



Barlby High School Special Educational Needs and Disabilities (SEND) Report 2022-23

Welcome to Barlby High's SEND report 2022-23. We hope you will enjoy reading about and seeing the variety of ways in which we are able to support SEND students to reach their full potential.

At Barlby High we welcome every student into our school community and believe that they should be provided with every opportunity to achieve their full potential. We recognise that every child is unique, with their own set of abilities and talents, and all deserve to be recognised and known as an individual.

Currently we work with students with a wide range of additional needs including, Dyslexia, physical difficulties, speech language and communication difficulties, Autistic Spectrum conditions, more general learning difficulties, those with rare syndromes, hearing and visual impairment and attention deficit disorders.

We have a fully accessible main school building that is DDA compliant. In addition we have three mobile classrooms that are not accessible. Every effort is made to timetable children with additional needs in the main school building.

Our Academy ethos is based on our motto which is:

'Together, a place to thrive'

Every student at Barlby High School has the opportunity to follow all National Curriculum subjects as well as following an appropriate Key Stage 4 curriculum pathway.

We are committed to narrowing the attainment gap between SEND and non-SEND students. This is accomplished via quality first teaching and a range of additional to and different from interventions that suit an individual's need. This can include short-term interventions developed on an individual needs basis.

If your child has a special educational need or disability, and you would like to know more about what we offer at Barlby High School, then please contact us on: 01757 706161 or email: r.anderson@bhs.hslt.academy (SENDCo)

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Supporting our students with SEN

Students are quickly “known” at Barlby High, with many visiting in both Years 5 and 6, and consequently we are constantly monitoring their progress. Identifying students with a SEND comes from a variety of sources:

- The primary school teachers and/or primary school SENCO
- The Barlby teachers
- Parents and carers raise concerns
- The students themselves talk to a member of staff
- Other professionals who may be working with our students in another capacity

In Year 7 students undertake a variety of assessments including reading, spelling and numeracy, as well as Cognitive Ability tests. These assessments give us a great deal of information and help us to identify learning gaps with an individual's attainment. Any discrepancies in scores are referred to the Learning support department who will then undertake a variety of different assessments. Assessments identify a variety of interventions suitable to each child which is then supported by staff both across the school and in the Learning support department

Assessment of all students are completed formally at set points in the year and the results shared with parent/carers through student reports. The data from the formal assessments is used to accurately track student progress where your child will be set challenging targets in all subjects.

All SEND information received by the school is shared with all teaching and support staff so that all the adults supporting your child has all the information they need. ‘My Support Plan’ will be created for all students with a recognised SEND need, and these will be shared with parent/carers and updated annually.

In school we share examples of good practice during department meetings alongside teaching and learning training with all staff. Sharing information enables colleagues to work together to overcome learning barriers. Sharing of good practice may also be shared with other schools within the Trust where appropriate.

We celebrate learning achievement at the close of each lesson and throughout the academic year.



1. What are the different kinds of SEND that are provided for/supported at Barlby High?

Barlby High School is an inclusive school and supports all students with SEND.

There are four broad areas of need outlined in the SEND Code of Practice (2014):

- o Communication & Interaction
- o Cognition & Learning
- o Social, Emotional & Mental Health (SEMH)
- o Sensory & physical Needs.

Students are deemed to have a special educational need if they:

- o Have significantly greater difficulty in learning than the majority of their peers; either temporarily because of medical, social or emotional difficulties; or permanently.
- o Have a disability which either hinders or prevents them from making use of the educational facilities that would usually be provided for students of the same age.

We support the needs of students with SEMH through Thrive sessions with a trained practitioner and through the support of our Student Welfare Team.

The SENCO supports students and Parents/Carers in their transition from Primary school by attending transition reviews in order to prepare an effective transition package so the individual needs of the student can be met.

2. Who is the named Special Educational Needs and Disability Co-ordinator (SENDCo) and how does Barlby High identify and assess the needs of students with SEND? What should I do if I think my child/young person may have special educational needs?

The SENDCo is Mr Richard Anderson and he is the member of staff at Barlby High who makes decisions and develops support for students with SEND, alongside the Vice Principals, Principal and governing body. If you are concerned your child may have SEND, of any form, please do contact Mr Anderson:

Telephone; 01757 706161.

Email: r.anderson@bhs.hslt.academy

His daily responsibilities include providing support for students identified as SEND, including those with Education Health and Care (EHC) plans and their families. He is supported by a SENDCo Administration Assistant who is responsible for communicating with parents/carers of students with SEND and any external agencies who may offer support.



Identifying students with SEND

Many students who need extra help or who have SEND are identified through the transition process. This is when information is gathered from our feeder primary schools and also from the information provided by parents/carers before their child starts in Year 7.

Before students arrive at Barlby High School the Year 7 Year leader and/or SENCO will visit students in their Primary school setting and gather information from their class teacher/SENCO. In September Year 7 students complete a cognitive ability test (CATs), and an NGRT reading test.

