



BRINSWORTH ACADEMY

SEND INFORMATION REPORT 2023-2024

Policy Author	Assistant Principal (Inclusion)
Trust Key Reader	KB
Approved by Trust Board	September 2023
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Chief Executive Mr W Barsby
Principal Mr G Raynor

Introduction

Brinsworth Academy,
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Brinsworth Academy is a mainstream school. We gained Academy status in October 2010 and became a founding member of LEAP Multi-Academy Trust in February 2015. The proportion of students known to be eligible for free school meals is around the national average. The proportion of students from minority-ethnic groups is above the national average.

Ethos for working with students with SEN:

We believe that every teacher is a teacher of every child, including those with special educational needs, and that the role of the Achievement Support department is to work inside and outside the classroom to support students to ensure they reach their potential and are fully included in all activities.

Staff members who hold key responsibilities within the Achievement Support Department in the Academy are:

- Mrs L Routledge – Assistant Principal & SENDCo who holds key responsibility for the support of those learners with learning difficulties.
- Mr J Brooke– Leader of Achievement Support for learners with SEND in Year 6-8 + Leader of Achievement Support for Learners with a primary need in the area of cognition and learning/MLD learners.
- Mrs L Spriggs – Leader of Achievement Support for learners with SEND in Years 9-11 (including post 16).

The Governors with responsibility for Special Educational Needs are Kate Davis and Debbie McShane.

The Trustee who acts as the Trust’s nominated SEND Lead is Kim Bottomley

This SEN report was written and then published following consultation with staff, Governors and parents. It was written following the publication of the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, January 2015.

SEN Cohort

The Academy SEN cohort as at 26th September 2023:

K (Receiving SEN Support)	116 students
Education, Health and Care plan	44 students
Monitored with some Achievement support	174 students

How do we Know if Your Child Needs Extra Help?

Using information about each child from their primary school, targets are set for new entrants to the Academy. We track your child’s progress towards these targets at regular intervals throughout the year. If your child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.

Indicators we may use to identify difficulties with accessing learning are:

- Significantly slower progress than that of their peers starting from the same baseline.
- Failure to match or better the child’s previous progress.
- Failure to close the attainment gap between the child and their peers.
- A need for outside agency involvement.
- A need for an Education, Health and Care Plan.

If a child is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.

The first response is high quality teaching targeted at areas of weakness. Where progress continues to be slower than expected, the class or subject teacher, working with the SENDCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress as appropriate. At the point where a student is receiving an intervention or additional SEN support, he/she will be placed on the Academy's SEN monitoring register. A student's response to such support can help to better identify their particular needs.

At all stages of our work with students, the teacher is responsible and accountable for the progress and development of the students in their class. This includes where students access support from teaching assistants or specialist staff.

When considering whether a student should be placed on the SEN register, teachers and the SENDCo consider all of the information gathered from within the Academy about a student's progress. We view this in light of national data and expectations of student progress.

During this process, the Achievement Support department will use accurate formative assessment and early assessment materials as a guide in the decision-making process.

We use the Lucid screening tests (reading, spelling and handwriting) for all students on entry to Year 7 to ensure that students are able to access the curriculum.

Further testing is carried out on any students who are identified as having issues in these areas.

A student is placed on the SEN register following work by staff in the Academy that involves the work with the student being planned within the following cycle:

- **Assess**
The student's learning problems are investigated; observations and standardised tests may take place.
- **Plan**
Support or intervention is planned
- **Do**
The support or intervention is carried out with the student.
- **Review**
The support or intervention is evaluated and it is decided whether to continue on the 'assess, plan, do, review' cycle or whether at this point quality first teaching would be sufficient to meet the student's needs.

When a student is displaying a higher level of need, the Academy draws on specialised assessments from external agencies and professionals, e.g. CAMHS (Child & Adolescent Mental Health Services), Educational Psychologist, Hearing Impaired Service, Visually Impaired Service, Speech and Language Therapist, Occupational Therapist & Art and Drama Therapists.

