

Special Educational Needs and Disabilities (SEND)

The Dearne ALC is an inclusive school, and we therefore aim to fully include all pupils, regardless of any special educational need or disability, in all aspects of the curriculum, as well as extra-curricular activities. We actively promote and ensure there is ongoing communication between teachers, pupils and parents/carers, as we feel that for everyone to be well-informed and to work collaboratively is the best way to support our learners.

Faculty Members

- Head of SEN - Ryan Purdy
- Second in SEN - Mel Shaw
- HLTA (English) - Jodie Murray
- HLTA (Maths) - Marie Clarke
- TA - Heather Smith
- LSA - Graham Stewart
- LSA - Jayne Waite
- LSA - Julie Roper
- LSA - Kerry Kitchen
- LSA - Pam Power
- LSA - Tony Connolly

Transition from Primary School

During the Summer Term of Year Six, children are invited to attend the school for two days a week for several weeks. They will have the opportunity to explore the school grounds, to meet their future teachers and peers and to experience lessons across a range of subjects.

Bespoke and extended transition visits for pupils with SEN are also offered and may include additional familiarisation visits, parent/carer visits to the school and other reasonable adjustments to ease transition between Primary and Secondary settings.

The SEN Faculty has a proud tradition of hosting the 'Pirates and Pyjamas' evening. This is an invitation-only event for pupils with SEN who will be transitioning

to Year 7. A range of activities and games are organised and both the staff and pupils attend in fancy dress.

For children with an EHCP/Statement in transition years the SENCO and Transition Manager will seek to attend annual reviews for the children at their feeder school to ensure that there is clear continuity in terms of support and information sharing.

Assessment of Special Educational Needs

Often, pupils with SEND have been identified during their time at Primary School. We have close links to our feeder primary schools and this information is therefore passed on to us as part of an extended transition.

There are other ways in which SEND may be identified, including:

- Referral of concerns by a parent/carer
- Referral of concerns by a Teacher/Key Worker/Form Tutor/Head of Year
- Referral of concerns by the pupil themselves
- School progress and attainment reports show a pupil is making less progress than their peers
- Cognitive Assessment Tests (CATs) taken in Year 7 indicate a potential SEND
- Other literacy/numeracy/in-school tests indicate a potential SEND
- External tests or an external agency (an Educational Psychologist or medical professional for example) makes contact with the school with information relating to a potential SEND

In each of these cases, parents/carers will be contacted by a member of the SEN Team or SENCo to discuss the possibility of the pupil being added to the SEN Register and offered additional/alternative support or provision to suit their individual needs.

The school makes use of a number of 'in house' tools such as Lexia and LUCID software and the GRT and WRAT paper-based tests in order to gather further information about potential SENDs.

We also work closely with external agencies such as:

- Child and Adolescent Mental Health Service (CAMHs)
- Barnsley Educational Psychology Services
- Barnsley Educational Specialist Support Team (BESST)
- The school nursing service
- Educational Welfare Officer (EWO)
- Family Intervention Service (FIS)
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)

It is usual practice for all referrals to external agencies to first be discussed with parents/carers, and only made if all parties are in agreement.

How pupils with SEND are supported in school

A fully accessible site

The school is wheelchair accessible, with access to all floors and classrooms by multiple elevators. There are height-adjustable desks and the equipment used by pupils is reviewed, with the input of an Occupational Therapist where necessary, to ensure that it is accessible to pupils with SEND. In addition, there is a Medical Room and a Wet Room on the ground floor, which may be used by pupils.

A bespoke support package - designed to suit each individual

The most effective way to support the learning of any pupil is through Quality First Teaching – whereby activities and resources are differentiated to meet the needs of individuals and groups of pupils. In every lesson, every pupil should be challenged, but also given appropriate support by their class teacher, to enable them to achieve their full potential.

If the need for additional support is identified, a pupil will be placed on the school's SEN Register. Once placed on the SEN Register, the level and type of support provided for a pupil will depend upon their individual needs. This is known as 'graduated' support.

All pupils on the SEN Register are invited to co-produce a One Page Profile which is used to inform all relevant teaching staff how best to support them in lessons. Parents/carers are also invited to contribute to this document.

Some pupils will receive additional support in their lessons, including:

- Support from an additional adult, such as a Learning Support Assistant (LSA)
- Individual/small group/targeted intervention led by a Higher Level Teaching Assistant (HLTA)
- Specialist equipment (such as ICT, dictaphone, adapted furniture or other classroom equipment)
- The use of a coloured overlay, time out pass, or other 'toolkit' specific to their needs

Outside of lessons, certain pupils may also:

- Attend regular literacy or numeracy intervention sessions
- Attend regular mentoring sessions with a named key worker
- Attend Social and Emotional Aspects of Learning (SEAL) group sessions
- Attend Lego Therapy group sessions
- Attend Breakfast Club and/or Pizza Club
- Attend regular Emotional Literacy mentoring sessions with the 'in-house' Emotional Literacy Support Assistant (ELSA)
- Make regular use of the Lexia and/or Lucid programmes to improve literacy
- Make regular use of the Accelerated Reader programme
- Attend Learning Support Homework Club

The school library is open to all pupils and provides a calming and relaxing environment for individual or group study. The School Librarian offers training to Student Librarians such as desk duty and helping to catalogue, label and shelve books. The Homework Club is coordinated by the LSA team on Tuesdays and Thursdays after school in the library.

