



Astrea Academy Trust
INSPIRING BEYOND MEASURE

SEND Information Report

Date	November 2024
Written by	Dawn Brough Vice Principal: Inclusion
Review Date	September 2025
Version	v1.1

SEND Information Report

Statement of Intent

Astrea Academy Dearne is an 11-16 mainstream secondary school, with two resourced provisions:

- Athena is a resourced provision developed to support scholars with SEND need of Cognition and Learning. All scholars are on the SEND register, and many have an EHCP.
- Synergy is the other resourced provision developed to support scholars with SEND of Communication and Interaction. All scholars have an EHCP and placements are commission by the EHC Team at Barnsley MBC.

We are committed to disrupting disadvantage and offering an inclusive knowledge rich curriculum to ensure excellent outcomes for all scholars, despite any barriers they may have. We are committed to delivering a fully inclusive learning environment utilising Quality First Teaching and a range of targeted intervention strategies which ensure SEND scholars make progress in line with their peers.

Policies and Guidance used to Guide our Practice and Provision

There are several policies in place which contribute and guide our provision for all scholars. This includes the academy's Inclusion Policy and Accessibility Plan. All our school policies are available on the school website, and have been guided by legal framework from the following legislation and statutory guidance:

- [SEND Code of Practice January 2015.pdf](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [Keeping children safe in education 2024](#)
- [Supporting pupils at school with medical conditions](#)
- [Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN Policy

Who can parents contact for further information at our academy?

Astrea Academy Dearne Key Contacts:

SENDCO:

Jo Buckley: Assistant Principal for Inclusion SENDCO, joanne.buckley@astreadearne.org

Rob Clare: Resourced Provisions SENDCO, rob.clare@astreadearne.org

Rachel Cruickshank Sutton: Mainstream SENDCO, Rachel.cruikshank-sutton@astreadearne.org

Other Key Staff in Astrea Academy Dearne:

Dawn Brough: Vice Principal for Inclusion, dawn.brough@astreadearne.org

Evie Byrne: Assistant Principal for Resourced Provisions, Evangeline.byrne@astreadearne.org

Other contacts within Astrea Academy Trust:

Jenni Machin, Head of SEND & Therapeutic Services jenni.machin@astreaacademytrust.org

Naomi Reed, Specialist Leader of Behaviour and SEND naomi.reed@astreaacademytrust.org

Ryan Purdy, National lead for SEND & Alternative Provision ryan.purdy@astreaacademytrust.org

Angela Moore, Trust Vice Principal for Internal Provision angela.moore@astreaacademytrust.org

Astrea Academy Dearne is within the village of Goldthorpe, which is in the Local authority of Barnsley. Contacts within the Local Authority can be found on the Local Offer website:

Barnsley Authority Local Offer [Barnsley Local Offer](#)

Special Educational Needs and Disabilities provided for in school

Under the new SEND Code of Practice 2014, a child has a special educational need if they have provision that is 'additional to or different from' that made generally for others of the same age or has a disability or health condition which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Needs and Disabilities provision fall under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

Many children have difficulties that fit into one of these areas; some have needs that span two or more areas; for others, the precise nature of their need may not be clear at the outset so it is vital we use a graduated approach to respond to and meet the needs of all scholars. At Astrea Academy Dearne this is done in line with the statutory guidance to ensure a child centred approach is taken throughout the graduated approach of '**assess, plan, do, review**'.

How do we identify children with SEND and assess their needs?

When scholars start here, we are already aware of the special educational needs and disabilities of scholars who have an Education, Health and Care Plan (EHCP) and those who have been identified as requiring additional support at their local primary school.

Our Year 6/7 transition leader liaises throughout the academic year with teachers and leaders of our feeder primary schools when this information is shared. Our SEND team are also involved in meetings throughout the academic year where scholars with SEND are discussed in greater detail.

We collate information about scholars who are presenting with need but are undiagnosed. This information may be collated by telephone, meetings, letters or case notes. For scholars who join Astrea Academy Dearne with an unidentified or undiagnosed need, a rigorous identification and support process can be undertaken using the 'Assess, Plan, Do Review' process in line with the SEND Code of practice, 2014. This includes but is not limited to the following:

- SENDCO and/or Teacher observation
- Completion of a referral form to the SENDCO

- Key information provided from previous settings/schools
- Discussions with parents/carers and the scholar themselves
- Data analysis (progress and attainment)
- Supporting referrals or letters sent to external agencies where necessary (e.g. CAMHS, Speech and Language Team, Educational Psychology, GP, etc.)
- Completion of a Specific Learning Difficulties Checklist and any subsequent screening in line with area of concern.