The needs of students on the SEN register are met by the Achievement Support team. This team draws together expertise from staff with different backgrounds to ensure that the support provided for students is holistic, well planned and best meets their needs in the classroom. Working closely with pastoral teams, we hope that support will be effective and ultimately raise the academic progress of all students who require it, including those with an identified special educational need.

Most students with SEN are monitored by the Achievement Support Department through our normal Academy systems. The department looks at the Assessment Point Reports (APs) of all students and works closely with departments to identify those students who require extra support. Those students who have been identified by class staff, on entry from primary school or by an outside agency as having additional needs that fall under the SEN criteria are recorded on our data management system as having an 'identified need'.

Some students with SEN are receiving intensive support in school or have an Education, Health and Care Plan. They may also be working with an outside agency, eg, CAMHS. These students have a lead worker and an Achievement Support Plan and will be receiving a large amount of support from the Achievement Support department. The lead worker supports them in meeting the targets set which should be planned and reviewed at least 3 times a year; targets set should link to the targets set in the EHC (if applicable). All work is overseen by a member of the Achievement Support leadership team. These students are recorded on our data management system as 'K - receiving SEN support' or as 'E - Education, Health and Care Plan'.

In all cases the lead worker is responsible for completion of Achievement Support Plans and for meetings with parents. They are supported in this work by pastoral and departmental staff and the SENDCo. Departmental staff are responsible for evidencing progress towards the outcomes through the school AP cycle.

The placement of students in this system is overseen by the SENDCo and is reviewed termly. Students can be added outside a termly review cycle if this is appropriate.

The level of provision for students with SEN is outlined in the school's local offer: Rotherham SEND Local Offer

How do we Assess and Review Progress and the Effectiveness of the Provision Received for Students with Special Educational Needs?

We monitor the quality of the provision received by all students (including those with SEN) as part of the Academy's Quality Assurance after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.

If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress.

How Do We Communicate This Information to Parents/Carers?

All assessment data is shared with parents/carers by posting home the results of assessments. This data includes targets, the current level of working and progress towards these targets by using a colour-coded system where green is "on track" or "above" and red is "below target".

We also give an indicator of engagement with learning. All parents/carers are invited to attend an annual parents' evening to discuss their child's progress with individual subject teachers. Pastoral staff have an overview of all students' data and are available to discuss any academic concerns following publication of this information.

Parents/carers of students identified as having a special educational need are informed of the support or intervention their child has received on a regular basis.

Learning is planned by individual departments to meet the needs of all students. Departments follow Schemes of Learning that differentiate between the needs of different learners to ensure that progress is made at the required level by all. The learning in the Academy is supported by parents/carers, ensuring that independent tasks and homework are completed to a good standard and that their child is equipped and ready to learn each day.

How will the Academy Support my Child?

Quality first teaching is expected from all teaching staff to meet the needs of learners. Whilst some lessons are in mixed ability groupings, others are "setted" to help staff tailor lesson delivery.

Additional intervention cannot compensate for a lack of good quality teaching and we believe that the key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with clear outcomes.
- High levels of students' involvement and engagement with their learning.
- High levels of interaction for all students.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups.
- An expectation that students will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.

Some examples of techniques used by departments to provide quality first teaching for SEN learners are below:

- **In History** there is a focus on spelling of key terminology and regular opportunities to improve literacy and oracy through discussion and writing.
- **In Modern Foreign Languages** the use of the MFL learning coach to support SEN students and an increased use of learning games and active learning techniques.
- **In Geography** booklets with additional support are produced for each module and writing tasks are 'scaffolded' via the use of writing frames and model examples supplied.

Within some classes, additional adults are deployed to assist the teacher and support students to make expected progress. Progress is monitored through the assessments as mentioned above.

We make reasonable adjustments to adapt the curriculum and learning environment to meet the needs of students. Where deemed appropriate, a student may be withdrawn from mainstream lessons to participate in individual or small group intervention strategies, e.g. for those who are not secondary ready, participation in extra literacy support through the Fresh Start Phonics programme and the First Class @ Number 2 & Success at Arithmetic Calculation Maths Programme for numeracy. Where a student needs particular support to access the curriculum, we work with outside agencies to support staff in their delivery, e.g. the Visually Impaired Service may lead bespoke training for the staff of a particular student.

