



**BYRON WOOD
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

SEND Information Report

Updated September 2022

Byron Wood Academy is part of the Astrea Academy Trust. We are a two form entry mainstream primary school and we admit pupils from age 3 to 11.

Our Academy SEND Co-ordinator is Barbara Crawshaw

Our current Ofsted rating is "Good"

The following report has been written in accordance to the SEN Code of Practice:

Under the New SEN 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. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Every child at Byron Wood Primary Academy is treated as an individual. We work with all our children and their families from their own unique starting point, building on their skills to enable them to fulfil their potential and make a positive contribution to society.

We are fully committed to ensuring that every child gets the best possible support we can offer, to help them to make progress and enjoy their learning. We also feel it is important for children to feel valued and happy and make as much progress as possible.

We recognise that pupils learn at different rates and that there are many factors that influence achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which pose barriers to learning; these may be long or short term. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability; the policy covers all of these pupils.

Inclusion at Byron Wood Academy aims to reduce educational failure and maximise potential for all children by supporting children's holistic development and helping to remove barriers to achievement.

Every child is different and has individual needs that will affect their learning. It may be the case that a child needs special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs and Disability Register (SEND) and we will monitor their progress, look carefully at what support they need and keep in close contact with their parents. There are many different ways that children may need support and may benefit from greater differentiation within a classroom setting. Other children may need a specific programme or intervention to help them.

The kinds of special educational needs (SEN) that are provided for in school

There are 4 main areas of SEND need, as identified by the Sheffield Support Grid (SSG):

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social Emotional and Mental Health
- 4) Sensory and/or Physical

Our SENDCO is responsible for Special Educational Needs and Disability and coordinates a team of people to provide additional support to our more vulnerable pupils. There is a teaching assistant allocated to each class and 3 Learning Mentors.

<p>1 What kind of Special Educational Needs are pro Byron Wood Academy?</p>	<p>At Byron Wood Academy provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs
<p>2 How do you ensure children who need extra help are identified early?</p>	<p>Pupils are identified as having SEND, and their needs assessed through :</p> <ul style="list-style-type: none"> • Information passed on from other Nurseries and previous primary schools; • End of Key Stage results and progress data; • Feedback from teaching staff and observations; • Pupil Premium interventions not showing impact; • Referrals from parent/carers • Specialist assessments can be carried out by Speech and Language Support and the Educational Psychologist.
<p>3a How do you judge whether the support has had an impact?</p>	<p>Progress meetings are held each half term in which individual children are discussed and their progress evaluated.</p> <ul style="list-style-type: none"> • Interventions are tracked at the start and the end to monitor how effective they are. • Reports are made to the Governing Body.
<p>3b What arrangements do you have for assessing and reviewing pupils' progress?</p>	<p>At Byron Wood Academy we:</p> <ul style="list-style-type: none"> • Track data each half term and hold pupil progress meetings to review individual progress; • Hold reviews at least three times a year for children who receive SEND support; • Complete annual reviews for children with EHC Plans; • Hold regular parent meetings.
<p>3c How do you teach children with SEND?</p>	<p>Provision for SEND pupils includes :</p> <ul style="list-style-type: none"> • "Quality First Teaching", with appropriate differentiation in place; • Personalised provision through time limited interventions with Assistant Learning Mentors and Learning Support Assistants • Personalised provision through the use of resources and specific teaching strategies • Support from external specialists and alternative provision
<p>3d How do you adapt the curriculum and learning environment for pupils' with SEND?</p>	<p>At Byron Wood Academy provision includes:</p> <ul style="list-style-type: none"> • Curriculum is sequential and builds on prior learning. • Curriculum is planned so that all children can access • Curriculum content is reviewed daily, weekly, termly to enable retention and recall. • Small group teaching that targets specific levels of progress • Differentiated resources and teaching • 'chunked' information and short tasks • Scaffolding to support learning and understanding • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and or examinations • Additional adult support. • Targeted support and interventions. • Environment is calm and clutter free

