

## **Barnhill Community School SEND Information Report 2023/2024**

### **Aims of Barnhill Community School to support pupils with Special Educational Need:**

1. Setting suitable learning challenges
2. Respond to students diverse learning needs
3. To help students overcome potential barriers to their learning
4. Using the graduated approach (assess, plan, do, review) as introduced by the new SEND code of practice (2015). In small number of cases, despite the amount of high level of support given, the pupil's needs are not being met. This is when a process of an EHCP application will take place.

### **How are students identified as having a Special Educational Need?**

1. Students are identified with SEN usually through our partner primary schools.
2. Students may also be identified as having SEND when attending Barnhill Community School if not previously identified.

Overall students with SEND are regularly reviewed with a 'SEN Support Plan'. This is put in place by the SENCO. The review usually takes place with the parents/guardian and the student. Pupil progress with EHCP's (Education Health Care Plans) is reviewed annually as recommended by legislation.

### **Support students in the classroom.**

1. Teachers are expected to differentiate according to individual needs of the pupils
2. Withdrawals for individual or small group interventions
3. In class support by teacher or learning support assistant
4. Additional pastoral or medical support
5. Use of specialist equipment
6. Specific resources and strategies are used where appropriate.
7. The school's curriculum takes into account a wide range of pupils needs.
8. Where applicable, evidence is provided to support pupils for exam arrangements and these made in accordance to school policy.

### **What Therapeutic Interventions are offered during the school day?**

- Social skills
- Learning Mentor and Friends for Life Programme

- Bespoke timetables
- Behaviour support
- Organisational skills
- Support from outside agencies (Physiotherapy, Educational Psychologist, Speech and Language Therapist, Hearing Impairment, ASD Specialist Teacher)
- Art therapy
- Movement and OT
- Zones of Regulation
- Emotional Literacy
- Comprehension
- Lexia
- Life Skills

### **The SEND Team at Barnhill Community School**

- Mrs C Gibbons - SENDCo
- Amanda Martincevic – Assistant SENDCo/SEND provision specialist and programmes manager
- Nigel Wakefield – HLTA – Therapeutic interventions
- Soma Battercharjee – HLTA – Access Curriculum/SALT
- Matthew Gardener – HLTA – Life Skills
- Oumeela Beezmohun – TA
- Dee West – TA
- Ally Frost – TA
- Mariella Shutler – TA
- Sarah Irwin –TA
- Zara Martincevic – Learning Mentor
- Dhanali Disanayayke -TA
- Annabel Mogley - TA
- Beverly Hughes – SEND Admin

### **Parents**

The school will work closely with parents in the following ways:

- Individual meetings to discuss needs and transitional needs
- Parents are encouraged to discuss any issues with form tutors, heads of year and SENCO.
- Parents/guardians are invited to review meetings to discuss progress and targets of individuals.
- The school will hold annual reviews for pupils with EHCP.
- The school works closely with LEA and parents to ensure the differing needs of pupils are achieved to their full potential.

## Profile of pupils with SEN

a) Areas of need (total numbers on school's SEN Register)

Total number of students with EHCP's = 14

Total number of students offered SEN Support = 122

Autistic Spectrum Disorder	Hearing Impairment	Moderate Learning Difficulty	Physical Disability	Social, Emotional and Mental Health	Specific Learning Difficulty	Speech, Language or Communication Need	Vision Impairment
53	9	35	5	19	1	67	1

Total number of students on SEND register: 131

Total number of students with more than one need: 59

## Pupil and parental involvement in annual review meetings

Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/involved in their child's annual review meeting
100%	100%

## Accessibility

Accessibility of the school buildings, curriculum and printed materials and plans to extend this, as required by the SEN and Disability Act 2001, Disability Equality Scheme.

Information to be provided in Annual Governors' Report to Parents	Where information may be found
<ul style="list-style-type: none"><li>• A description of the admissions arrangements for pupils with disabilities</li><li>• Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils</li></ul>	<p>School's SEND policy</p> <p>SEND policy</p>