There is a 'meet the tutor' night within the first term which gives parent/carers the opportunity to meet with their child's Form tutors to discuss how they've settled in over the first few weeks.

All students new to the school, regardless of year group, will sit the same assessments and parents/carers of students in Years 8-11 will be contacted via letter if an intervention is to be run.

Where necessary, individualised support information in the form of a 'My Support Plan' will be produced for students with SEND. These will be kept on school file and discussed with parents/carers before being shared with teachers. Individual support plans may include:

- o A student's learning targets and desired outcomes
- o Details of strategies used in the classroom to support learning
- o Details of academic and pastoral interventions
- o Dates when a student's progress will be reviewed across the academic year.

Students who have more complex needs, and require a higher level of support, may need to be referred to NYCC for an Education, Health and Care Plan (EHCP). There are statutory guidelines and processes to follow in this process, as detailed within the SEN Code of Practice (2014).

3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

Positive partnerships with parent/carers play a vital role in enabling students with SEND to achieve their potential at school. Barlby High values its links with parents/carers and recognises that they provide the greatest sources of information and support for their children.



The SENCO, or a member of the Learning Support Team, is available at every parent/carer evening event for discussions about students' needs and to receive parent/carer views. Regular meetings are held for students in receipt of SEN support to review provision and progress through the 'My Support Plan'.

Any additional intervention that a student may receive will be communicated either via email or by telephone at the earliest opportunity. The SENCO can be contacted by phone or email to discuss any concerns and all communication is welcomed.

On-going communication with school may also include:

- o Regular contact by telephone or by email to keep you informed of things that are going well or particular successes
- o More regular meetings to update you on your child's progress and whether the support is working
- o Clear information about the impact of interventions
- o Guidance for you to support your child's learning at home

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

Students and young people with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of assistance they would like to help them make the most of their education. For this reason, students are regularly invited to share their views with the SENCO and Learning Support department. Students are encouraged to participate in, and contribute to, all the decision-making processes that impact upon them, including the type of support that suits them best and how this looks in lessons.

For those students with an EHCP, they are invited to participate in all parts of the annual review process, including the face-to-face meetings if they want to.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?

All members of staff are responsible for teaching, assessing, monitoring and tracking the progress of all students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents/carers as per the school calendar. All students



with SEND should make at least expected progress, in line with their peers, and all are set ambitious targets to achieve by the end of Key Stage 4. Class teachers are responsible for the progress of all students in their classes and Faculty Leaders, Heads of House, the SENCO and other members of the Senior Leadership Team regularly checking on academic progress.

Students are informed of their progress at key points within a lesson through teachers' verbal feedback. They are also likely to complete assessments at the end of 'Units of work' and through summative assessments at strategic points throughout a Scheme of Learning as identified by the Head of Faculties.

The Learning Support Team produce 'My Support Plan' for selected students to share with teaching staff about their preferred learning strategies, any academic interventions they receive and any other information that may make a positive difference to their learning and progress. The MSPs are also shared with parent/carers for their input and feedback as it is the parents/carers that know their children the best!

Where a (new) barrier to learning is identified, the school will follow an 'Assess, Plan, Do, Review' approach to address these difficulties encountered by the student and develop the 'My Support Plan' accordingly. When a student moves to Barlby High we will ensure that any relevant information is updated and shared with relevant staff.

Students and parents/carers will receive 3 termly academic reports and, depending on the year group, have up to 3 opportunities to meet with staff to discuss student progress. However, the SENCO and all members of staff are more than happy to meet with any parent/carer at any mutually convenient time to discuss any student – just contact school to make an appointment with the relevant member of staff.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

The transition from primary to secondary school, and then from secondary school to a place of further education for post-16 education, is very carefully implemented for students with SEN. These transition phases are overseen by the SENCO, and have to be bespoke to individual student's needs, but typically include several visits to the new education establishment. The SENCO tries to arrange; opportunities for our students to meet new staff that they would potentially be working with; peer buddies and key workers for when they start at the new establishment and also to understand where they can find help and advice.

For those moving specifically from Year 6 to join us in Year 7, additional transition days are made available for these students through our Barlby BATs summer school programme. These sessions provide opportunities for students to meet



with peers from other schools as well as current students at Barlby High. They will meet members of teaching staff and teaching assistants and take part in specially organised lessons. They all have the opportunity to explore the school to become familiar with it before starting in September.

For the most vulnerable and anxious students, further individual visits can be arranged by contacting the Year 7 Transition Lead, Mr Simon Rinaldi, or the SENCO, Richard Anderson.

In Year 9, all students with SEN are supported, with their parent/carers, throughout the options process and are made aware of the full range of GCSE and vocational courses that are appropriately challenging and which meet the intended outcomes for the student.