Arrangements for consulting parents' and carers of children with SEND and involving them in education.

We work with parents, carers and scholars to ensure where support is needed the views and wishes of the child or young person and their families leads the provision provided. This is achieved by:

- Involving parents and their children in decisions about the provision and intended outcomes for scholars with SEND including any possible changes to what is already provided.
- Inviting parents to scholar parent review evenings, learning plan reviews and when needed, readmission meetings for all our scholars with SEND.
- Providing written reports on progress
- Reviewing SEND provision termly for scholars with identified need
- Using scholar voice and providing scholars with the opportunity to express their views about school and their self in relation to their provision.
- Inviting scholars to attend meetings where appropriate, where their provision or they themselves are to be discussed.
- Students with an EHCP will also have an Annual Review Meeting and outside agencies may be invited to attend.

How we assess and review the progress of scholars with SEN

- From a curriculum point of view, scholars are regularly assessed in all subjects in the form of weekly fluency quizzes, and end of unit / term assessments that are marked by subject teachers. Scholars' attitudes and behaviour for learning are also assessed by teachers each half term. This information is shared after each collection point throughout the year.
- Scholars with SEND identified as SEND support or EHCP have specific targets to achieve that support progress in both specific subjects and areas related to their SEND need to help overcome barriers to learning.
- Evidence about progress towards targets is collected from teaching staff teaching assistants and any other professionals that are working with the scholar.
- All interventions scholars are taking part in are reviewed regularly.
- This data feeds into the scholar's review. Data is used to inform progress to meeting targets and where needed, will be shared with professionals to inform the wider support provided.

- This information is also used to update Learning Plans which are sent out to parents each term.
- Learning plan review happens three times a year. Should further reviews need to be arranged, this can be done by contacting the school SEND team.
- Scholars with an Education Health and Care Plan will have their provision reviewed in line with statutory guidance. Parents, carers, and professionals working with the scholar, as well as the young person themselves will be invited to be part of the review process annually to ensure for a child centred approach.

Arrangements for supporting children moving between phases of education and in preparing for adulthood

Key Stage 2 to Key Stage 3

- Primary schools contacted for basic information to identify students' needs.
- Arrangements made for school visits to talk to the SENDCOs and class teachers.
- Students are observed in lessons.
- Scholars will have the opportunity to take part in a transition for all new Y7 scholars. Scholars meet key staff; receive a transition booklet; join in lessons and non-structured activities.
- For those scholars with SEND, a meeting with the SENDCO for a tour of the school and discussions with SENDCO will be offered to parents and children.
- Scholars with SEND will be offered an enhanced transition which will take place over the last half of summer term.
- SENDCO attends annual review meeting where appropriate.

Throughout KS3 and KS4:

- Scholars will be warned of changes to classes or groups and a new timetable provided.
- Parents invited in to support scholars when making GCSE option choices.
- Parents informed of any bespoke changes to a scholar's timetable.
- Where needed for scholars with SEND, staff will be deployed on a fixed term basis to support with change.

Preparing for Post-16

- When moving onto further education scholars will receive a careers meeting throughout Y10 and/or Y11 to identify a clear learning pathway into post 16.
- Scholars with an EHCP will be supported by TIAG (Targeted Information, Advice and Guidance service) from Year 9 to identify Post-16 opportunities.
- Scholars are encouraged to attend open evenings when offered at educational settings they are interested in. Careers staff invite external providers into schools for scholars to meet and discuss future courses.
- With consent of scholars SEND information including exam access arrangements is shared with relevant post-16 provider

Astrea Academy Dearne's Approach to Teaching Children with SEND

At Astrea Academy Dearne we use Quality First Teaching as part of our routine classroom practice across all subjects and provisions. The strategies used include:

- Planning for the context and the needs of the class is paramount and takes into consideration any SEND scholars' Learning Plan which states specific strategies to use for SEND scholars.
- Considered seating plans with planned routes round the class and planned questioning, targeted support, and feedback, ensuring SEND scholars are supported effectively and swiftly in lesson.
- Appropriate scaffolding and support put in place to allow scholars to make maximum progress when taking part in independent practice in lessons.
- Adaptations to resources such as enlarged font and specific colour background is part of normal classroom practice. Some scholars use electronic devices to support such as hearing loop or use of laptop is also used as part of their normal classroom practice.
- The Dearne Cycle of Learning (Intent: Retrieval; New information; Independent practice and feedback) alongside embedded means of participation strategies such as 'show me', 'cold calling' and 'turn and talk' allow all scholars to acquire and secure new knowledge.