The leader of Achievement Support for KS4 to Post 16 works alongside pastoral leaders to ensure needs are met and students follow appropriate courses to achieve positive outcomes, to aid transition into post-16 and prepare students for adulthood. The nature of these courses means that students have high levels of teacher input in small group situations. We will also carefully consider rooming issues for students with physical disabilities and make reasonable adjustments where resources allow.

The curriculum is adapted to support students with SEN on a bespoke basis. For school year 2023/2024 it was adapted in the following ways:

Year 7	All pupils receive intervention in literacy and numeracy through the guidance programme. Students are assigned further intervention on Catch up numeracy and literacy through screening tests completed for all pupils. Some groups are supported by colleagues in Achievement support in English and Maths, these have targeted pupils in them who will benefit from this additional support
Year 8	All pupils receive intervention in literacy and numeracy through the guidance programme. Students are assigned further intervention on Catch up numeracy and literacy through screening tests completed for all pupils. Some groups are supported by colleagues in Achievement support in English and Maths, these have targeted pupils in them who will benefit from this additional support.
Year 9	Lexia sessions are carried out in am guidance and all learners are screened and tested for exam access arrangements.
Year 10	Small group provision delivering GCSE Maths, English, Art and History to SEN learners. Students are placed here as appropriate to their level of need. This includes bespoke GCSE provision for a small number of students. Various vocational and certificated courses in option subjects, eg, Childcare, Hospitality and Catering, and Horticulture. Students are identified through the options process in Year 9 for these courses. Lexia sessions are carried out in am guidance
Year 11	Small group provision delivering GCSE Maths, English, Art and Geography to SEN learners. Students are placed here as appropriate to their level of need. This includes bespoke GCSE provision for a small number of students. Various vocational and certificated courses in option subjects, eg, Childcare, Hospitality and Catering, and Horticulture. Students are identified through the options process in Year 9 for these courses. Lexia sessions are carried out in am guidance

Through tracking systems, students are identified as possibly needing access arrangements for public examinations and testing is carried out for such students. Where they qualify, arrangements are put in place for controlled assessment tasks as well as final examinations. Achievement Support staff also work with such students to help them make the best use of the support, e.g. practice using a scribe or listening to a reader.

We employ the following support to care for and monitor your child during the school day:

- **Pastoral staff:** Each child has a form tutor who is their key pastoral contact in school. This person is supported by a Head of Year, Assistant Head of Year and Senior Head of Year. Achievement Support staff work alongside the pastoral team to support with behavioural or mental health concerns.
- **Attendance staff:** This team of staff supports students in many ways to ensure good attendance. They work closely with the pastoral team to ensure that any issues are dealt with swiftly to ensure limited impact on a student's academic progress. Where required, they work with the Academy's designated Educational Welfare Officer to support good attendance.
- **Achievement Support staff:** Led by the Leaders of Achievement Support, these staff work with students with additional learning needs in many ways, through in-class support, 1:1 programmes, literacy and numeracy withdrawal and through mentoring and bespoke support programmes for behavioural, emotional and mental health concerns. All support is strategically planned by the Achievement Support team in discussion with curricular and pastoral staff.
- **Health Care Plans:** The SENDCo works with the Health and Wellbeing Coordinator to collate Care Plans to ensure that where a student has a medical and SEN needs these are met in a cohesive manner, e.g. a joint health and learning plan may be written. The SENDCo & Health and Wellbeing Coordinator ensures that care plans from health are up to date for use by school first aiders.

