



Barnwell Academy

Learning Together and Having Fun

Parent Information

Special Educational Needs and Disabilities Information Report 2026

Introduction

As an Academy, we adopt similar strategies to meeting the needs of pupils with Special Educational Needs and /or Disabilities as that of maintained schools. We are supported by Sunderland Together for Children to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date LAs and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.



Barnwell Academy

Learning Together and Having Fun

What is the Special Education Needs Information Report?

Schools utilise the Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

Questions

Please read the questions below for more information about the Special Education Needs Information Report for Barnwell Academy.

Question 1

Who are the best people to talk to in school about my child's difficulties with learning, Special Educational Needs or disability (SEND)?

The Class Teacher

Responsible for:

- Personalising teaching and learning for your child as identified in the school's provision map.
- Monitoring progress against intended outcomes of provision.
- Consulting with the SEND Lead Teacher as and when needed.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with SEND.

The SEND Lead Teacher: Mr Aaron Frier

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with SEND
- Ensuring that parents are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting



Barnwell Academy

Learning Together and Having Fun

- involved in reviewing how they are doing
- Liaising with other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, etc.
- Maintaining school's SEND files (a system for ensuring that all the SEND needs of pupils in school are known).
- Monitoring the long term progress of all SEND children.
- Providing specialist support for teachers and support staff in the school so that they can support children with SEND in the school to achieve the best progress possible.

The Headteacher, Mr Kris Sadler

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher gives responsibility to the SEND Lead Teacher and Class Teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governors: Mrs Julie Vincent

Responsible for:

- Making sure that the necessary support is given for any child in school, who has SEND.

School contact telephone number: 0191 5844440

Email: office@barnwellacademy.co.uk

Question 2



Barnwell Academy

Learning Together and Having Fun

What are the different types of support available for children with SEND in our school?

- a) First and foremost, the Class Teacher meets the diverse needs of all children, including those with SEND, through class teaching that is personalised to individual needs and learning styles. This is known as Quality First Teaching (QFT).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in the class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different teaching strategies are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or ICT, for example.
- Specific strategies (which may be suggested by the Inclusion Manager) are in place to support your child to learn.
- Your child's teacher carefully checks on your child's progress and decides where your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your views and your child's views will be requested to develop a 'Support Plan'. The Support Plan is a document that encapsulates your child, detailing strengths, support needed, likes, dislikes, etc. The Support Plan includes 3-4 targets for your child, reviewed each term or sooner if need be.

Specific group work

Focussed groups which may be:

- Run in the classroom or outside if appropriate.
- Run by the Class Teacher, Higher Level Teaching Assistant (HLTA) or Teaching Assistant (TA).



Barnwell Academy

Learning Together and Having Fun

- b) Specialist groups run by outside agencies e.g. Speech and Language Therapy

SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SEND Lead Teacher/ Class Teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- LA central services - such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies - such as an Education Psychologist (EP).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better in order to better support them in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is supported in school.

c) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching, and/ or they have significant sensory and/or physical difficulties.



Barnwell Academy

Learning Together and Having Fun

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and focussed group work.

With an EHCP, your child will also have specialist support from a professional outside the school.

This may be from:

- Local Authority central services
- National healthcare professionals
- Outside agencies such as the Speech and Language Therapy (SALT) Service

To obtain a Statement or EHCP for your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the type of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.



Barnwell Academy

Learning Together and Having Fun

- The EHCP will outline how your child should be supported, i.e. recommended hours of individual, group or whole class support and recommended strategies that must be put in place. It will also have long and short-term goals for your child.
- Additional support will be provided by identified key staff. Usually, your child will receive support via a class teaching team (Class Teacher and support staff), rather than any one individual. This approach avoids over-reliance on one staff member.

Assessment

Your child will be assessed against common criteria called the SEND Ranges. The Ranges is used across Sunderland and provides detail on the level of need your child requires. If your child is assessed within a range 1-3 their needs will usually be met in school at a school support level. A child with a range 4 or above would have complex needs that may require an Education, Health and Care Plan (EHCP). Their needs would be assessed carefully and met in school where possible.

Question 3

How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's Class Teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the SEND Lead Teacher or Headteacher.
- The school SEND Governor can also be contacted for support.

Question 4

How will the school let me know if they have any concerns about my child's learning in school?



Barnwell Academy

Learning Together and Having Fun

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need discuss with you any referrals to outside professionals to support your child's
- learning

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Headteacher and senior leaders discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - the child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- Schools identify the needs of their pupils on a school Provision Map which for SEND pupils identifies all resources/training and support is reviewed regularly and changes made as needed.



Barnwell Academy

Learning Together and Having Fun

Question 6

Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants / Higher Level Teaching Assistants (HLTAs)
- Breakfast club / After school club
- Extra-curricular activities after school
- Attendance Officer
- Educational Psychologist

Outside Agency Provision delivered in school

- Autism Outreach Service
- Specialist Support Team for children with Physical and Medical Needs
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Language and Learning Team

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)

Question 7

How are the teachers in school helped to work with children a SEND and what training do they have?

The SEND Lead Teacher's job is to support the Class Teacher in planning for children with SEND.



Barnwell Academy

Learning Together and Having Fun

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and Language difficulties.
- Individual Teachers and Support Staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Support Staff, under the direction of the Class Teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Question 9

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her Class Teacher.

- His/her progress is reviewed formally every term in reading, writing and maths.
- If your child is in Year 1 or above, a more sensitive assessment tool, called PIVATs, can be used, which shows attainment in more detail.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.



Barnwell Academy

Learning Together and Having Fun

- Children may have a personal targets which will be reviewed, and a future targets set.
- The progress of children with an EHCP is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SEND Lead Teacher will also check that your child is making good progress within any individual work and in any group that they take part in.

Question 10

What support do we have for you as a parent of a child with a SEND?

The Class Teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SEND Lead Teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- An individual support plan may be written by the class teacher.
- Personal targets in the support plan will be shared and reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.

Question 11

How is Barnwell Academy accessible to children with SEND?

- The building is accessible through all doors leading into school from the yard. There are no stairs once in the building.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.



Barnwell Academy

Learning Together and Having Fun

- Extra-curricular activities are accessible for children with SEND.

Question 12

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving child to another school:

- We will contact the receiving school and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on within 5 working days.

When moving classes in school:

- Information will be passed on to the new Class Teacher in advance and a planning meeting will take place with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SEND Lead Teacher/Year 6 teacher will discuss the specific needs of your child with the Secondary School.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



Barnwell Academy

Learning Together and Having Fun

Question 13

What emotional and social development support we have for a child with a SEND?

We recognise that pupils with SEND may well have emotional and social development needs, which will require support in school.

- The emotional health and wellbeing of all our pupils is very important to us. It is embedded across our curriculum.
- We have a robust SEND and Safeguarding Policy in place, following National & Local Authority guidelines which are embedded in our school and daycare.
- The Headteacher, Deputy Headteacher and all staff continually monitor the emotional health and wellbeing of all our pupils.
- We are an Anti-bullying school and the Well-Being Alliance Team work together in school to help.
- We have a member of staff who works with pupils on an individual basis to support their emotional health and wellbeing, as appropriate.
- Our staff are trained by CAMHS and can offer support and strategies to your child.
- We access external support through CAMHS or Early Help when needed.

For further SEND information visit our website at www.barnwellacademy.co.uk