local colleges to get to know the pupils before they transfer to their settings. This enables all information to be shared and an appropriate support package to be put in place before they transition to Post 16.

Our Careers Advice Officer, Catherine Carruthers, offers support to pupils in year 11 and guidance interviews, upon request. Pupils are also given opportunities to attend open days, visits and career fairs with the careers team.

Section 9 - Training and Resources

The staff at Astrea Academy Dearne have a broad range of experience and qualifications to facilitate appropriate support and provision for the needs of pupils. Teachers, Learning Support Assistants and Higher Level Teaching Assistants undertake regular and frequent training to ensure that they are able to support and challenge students across the full range of the curriculum. This includes SEND awareness, Safeguarding and effective classroom support strategies. Staff also undertake more specialist training to support pupils with complex needs.

Examples of some of the courses, qualifications and training undertaken by our Learning Support Assistants and Higher Level Teaching Assistants include:

- Team Teach
- E-Vac Chair
- Safeguarding in Education
- E-Safety Awareness
- First Aid at Work
- People Moving
- Manual Handling
- Autism Awareness
- Mental Health Awareness
- ELKLAN (speech and language)

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- Speech and Language Therapy
- Physiotherapy
- Lego therapy
- Social, emotional aspects of learning (SEAL) and mentoring
- Comic Strip Conversations
- Social Stories
- Therapeutic language

This list should not be seen as exhaustive, as our staff are constantly being upskilled.

Section 10 - School Accessibility Arrangements

The school is wheelchair accessible, with access to all floors and classrooms by multiple elevators. There are height-adjustable desks and the equipment used by pupils is reviewed, with the input of an Occupational Therapist where necessary, to ensure that it is accessible to pupils with SEND.

The school aims to prepare pupils for their exams, and life after they leave education, and will therefore not provide unnecessary support as this may prevent pupils from developing important skills. However, We routinely assess pupils to identify when support is required, and will make applications to the relevant examination bodies to ensure that appropriate and timely arrangements are in place for eligible children. Testing for exam arrangements begins in Year 9 at the earliest.

Examples of exam access arrangements that are commonly granted include:

- 25% or 50% extra time
- Supervised rest breaks and/or a separate room to take examinations
- The use of a coloured overlay
- The support of an adult to read text, or name colours
- The support of an adult to scribe (write for the pupil)
- The support of an adult to prompt a pupil
- Permission to use a laptop to respond to exam questions

It is also possible to provide texts with an adjusted font, size or colour, when this is necessary.

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Section 11 - School Complaints Procedure

Our school values its relationship with pupils and parents and encourages those with concerns regarding their child's education or the service we provide to contact the school with aim of resolving the issue or concern.

However, where a parent wishes to make a complaint it will be treated seriously and managed in a formal procedure.

1 The parent must submit their complaint in writing or by using the School Complaint Form. Anonymous complaints will not be dealt with.

The letter/form should contain as much detail as possible

2 The complaint will be acknowledged in writing within 5 school days stating which member of staff will be managing the complaint.

3 Within a further 20 school days an investigation of the complaint will be undertaken.

4 Within 5 school days of completing the investigation the parent will receive a copy of the report and the headteacher's decision, or notification that the headteacher will investigate further. If the headteacher decides to undertake a further investigation the parent will be notified of this and be given a date by which it will be completed(normally a further 10/15 school days)

5 The parent will be invited to attend a meeting to discuss the report, if they wish, at a time convenient to them. There is no time limit to this.

6 Irrespective of whether the parent attends a meeting they have the right of appeal to the Governing Body Complaints Committee if they are dissatisfied with the outcome of the complaint.

7 A Complaints Committee meeting will be held within 15 school days of the parent informing the school they wish to appeal.

8 The decision of the Complaints Committee will be sent to the parent, in writing the school day following the meeting.

The decision of the Complaints Committee is final.

The parent can submit a complaint to the Local Authority only on the grounds that the school did not follow its published procedure. The Local Authority will not investigate the parent's original complaint against the School, however the Local Authority may check that the school followed its published procedures.

Where the complaint refers to the headteacher the chairperson of the Governing Body will investigate the complaint.

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Section 12 - Appendix One

An example One Page Profile

One Page Profile



[Redacted]
[Redacted]
Date of birth: [Redacted]
Year group: 11
Tutor group: [Redacted]

Primary Need(s)

- ASC
- Speech, Language or Communication needs

Exam Access

Scribe/ Reader/25% extra time

Passes

n/a

Behaviour / Pastoral

- I need to know that it is ok to make mistakes.
- Tailor tasks to ensure success eg: Anything to do with Dinosaurs.
- Offer alternative recording methods when appropriate, laptop, Dictaphone or scribe.
- I work well in small groups, [Redacted]
- The way I learn best is listening to my teacher, whiteboards and working in small groups.
- Please tell me if there are any changes to my day eg, if I have a test.
- Please do not put images of sharks in power points, I am really scared of them.

What I want you to know about me

- I would like to be a palaeontologist.
- I do not like gory stuff.
- I don't like History.
- I don't like Sharks- I am very afraid of them.
- I really like Geography.

Teaching and Learning

- Please give me my instructions more than once.
- Make sure my instructions are very clear.
- Break my tasks into chunks & give me a visual checklist, this helps me complete my work.
- Visual prompts help me learn.
- During the lesson, come over to me and ask me if I understand my task, this will also prompt me to do my work & on to the next task.
- Be precise when giving instructions.
- I would like some opportunity to practice memory recall, it will when having to remember key information.
- I would like the LSA to sit on my tables, write down my answers on a whiteboard so I can remember what to write.
- Sometimes I don't understand questions, can the LSA word them differently so I can understand.

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Section 12 - Appendix Two

An example Assess Plan Do Review (APDR)

ASSESS - PLAN - DO - REVIEW						PUPIL NAME	
KS2 ENG	3A	ENG TAR	4B	CURRENT ENG	4C	MISS EX. AMPLE	
KS2 MAT	4B	MAT TAR	5C	CURRENT MAT	4B	CURRENT YEAR 7	
KS2 AVG	4C	OTHER TAR	4A	CYCLE NUMBER	1	FURTHER INFORMATION / REASON FOR APDR	



ASSESS (delete as appropriate)	OUTCOME	PLAN / DO (date of planning meeting: ??/??/???)	REVIEW (date of review meeting: ??/??/???)
Attainment data is collected three times a year from all subject teachers.	Ex. needs to be able to accurately and consistently read the time from an analogue clock.	Ex. to work with key worker weekly on reading clock faces.	Ex. can now accurately and consistently read the time from an analogue clock.
Attitude to learning data is collected six times a year from all subject teachers.	Ex. needs to be able to spell words with two or more syllables accurately.	Ex. to be issued with spelling log to use in all subjects. Monitored by key worker and English teacher.	Ex. can spell certain words with two or more syllables correctly, but needs to continue to develop this.
Annual reports are completed once per year by all subject teachers and the pupil's form tutor.	Ex. needs to be able to form and maintain lasting and positive relationships with peers.	Ex. to attend pizza club, SEAL group and Lego Therapy.	Ex. has a new friend. She enjoys the social groups and has started to build up a range of social strategies such as giving compliments.
Meeting with pupil and/or parents to gain their views.			
Informal lesson observations by the SENCo and Head of Year.			
Referral of concern(s) by subject teacher and/or parent.			
GRT Reading test administered internally.			
Educational Psychologist assessment / observation.			
Other external agency assessment.			

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