Specialist services:

HI (Hearing Impaired) Service Rotherham	Sarah Cadieu Sarah.Cadieu@rotherham.gov.uk https://www.rotherham.gov.uk/xfp/form/306
VI (Visually Impaired) Service Rotherham	Claire Priestley claire.priestley@rotherham.gov.uk https://www.rotherham.gov.uk/disabilities/get-help-child-visual-impairment/1
Educational Psychologist Services Rotherham	Amy Turner amy.turner@rotherham.gov.uk https://www.rotherham.gov.uk/eps/
Mental health counselling	Should be contacted via the SENDCo on 01709828383 https://www.withmeinmind.co.uk/
Rotherham Speech and Language Therapy service.	Genna White genna.letsverbalise@gmail.com www.letsverbalise.com
Occupational Therapist	Sam Shard sam@thelocaltherapycompany.co.uk www.thelocaltherapycompany.co.uk
Gateway Learning Provision	Should be contacted via the SENDCo on 01709828383
Rotherham Parent Carers Forum	https://www.rpcf.co.uk/
Sheffield Parent Carers Forum	https://sheffieldparentcarerforum.org.uk/
Rotherham Sendiass	https://www.rotherhamsendiass.org.uk/home
Rotherham Local offer	https://www.rotherhamsendlocaloffer.org.uk/
Sheffield Local offer	https://www.sheffielddirectory.org.uk/localoffer
Rotherham CAMHS	https://camhs.rdash.nhs.uk/

What training have staff had for supporting a child with SEND?

All staff have received training in working with students with SEND. This is part of our ongoing training programme.

Specialist training in which some staff have participated over recent years includes:

- Thrive and Theraplay training.
- 1st Class@Number 2, Talk 4 Number and Success@Arithmetic.
- Fresh Start.
- ELSA.
- Lexonix.
- Catch up Maths.

How Accessible is the Academy both Indoors and Outdoors?

We pay due regard to the Equality Act and use best endeavours to ensure that our site is accessible to all. Alongside this document is our Accessibility Plan which outlines the action plan in this area. We look at provision for all students on an individual basis, subject to available resources. The following are examples of actions taken to support some students:

- Bespoke rooming to ensure accessibility to all areas of a student's timetable.
- Some specialist equipment and furniture have been purchased as required.
- Equipment and modification of site has taken place for visually impaired students including the modification of steps to ensure they are visible.

- User-friendly documents for parents with an additional need or a requirement for documents in a different language.
- Lifts are available in newer buildings for students with physical disabilities.
- Disabled parking bays are available in both the staff and visitor car parks
- Support on visits, including residential visits, to ensure that SEND students are included in activities outside the curriculum.

How are Parents Involved in the Academy?

'We must have regard to the views, wishes and feelings of the young person, and their parents'
DfE Draft SEN Code of Practice p 12'

The statement above is from the new SEN Code of Practice that was implemented by all schools to support students with SEN, from September 2014. We wholeheartedly agree with this statement and are keen for our partnership with parents and young people to be at the heart of what we do when supporting the learning of those with additional needs in our Academy. Our aim is to successfully engage with parents/carers and make them feel involved in the decisions we make to support students throughout their time at Brinsworth.

Other opportunities to meet and discuss issues with Academy staff take place at key times in a child's education:

- Transition from primary school.
- Transition between Key Stages: KS3 to KS4, and KS4 to KS5.
- Options evenings.
- Preparation for some school trips.
- By arrangement, following APs to discuss any concerns with pastoral staff.
- Parents/carers of students who are receiving SEN support within the Academy including those with an Education, Health and Care plan are invited into the Academy on at least 3 occasions within the school year when targets are set and progress towards them is discussed. This meeting is with key staff involved in the support of the young person, either the SENDCo, member of the Achievement Support team who works closely with a student (lead worker), or a key member of pastoral staff.

Achievement Support staff are involved in other meetings in the Academy for those students with additional needs, eg, early help planning meetings, multi-agency meetings, looked after children reviews, pastoral reviews. Parents/carers can request our presence at any meeting that they are invited to and, if appropriate, we will attend or send a report in lieu of attendance.

How are Young People with SEN Involved in Decisions about their Education?

All students are invited to put their views forward about how they are best supported in the Academy. They are invited to attend any meetings to discuss their SEN and progress in the Academy and given an opportunity to state their point of view if this is not possible or is not their wish.

If specialist services or further referrals are made, the young person's views are always sought and their wishes considered prior to a referral being made.