Thereafter, as part of wave 2 interventions, additional support may be allocated for scholars with a learning plan or EHCP in which additional support is guided by internal professionals working with the scholar. Strategies used include:

- 1:1 session for therapy or counselling
- Nurture groups including break and lunchtime support clubs
- Specific interventions such as SALT, Touch type, and Fresh Start reading interventions
- Additional support from a teaching assistant in some lessons (this may not be 1:1)
- Such provision for scholar's needs is negotiated individually, and parents/carers are always involved in such decisions. Scholars may receive this support during morning meeting time, as part of their mainstream timetable, lunch time or after school.
- Where necessary, 'reasonable adjustments' may be made to Astrea Academy Dearne's policies and procedures or physical environment so that they do not act as barriers to learning or inclusion, again, in line with the Equality Act, 2010.

How adaptations are made to the curriculum and the learning

- Within mainstream settings all scholars follow the same curriculum sequencing and subjects.
- Within lessons teachers will provide support and scaffolding to ensure scholars can access the learning. This could be done through adapting the work, providing sentence structures, chunking of instructions, background colour and effective seating planning within each classroom.
- Training and guidance are given to Heads of Department regarding making curriculum adaptations and for teaching staff to be able to support SEND scholars with specific Quality First Teaching strategies within a classroom.
- Students who have been identified with high level of needs may be entitled to one to one or small focus groups to target more specific needs.

The expertise and training of staff to support children with SEND

- The Senior Leadership Team are fully committed to employing high quality subject specialists across all provisions and always adhering to safer recruitment policies. Staffing in our Athena and Synergy Provision uses specialist SEND teachers who have a range of experiences working across these settings.
- Staff take part in weekly CPD that focuses on The Dearne Cycle of Learning and improving means of participation for all scholars
- Bespoke CPD (using specialist staff and external professionals) is given to staff on how to support SEND scholars within the classroom who present with different needs such as ASD, SEMH, physical disabilities, dyslexia, visual and hearing impairments.
- Inclusion team staff (including Vice Principal, Assistant Principal and SENDCO) liaise with Heads of Department across all subjects to ensure classroom practice and curriculum is inclusive as well as QA of lessons.
- All staff can access information about all scholars electronically via Astrea Academy Dearne's MIS of Bromcom, Class Charts and Provision Map.

Evaluating the effectiveness of the provision made for children with SEND

- In line with the Children and Families Act, 2014 evaluating the effectiveness of provision is achieved through collating the views of all stakeholders working with the young person including the family and young person themselves.
- SLT team QA lesson and curriculum quality daily, providing feedback to Middle leaders and classroom teachers.
- For scholars who have an EHCP, effectiveness of provision is evaluated during their annual review and updated by the SEND Statutory Assessment and Review Service.
- For scholars with a Support Plan, provision and targets are reviewed termly and updated by the Astrea SEND team. Where applicable Multi Agency meetings may be used to support the review process.
- We work closely with our Send Improvement Officer from Barnsley Local Authority who comes into school regularly to meet with SENDCOs to review and advise on our provision.
- The Trust Central team conduct SEND reviews and evaluations of all our SEND provision and data to ensure we are delivering highly effective practice and feedback to the SLT team with actions and suggestions.
- Senior Leadership team also conduct visits to other schools with SEND provision identified as an area of outstanding practice to identify where we could improve our own current practice

How children with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- Scholars with SEND who access mainstream school are fully part of all aspects of school. This includes attending Morning Meetings with their peers, form time reading, attending all

lessons and afterschool clubs. The only exception to this is if a scholar has an EHCP that specifies otherwise.

