



SEND Intent

Through careful planning, strong communication and links to, and between, families, school and professionals, Birley Spa Primary Academy provides an inclusive educational experience for all of our pupils. Where additional factors affect, or could start to affect, a child, it is the responsibility of our whole team to ensure that any barriers are addressed and any amendments or reasonable adjustments are made. We expect all children to make strong progress from their individual starting points and achieve this by liaising with professionals from Health, Education and Social Care, alongside families, to ensure that all Birley Spa children succeed.

We use the Assess, Plan, Do, Review cycle to ensure high-quality, accurately pitched provision which impacts on the children by either preparing them with life skills, closing gaps in learning or overcoming barriers to learning. We adopt a flexible approach to staffing and resources based on our cohorts' needs and review this regularly.

Any additional funding is used to provide bespoke learning opportunities for our children with the highest level of need and we work consistently and regularly with outside agencies to ensure that the most effective practice is implemented for these, and all of our children with SEND.

How do we know pupils with SEND are well taught?

- Children make at least expected progress against their personal targets;
- Children are positive when talking about their time in school;
- Children access provision which is tailored to their needs a balance of classroom provision with structured, short term intervention;
- Children access challenging work at their individual levels;
- Parents recognise high levels of confidence, pride and progress for their child;
- SMART targets are set, implemented and assessed regularly;
- Staff manage all children's learning skilfully within the classroom before seeking additional support for a child;
- Children are proud to show their books and learning evidence which show clear progress;
- Children's provision is tailored to allow them to independently access the resources they need;
- Where children are able, gaps between themselves and their peers close over time;
- Children leave us prepared for the next phase of their education.



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How does the class teacher support the child?

- Ensure academic differentiation to enable the vast majority of children to access learning within the classroom or group;
- Develop bespoke learning packages for individual children, where appropriate;
- Accurately assess progress, strengths and gaps in learning to plan next steps;
- Set short-term SMART targets for individual children;
- Plan and monitor opportunities to practise and apply targets throughout the curriculum;
- Communicate clearly and regularly with parents;
- Promote tolerance and respect for all children;
- Identify and introduce resources to enable independence;
- Pre-teach new concepts where this will help a child to work confidently;
- Direct support staff to ensure that interventions have a timely impact;
- Feedback observations, concerns or suggestions to the SENCO.

How do support staff support the child?

- Ensure that the health and safety of the child and themselves is always the priority;
- Accurately record progress, strengths and gaps in learning against areas set by the teacher;
- Communicate clearly and regularly with class teachers and parents;
- Liaise closely with class teachers to identify targets and next steps;
- Promote tolerance and respect for all children;
- Identify and introduce resources to enable independence;
- Present evidence that interventions have had a timely impact as part of pupil progress meetings;
- Feedback observations, concerns or suggestions to the SENCO;
- Maintain their level of expertise by engaging with all training opportunities.

If adjustments within the classroom or curriculum do not enable the child to succeed, the SEND team then becomes involved to support the staff responsible for the child.

How does the SEND team support the child?

- Strategically lead the provision of special needs;
- Support teachers to understand their children's needs;
- Guide teachers to make classroom-based adjustments in the environment and their practice;
- Organise and oversee the implementation of targeted support;
- Seek and work with professionals outside the academy;
- Arrange opportunities for all stakeholders to meet regularly to plan for the needs of the child;
- Liaise with the Head of School and Site Manager about any health or physical needs of a pupil;
- Arrange staff training and keep this up-to-date;
- Hold teaching staff to account for children's progress, provision and achievement;
- Analyse the effectiveness of provision at all levels;
- Apply for My Plans, bids or EHCPs where necessary to secure provision for a child.

How does the parent work with the school?

- Provide insight into the child's abilities, interests and limitations;
- Attend all meetings about the child's needs/progress;
- Update the school with information from other professionals if necessary;
- Engage in target setting;
- Work on targets at home;
- Ensure the child attends school every day (with the exception of medical appointments/absence related to disability).



SEND graduated response at Birley Spa

Classroom

- Quality first teaching;
- Regular use of AfL to assess, plan, do and review;
- Use assessment data to identify starting points/progress;
- Set SMART targets;
- Communicate with parents;
- Select high quality resources to aid understanding;
- Zones of Regulation to support emotional wellbeing.

Targetted support

- Pre-teaching from the class teacher;
- Small group teaching (where appropriate);
- Use of bespoke resources, e.g. reading ruler/ word mats.

Interventions:

- Lexia;
- Precision teaching;
- Fluent in 5;
- Toe-by-toe;
- NELI;
- LEAP;
- Speech and language;
- Handwriting;
- Fine/gross motor skills;
- Food therapy;
- Lego therapy;
- Theraplay;
- Sensory play;
- Yoga nurture;
- Sports mentorship;
- One-to-one academic support;
- Transition support;
- Amazing me (SEMH);
- Colourful semantics.

Outside Agencies

- Learning Support Team;
- Educational psychologists;
- Transition team;
- Education Welfare Officer;
- Ryegate;
- Autism Education Team;
- Behaviour Support Team;
- Inclusion Team;
- Learning mentors;
- CAMHS;
- Social Care;
- Looked After Children team;
- Speech and Language team;
- School Nurse;
- Physiotherapists;
- Occupational therapists;
- MAST;
- Young carer's team.

Personalised provision

- Child's abilities are assessed using specific criteria, e.g. Birmingham Toolkit, Autism Framework;
- Education is pitched at a significantly different level to the child's chronological age;
- A practical, skills based curriculum;
- Shorter, focused sessions;
- Focus on social skills and functional skills;
- Led by trained staff or providers;
- Implemented alongside health professionals' guidance;
- EHCP implemented to support the child until the age of 25.