BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

SEND Information Report 2026 - 2027

LIGHTHOUSE MULTI ACADEMY TRUST

SEND Information Report 2026-2027

As per the statutory guidance outlined by the DFE, as a school we ensure that our provision is inclusive and meets the following 3 statements through our accessibility policy and plan:

• Increase the extent to which pupils with disabilities can participate in our curriculum

• Continually strive to improve our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services you provide or offer

• Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

(Equalities Act 2010, schedule 10)

This Information Report provides information on what services children, young people and their families can expect and access from a range of local agencies, including Education, Health and Social Care.

It should be read in conjunction with the following Barcroft policies:

- Accessibility Policy and plan
- Anti-Bullying Policy
- Behaviour and relationships policy
- Equality and diversity Policy
- Inclusion Policy and Inclusion Strategy
- Pupils with Medical Needs policy
- Attendance policy

Admissions:

The admission arrangements for the school treat all children exactly the same. They are administered in accordance with the guidance set out in the Academy Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from Education Walsall.

https://go.walsall.gov.uk/schools-and-learning/school-admissions
For more information read the Inclusion Policy and Admissions Policy.

Parents of children with a statement of special educational needs or an Education Health and Care Plan (EHCP) must contact Walsall Council's SEN Team or the Local Authority that issued their statement or EHCP if they wish their child to move to a new school.

Definition of Special Educational Needs and Disability

The Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• Has a significantly greater difficulty in learning than the majority of others of the same age,

• Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

How we identify individual special educational learning needs:

Special educational needs and provision can be considered as the following categories:

Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and Learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or Physical: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

(SEN Codes of Practice 2015)

When pupils have been identified as having a special educational need or disability we work very closely with the people who already know them including parents, previous settings and specialists and use the information available to identify what possible barriers to learning and implement strategies. If parents believe that, their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or North Star Advisory Team. We

will always share the findings with parents and in consultation, we plan the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty using a graduated approach in line with the code of practice completing cycles of 'Assess, Plan, Do, Review.' (2015). This will help us to identify the child's needs and plan strategies to support their learning.

Assess-

In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly and include other professionals involved with the child where necessary.

Plan-

Where it is decided to provide a pupil with SEN support, the parents must be formally notified and the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do-

The class or subject teacher should remain responsible for working with the child on a daily basis and the SEN support will be recorded on a plan with expected outcomes.

Review-

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed termly with parents.

If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's **Special Educational Needs Coordinator (SENDCo), Faye Edwards** and their thoughts and opinions will be sought. We will then work together to create individual learning targets to best suit the child and review this regularly.

"The provision for pupils with special educational needs and/or disabilities (SEND) is strong. Parents agree. The school's interim special educational needs coordinator (SENCo) has worked quickly to ensure that all learning plans are up to date and reflect the most appropriate support for pupils. Staff plan appropriate adaptations to the curriculum and support these pupils to learn well. For example, in the early years, staff use Makaton effectively to help all children to communicate". (Ofsted, 2021)

If a child is identified as having special educational needs and is a child looked after by the local authority, then the relevant professionals including the Designated Teacher, Social Workers and The Virtual School will be liaised with closely to avoid a break down of the care placement. Where possible annual reviews will coincide with care plan reviews and the Designated Teacher will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.

How my child will be included in all activities in and outside the classroom

Risk assessments are carried out and procedures are put in place to enable all children, both SEND and non-SEND, to participate in all school activities, including school trips.

To support compliance with statutory duties under the Equality Act 2010 and ensure inclusive practice Equality Impact Assessment (EIA) or, as a minimum, an equality screening is completed for educational visits and residential trips when there is a potential risk that pupils may be disadvantaged, excluded, or unable to participate fully due to a protected characteristic or additional need.

This applies to visits or residentials where considerations may include, for example:

- pupils with SEND or medical needs
- disability or temporary mobility difficulties
- behavioural or emotional needs impacting access to activities
- religious or cultural considerations
- financial disadvantage affecting participation
- accessibility of venues, transport or accommodation
- activities presenting potential barriers to inclusion

The purpose of the EIA is to ensure that reasonable adjustments are identified early so that all pupils are able to participate safely and equitably wherever possible
To further support this process and to ensure that we are fully supporting all pupils a further risk assessment is to be completed, if required, for SEND children to ensure that our legal duty is fulfilled under the Equality Act 2010. Here, we have a legal duty to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. The purpose of this process is to support inclusive participation and demonstrate that we have taken proportionate and appropriate steps to meet our statutory responsibilities.

Staffing and organisation will reflect the needs of the class to ensure that all learners have access to the same activities where possible.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them:

We are a child and family centered school and believe that pupils and parents should be at the heart of all decision making about the child. When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way in order for them to make progress.

Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all. Pupils will have copies of their targets available to them in the classroom to encourage understanding and independence. We hold regular meetings that allow the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps. We use homework to repeat and practice activities that are new and presenting challenge to a pupil. Often, this could be in using the skill in a practical and meaningful way. If parents have any

concerns about homework or wish to seek advice on how best to support their child at home, we advise them to contact their child's class teacher.