	<ul style="list-style-type: none"> • Consistent routines
3e How accessible is your school environment?	<p>Byron Wood Academy is a 2 story building with Nursery, Foundation and KS1 Downstairs and KS2 upstairs. There is a lift to the second floor. The building and site is wheelchair friendly</p> <ul style="list-style-type: none"> • There are disabled toilets on both floors. • Classes use visual resources such as visual timetables. • Reception staff and key support staff are trained in basic Makaton signing which they use to support language development. • Communicate in Print is used throughout school to support communication • The playground is accessible via a ramp • Training is arranged from specialist teams to support learners with medical needs such as diabetes, epilepsy and allergies. • There are personalised interventions for children who need additional social and emotional support. • Teachers deliver differentiate lessons to ensure that all children of differing abilities are catered for.
3f How do you support the development of good social, emotional and mental health for children with SEND?	<p>At Byron Wood Academy we offer:</p> <ul style="list-style-type: none"> • An anti-bullying policy that is supported by annual anti-bullying week / Online Safety Week • Assistant Learning Mentors trained in interventions such as Self Esteem, Mental Health First Aid and supporting Attachment Disorder. • Targeted support for individual pupils via the Inclusion Team. • Pupil Voice via the School council • Specialist support from the MAST team, CAMHS and the Educational Psychologist. • A Designated Safeguarding Lead who provides a strong link between parent/carers and school. • Through a mindful approach to PSHE using Jigsaw PSHE scheme of work • Use of Magic Breakfast and mindful mornings
4 Who is your SEND Co-ordinator?	<p>Our SEND co-ordinator is: Barbara Crawshaw SENCO@astreabyronwood.org 0114 272 3624</p>
5 What training have the staff supporting children with SEND had, or are currently having?	<p>Staff have accessed training in the following areas:</p> <ul style="list-style-type: none"> • Use of Numicon to support maths • Supporting Dyslexia • Specific language interventions such as LEAP, Vocabulary Intervention Programme. • Phonics • Supporting children with ASD • Neurodiversity in the classroom • Thrive • Lego Therapy • Team Teach training • Supporting the behaviour of children with communication difficulties • Supporting children with Attachment Difficulties • Trauma Informed Practitioner Training • Supporting children with Speech and language difficulties <p>Byron Wood Academy acknowledges that we need specialist advice and works closely with agencies such as MAST, the Hearing Impaired Service, the Visual Impairment Team, SEND 0-5 Team, Speech and language service, ADHD Nurses, Autism Service, and the locality SEND team.</p>

	<p>Training for medical needs within school is updated annually or as needed.</p> <p>26 members of staff are first aid trained including paediatrics and first aid at work. 6 members of staff are defibrillator trained.</p>
6 How will equipment and resources be secured?	<ul style="list-style-type: none"> • Pupil Premium Funding • SEND Higher level Funding • Support Services
7 How are parent/carers involved?	<p>Byron Wood Academy is committed to building strong working relationships with parent/carers. We do this in a variety of ways including:</p> <ul style="list-style-type: none"> • Newsletters • Attendance newsletters • SEND Parent Drop-ins • Texts about key events • Parent/Carer workshops • Parent evenings • Family Learning • Celebration assemblies • Termly SEND reviews • Annual reviews for children with EHC plans/statements of educational need • Using interpreters for meetings on request
8 How can my child give his/her views about their education?	<ul style="list-style-type: none"> • School council • SEND reviews • Annual reviews • Pupil Voice
9 How are complaints dealt with?	See complaints procedure
10 How are the Governors involved and what are their responsibilities?	<ul style="list-style-type: none"> • The SENDCO contributes information which is presented at the LECC meetings. • The LECC agree priorities for spending within the SEND budget to ensure all children receive the support they need.
11 What specialist services are available to the school?	<ul style="list-style-type: none"> • We work closely with outside agencies such as Ryegate, the School Nursing Team, MAST, CAMHS, the Autism Service, the Hearing Impaired Service, Speech and Language Therapy, Astrea Educational Psychology Service, LA Educational psychology service, Occupational Therapy and Social Care.
12 How do you support pupils' with SEND in transition?	<p>At Byron Wood Academy we support transition in a variety of ways including:</p> <ul style="list-style-type: none"> • Inductions for children starting in EYFS. • Inductions with key staff for pupils transferring to us mid- term. • Social stories / transition booklets are used to support children with SEND as they move to the next year group. • Transition weeks are planned to allow children to get to know their new teachers. Extra visits are planned for children with SEND. • Transition visits with secondary schools and meetings between key staff • Prompt transfer of information – all information relating to Child Protection and SEND is passed on to the new school quickly.
13 Where is your "Local Offer" published?	<p>The "Sheffield Local Offer" is available on the Sheffield City Council Website http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml</p>