- Scholars with medical needs are given reasonable adjustments to support the full access to mainstream provision. Examples of such include early passes or escorted to their mainstream lessons to allow access. We have lifts to all parts of school so that wheelchair users can access all parts of the building as well as disabled toilets on each floor and a medical room to facilitate intimate care or physiotherapy. Height adjustable furniture is also used in classrooms.
- Scholars accessing our Athena Provision (Cognition & Learning) have their lessons separate to mainstream scholars and follow a bespoke curriculum and timetable, which is broad and balanced. However, scholars in this provision still interact with their peers from mainstream during break and lunchtimes and if they are participating in any extracurricular activities. They access curriculum staff and facilities such as IT suites, drama studio and PE equipment when they attend lessons in the mainstream parts of school and support staff such as our safeguarding team and on-site counselling staff.
- Synergy (Communication & Interaction) scholars interact with their peers in Athena and take part in joint curricular activities throughout the day. Activities such as Morning Meeting, some subject areas such as GCSE Art and Design as well as Hospitality and catering. Synergy scholars follow a bespoke curriculum to support their learning needs and allows them to make progress towards personal targets at a greater rate.
- All scholars have Personal Development lessons, IT and PE and RE lessons as required as part of their statutory provision
- All scholars in any provision participate in whole school rewards and events, school meals and use of curriculum facilities.

Support for improving emotional and social development.

- Astrea Academy Dearne has a personal development curriculum. This curriculum covers Feelings and emotions and how to manage these, healthy relationships including different types of relationships with other people and personal hygiene. This curriculum is delivered weekly in each year group and provision setting.
- Morning Meetings allow all scholars to meet with SLT to listen to a daily address that focuses on The Astrea Academy Dearne Values: Tenacity, Responsibility, Respect, Curiosity, and Scholarship. Discussions around each value focuses on how they can be demonstrated by all scholars and why they are important to have as successful adults.
- We listen to the views all scholars that are collected through discussions in a formal or informal setting.
- Scholars are rewarded for their contributions to lessons and the wider school life including completion of homework, being respectful and contributing to their lessons.
- Astrea Academy Dearne has an extensive mainstream and provisions pastoral team made up of nine pastoral heads of year, five academic heads of year, 3 SENDCOs, two designated safeguarding leads, a family support worker and a reset space manager. We also have 2 members of the in-house Mental Health Team who offer a range of wellbeing support such as 1:1 support, wellbeing lunch drop ins, trauma informed sessions, and bereavement counselling.
- The whole pastoral team works with several external agencies such as Barnsley LA, Attendance and Inclusion, CAHMS, 01-9 services, Youth Offending Team.
- We have our in-house Pride club that runs weekly at lunchtimes to support LGBTQ+ scholars and their allies.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations

- Astrea Academy Dearne may ask for input from specialist services at any time that it is deemed appropriate, advice may be gained on the identification, assessment, and effective provision of resources to support scholars with SEND. Co-operation between Astrea Academy Dearne, the LA, the health services and social services is vital in securing effective assessment, intervention, and deployment of resources for scholars with SEND. The organisations which may be contacted to support young people with SEND and their families are not limited to, but may include:

1. Educational Psychology Service
2. LSCB (Child Protection and Child Guidance Services)
3. MAST (Multi Agency Support Team)
4. Special Education Needs and Disabilities Statutory Assessment Review Service (SENDSARS)
5. Speech Therapy
6. Physiotherapy
7. Occupational therapy
8. SCI team
9. SEMH specialist teacher
10. Social Services
11. 0-19 services
13. Community Youth Teams
14. SENDIAS (formerly Parent Partnership)

All data is shared in line with the GDPR policy.

Arrangements for supporting children who are looked after by the local authority and have SEND

- Local authorities have a duty under the Children Act, 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated. Barnsley Local Authority must, therefore, give particular attention to the educational implications of any decision about the welfare of those children and when selecting a school should prioritise those that are OFSTED 'good' or 'outstanding'.
- Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs.
- To support looked-after children at Astrea Academy Dearne they will have a personal education plan (PEP). The PEP is the joint responsibility of the local authority that looks after the child and the school.
- Astrea Academy Dearne will work closely with social workers, carers, Virtual School Headteachers, designated teachers, and as appropriate, other relevant professionals.
- All of those involved in the PEP process at all stages will ensure the child is involved in the process and where appropriate, the child's parent and/or relevant family member is also involved.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

- Good communication is essential if we are to best meet the needs of our scholars and resolve any issues quickly. If there are any concerns, parents or carers are invited to contact the Astrea Academy Dearne as follows:
- Issues to do with scholars' wellbeing are best resolved by their form tutor or classroom teacher in the first instance and then this can be escalated to the head of year. From here staff are then able to direct to the SEND team if needed.
- If the issues are not dealt with satisfactorily, parents/carers may contact the Vice Principal for Inclusion or the Principal and in the last instance, the Board of Governors.