Also from Year 9 onwards, an independent careers advisor is available for one-to-one consultations with students with an EHCP and she produces a report for their annual reviews. It is intended that all students in Year 10 will be beginning work experience placements again and those with SEND will be supported in finding appropriate placements. Some students with EHCPs are assisted during their work experience placement by a member of the Learning Support Team.

Year 11 students with SEND are supported in finding appropriate post-16 courses and additional support from school staff is offered to help complete any further education or work applications.

7. What is your approach to teaching children and young people with SEN?

At Barlby High, all teachers are teachers of students with SEND and are responsible and accountable for the progress and development of all the students in their classes. All staff members receive regular training about best practice in identifying, assessing and making appropriate provisions for students with SEND within their classroom via quality first teaching strategies. Information booklets and 'one-minute guides' have been provided by the SENCO for all teacher files as an easy to reference resource.

Wherever practically possible, Teaching Assistants work with the same students within the same subject areas to ensure consistency of experience for the student and the member of staff as they attend all the same lessons each week.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Barlby is a fully inclusive mainstream secondary school. The main methods of provision made by the school are;

- Top priority given to high quality, inclusive teaching in every classroom.



- Full-time education offer provided to all students with a more bespoke curriculum offered to those with SEND where appropriate.
- Classroom layouts and seating plans designed to consider individual needs.
- Where necessary, support is provided in class for students.
- The potential to withdraw a student for small-group intervention classes and/or support if this is deemed to be beneficial to the individual's well-being or academic progress.
- Use of assistive technologies where appropriate
- Exam Access Arrangements are applied for those students who need the extra support to perform at their best in the GCSE exams.
- School trips and extra-curricular activities are supported where necessary to ensure SEND students can participate fully
- Student access to supported areas at break and lunchtime that allow for the students' varying levels of need within large open spaces and/or crowded spaces.

9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support the children with SEN is current? How do you access and secure further specialist expertise?

All staff receive regular training to enable them to meet a range of SEND needs. Teachers also have regular SEND-based training to support the individual needs of students which is based on the most up-to-date academic research available. If a student has a particular need and the school has already made use of its own expertise, the SENCO will seek further assistance from outside agencies. Before doing so however, we will always discuss this first with parents/carers to seek their consent. We have a positive relationship with other professionals and these organisations include:

- Selby SEND Hub
- Educational Psychology Service
- Hearing Impairment Outreach Team
- Vision Impairment Outreach Team
- Medical Needs Outreach Team
- Physical Needs Outreach Team
- Child and Adolescent Mental Health Service
- The Prevention Service
- Inclusion Officers
- Healthy Child Practitioners
- SENDIASS
- Minority Ethnic Achievement Outreach Service.



10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?

The progress and attainment of all children at Barlby High is a top priority for all concerned and, as such, it is carefully monitored and reported to parent/carers. Barlby High tracks progress through regular assessments and the reporting cycle. If a student is provided with 'additional and different' provision/interventions, then these are carefully monitored and tracked too. A student's academic report, and analysis of formative and summative assessments, enable the SENCO, staff and parents to measure progress made and identify any areas of potential concern.

The effectiveness of interventions is evaluated through an initial 'baseline' assessment which is then repeated at the end of the intervention to measure progress and impact. Consultations with parents/carers at regular points throughout the academic year also highlight areas of effective provision and areas for development.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

All students are actively included in a wide range of curricular and extra-curricular activities including; school visits home and abroad and 'Personal Development' days. Support is always available for students with a SEND to access any activity or opportunity that they are interested in.

Students with SEND are taught within a combination of mixed prior-attainment teaching groups and have the opportunity to participate in every extra-curricular activity the school offers. Risk assessments are taken for all school trips and, where necessary, individual risk assessments are made in conjunction with parents and staff. This enables all students to be full and valued members of the school community.

12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND, and measures to prevent bullying.

Students with SEND may benefit from having a key worker who can offer additional support to them and their parents/carers.

The Learning Support area is available for students with SEND at break and lunchtime where members of the team are on duty to talk to students.

Each student is part of a Form Group, Year Group and House Group. It is intended that students will remain with the same Form Tutor for their time at the school as this helps tutors to develop positive and supportive relationships with the students in their tutor group. SEND Students are carefully matched to their Form Tutor and Form Group. The Form



Group have 25 minutes together each day which allows opportunities to create those strong bonds.

13. How do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND needs and supporting their families?

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and the Selby SEND Locality Hub, to help us to deliver appropriate support and interventions. If we feel that the involvement of another agency/outside professional will help us to meet your child's needs, we will make contact with you and ask for your consent. You can find a link to the North Yorkshire Local Offer on our website.

14. What are the arrangements for handling complaints from children with SEND about the provision made at Barlby High?

It is always best to approach the SENCO in the first instance to see if your concerns can be addressed immediately. If a concern cannot be resolved via this channel then the formal complaint procedure is published on the school website.