The Hub is the base of operations for the SEN Team and has an open door policy to all pupils. Breakfast Club is offered from The Hub and this is a time when pupils can informally come and discuss any concerns or worries they may have.

In very specific circumstances, the school supports a limited number of pupils in alternative learning facilities such as The Bridge and Ethos and Engagement; referral is by arrangement with the relevant Head of Year or Inclusion Manager.

For certain pupils, when the traditional curriculum might not be suitable, a more personalised curriculum may be offered. We currently deliver courses which lead to the award of NCFE Vocational Certificates in Creative Craft and Cookery, for example.

The Dearne ALC has links to Barnsley College and we are looking to develop our relationship with the college, and other settings, in order to ensure a greater opportunity for all of our pupils to succeed.

SEN Support Staff

The staff at The Dearne ALC have a broad range of experience and qualifications to complement the needs of pupils. Teachers, Learning Support Assistants and Higher Level Teaching Assistants undertake regular and frequent training to ensure that they are able to support and challenge students across the full range of the curriculum. This includes SEND awareness, Safeguarding and effective classroom support strategies. Staff also undertake more specialist training to support pupils with complex needs.

Examples of some of the courses, qualifications and training undertaken by our Learning Support Assistants and Higher Level Teaching Assistants include:

- Team Teach training
- E-Vac Chair training
- Safeguarding in Education
- E-Safety Awareness
- First Aid at Work
- People Moving
- Manual Handling
- Mental Health Awareness
- ELKLAN (Speech and language training)
- Teaching literacy/numeracy basic skills
- MIDAS Minibus training

Further links

Links to useful websites

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.gov.uk/children-with-special-educational-needs>

The SEND Local Offer describes the services and provision that are available both to those families in Barnsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need:

<http://fsd.barnsley.gov.uk/kb5/barnsley/fisd/localoffer.page>

The British Dyslexia Association offers some helpful advice to parents who feel that their child may have dyslexia:

<http://www.bdadyslexia.org.uk/>

How parents/carers can support their child at home

At the Dearne ALC, we recognise that working closely with parents and carers is essential to ensure that pupils are fully supported to achieve the best results that they can.

You can support your child by ensuring that you attend all meetings to discuss their progress, including Parents' Evenings and SEN Review Meetings, and by contributing with your views about how they can be supported and challenged in every lesson in school.

You could also encourage your child to attend specific support and intervention sessions, which are run by the SEN Faculty outside of lesson time – before and after school.

Please ensure that your child is fully equipped for the school day and that they understand and complete their Super Study/Prep (homework) to the best of their ability. You can view what homework has been set on the website www.showmyhomework.co.uk and in your child's planner. If your child is struggling with a particular piece of homework, ask them to come to Homework Club after school on a Tuesday or Thursday in the library. A member of the SEN Faculty will be there to offer advice and support.

If you do have any concerns about the progress that your child is making, particularly if you think that they need additional support, then it is important that you contact Mr Purdy or Miss Shaw at school.

Support for Examinations

The school aims to prepare pupils for their exams and life after they leave education and will therefore not provide unnecessary support as this may prevent pupils from developing important skills. However, we routinely assess pupils to identify when support is required and will make applications to the relevant examination bodies to ensure that appropriate and timely arrangements are in place for eligible children. Testing for exam arrangements begins in Year 9 at the earliest.

Examples of exam access arrangements that are commonly granted include:

- 25% extra time
- Supervised rest breaks and/or a separate room to take examinations
- The use of a coloured overlay

- The support of an adult to read text
- The support of an adult to scribe (write for the pupil)
- Permission to use a laptop to respond to exam questions

It is also possible to provide texts with an adjusted font, size or colour, when this is necessary.

Support for transition to Post 16

From Year 9 onwards, we will discuss children's hopes for the future and other aspects in preparing for adult life. If a child has an EHCP/Statement then a representative from the Targeted Intervention Advice and Guidance service will be invited to attend their Annual Review meeting to offer their expertise in careers and further education.

In Year 11, visitors are also invited from local colleges to get to know the pupils before they transfer to their settings. This enables all information to be shared and an appropriate support package to be put in place before they transition to Post 16.

Our Careers Advice Officer, Cathryn Carruthers, offers support to pupils in Year 11 and guidance interviews, upon request. Pupils are also given opportunities to attend open days, visits and career fairs with the careers team.