If a student is deemed as requiring extra support in exams, an application for support will only be made if the young person agrees that this will be appropriate to meet their needs.

What should a Parent/Carer do if they are Concerned Regarding the Provision their Child Receives?

All general concerns should be through the child’s form tutor who will work with their Head of Head of Year to ensure any concerns are addressed in a timely fashion.

If the concern is regarding the provision for a child’s SEN then concerns should be raised with Mr J Brooke (Years 6-8 + learners accessing the MLD resource) & Mrs L Spriggs (Years 9-11 including post 16).

If parents/carers feel that their concerns are not dealt with to their satisfaction, they should contact the Assistant Principal for Inclusion + SENDco, Mrs L Routledge.

If parents/carers remain concerned about any aspect of the provision for their child’s education, they should approach a member of the Senior Leadership Team or the Chief Executive. If, ultimately, no satisfactory conclusion can be reached, it may be necessary to follow the Trust’s complaints procedure.

How will Brinsworth Academy Support Young People in Transitions to the Next Stage of their Education or Life?

What	How	When	Who
Transition 6-7	<ul style="list-style-type: none"> ▪ Meetings with Primaries. ▪ Complete transition documents for SEND pupils. ▪ Establish current code on register. ▪ Establish current provision in primary & plan for provision in September. 	Y6 March-July	SEND Leader for KS3/Transition
Transition 6-7	<ul style="list-style-type: none"> ▪ Lucid (Lass) Testing of Y6-7 Cohort. ▪ Analysis of SATS data & Lucid Data for discrepancies & create ‘watch list’ and share internally (departments and pastoral). 	Transition week	SEND Leader for KS3/Transition
Progress concern raised by home and/or school via AS referral	<ul style="list-style-type: none"> ▪ Complete initial concern checklist to gather the following: <ul style="list-style-type: none"> ○ Pupil & parent voice. ○ Subject teacher voice. ○ Pastoral view ○ Data analysis. ○ Lesson observation. ○ Identify steps. 	Any time	SEND & Pastoral Team/Departments
Progress Concern evidenced	<ul style="list-style-type: none"> ▪ Co-produce & share passport internally. ▪ Add to monitoring register. ▪ Monitor until next progress checkpoint (AP) unless quicker escalation of concern is identified. <p><i>NB: The purpose of the passport is to enable departments/pastoral teams to adjust to universal provision to enable progress. Passports have key information and suggested strategies but not targets.</i></p>	Any time	SEND Leadership

Progress Concern ongoing (despite passport and adjustments)	<ul style="list-style-type: none"> ▪ Co-produce a support plan with SMART targets following further assessment of following; <ul style="list-style-type: none"> ○ Pupil & parent voice. ○ Subject teacher voice. ○ Pastoral view. ○ Data analysis. ○ Lesson observation. ▪ Move to SEND register. ▪ Share support plan home & school. ▪ Identify review point on SEND support plan. ▪ Plan & implement SEND provision/interventions. 	Any time	SEND Leadership/Lead Workers
Progress Concern ongoing & significant after at least x2 terms	<ul style="list-style-type: none"> ▪ Seek advice external agencies including; EP/OT/SALT/ CAMHS/GP/VI/HI services. ▪ Use graduated approach document to establish support implemented already. ▪ Inform Parents. 	Any Time	SEND Leadership/Lead Workers
CAMHS process	<ul style="list-style-type: none"> ▪ Gather evidence & submit CAMHS neuropathway referral. ▪ Change need once received diagnosis. ▪ Updated passport/support plan with any information relevant to education. 	Once completed graduated SEND process	SEND Leadership
EHCP process	<ul style="list-style-type: none"> ▪ Gather evidence & apply for EHCP if school resources are not adequate to support pupil. ▪ Move to E on SEND register once received EHCP. ▪ Create user-friendly version of EHCP with SMART targets. ▪ Share with home/school. ▪ Annual Review x1 each year. ▪ 2 Further review (x1 parents eve & x1 summer term). 	Once completed graduated SEND process	SEND