We have an open door policy, which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCo when a more in-depth discussion is required. A member of the Senior Leadership team are on the playground daily in the mornings and welcome you to raise celebrations or concerns about your child's needs. We hold regular parent support groups for families of children with Special Educational Needs as an informal way to share ideas support each other and develop relationships. This will include inviting external support agencies to come and discuss pathways and strategies with parents.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of specific interventions each half term
- Observations
- Meetings with staff
- Meeting with parents
- Using pupil questionnaires
- Monitoring by the SENCO and Inclusion Team
- Using provision maps and assessment profiles to measure progress
- Holding annual reviews for pupils with EHC plans alongside termly reviews
- Evaluating progress against national figures

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

Class Teacher is responsible for:

Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and the writing of Personal Learning Targets (PLT's) and sharing and reviewing these with parents at least once each term and planning for the next term.

This process is supported and overseen by the SENDCO.

The SENDCo, Faye Edwards: 01902 368132 is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high-quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2015 are implemented in line with the schools SEND Development Plan.

- Ensuring that parents are: involved in supporting their child's learning and kept informed about the support their child is getting and involved in reviewing how they are doing.
- Liaising with all outside specialist agencies.
- Responsible for updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children.
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.
- Annually reviewing EHCPs and developing provision for children with complex needs.
- Developing training and strategies to support staff to support all children with SEN needs.

SEND Governor – Mrs Rebecca Fuller is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities.

Our team of Teaching Assistants and Learning Support Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The provision across school is planned for by our class teachers as part of our quality first teaching. We have a specialist Speech and Language therapist who works closely with the school, working with the children and providing strategies for staff.

We have regular contact with external agencies to support staff and children in school including:

Educational Psychologist

NHS Speech and Language

North Star Advisory Team

Occupational Health

Outreach at Lindens

Wheelchair Services

FACE parent group

School Nurse

Early Years advisors

Physiotherapy

Teachers of the deaf

Teachers of the visually impaired

Pediatricians

Early Help Team

SEN Assessment team

Virtual Schools for Looked After Children

Community support officer (police)

Other specialist professionals

Street Teams

REFLEXIONS

How Barcroft is accessible to children with special educational needs.

The environment is adapted to the needs of pupils as required. This includes:

- Access to a disabled toilet.
- Each area of the school has wheelchair access
- Emergency Evac chair
- All new internal doors accessible for wheelchair user
- Ramps around school.
- Lift.
- Corridor width.
- Disabled toilets and changing facilities.
- Assigned gender neutral toilets.
- Flexibility in classroom allocation e.g. ground floor
- Disabled parking bays
- Library shelves at wheelchair accessible height.
- Hygiene suite (including hoist and changing bed)
    - Radio transmitters will be worn by adults working with children who have hearing impairments to ensure that they are fully included in the curriculum
    - Quiet areas and calming zones are provided for children who need a space to support their emotional needs.
    - Break out room and sensory room available for strategies and regulation

- Individualised resources purchased and maintained to support needs.
- Mental health First Aiders and ELSA available

How we use specialist resources to support pupils with special educational needs or disabilities:

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and reflects the learning undertaken by their peers. We have a range of technology to support different learning styles and help motivate and access learning, such as edumic, iPads, computers and microphones. We use intervention rooms, pictures, objects, symbol timetables and equipment such as countdown timers for pupils who need it. We seek advice from external agencies as and when the need arises. We have changing facilities for those children who require it.

How we modify teaching approaches and classrooms for individual pupils:

Our creative curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils using an adaptive approach underpinned by high expectations of ordinarily available provision for all learners.

We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success. Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning. We are striving to be a very inclusive school. Wherever possible children are taught alongside their peers accessing an adaptive curriculum groups so that every child has a level of challenge appropriate for them and also experiences success.

Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs, this includes adaptations such as visual timelines in all classrooms, objects of reference used at key points in the day, total communication approaches used to allow the learning environment to be accessible and by implementing practices such as TEACHH as general provisions. When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

Teachers assess children's progress termly and discuss this at termly meetings with the Senior Leadership Team. This will help formulate next steps to support a child's progress.

All classrooms strive to support all learners and have a total communication approach. Emotional literacy is promoted through emotion coaching, a restorative approach to behaviour and worry monsters in all classrooms.

The Willows classroom provision provides bespoke sensory and play-based curriculum alongside mainstream classes to meet the needs of identified children with EHCPs and additional SEMH needs. The provision is overseen by Barcroft's SENDCO and run by a Teacher and supported by a SEND teaching assistant. At present our EYFS/KS1 pupils access morning sessions with a bespoke curriculum planned to meet their EHCP targets as well as accessing an adapted EYFS / KS1 curriculum. In addition to the curriculum, our younger pupils access sensory play, attention autism, speech and language time, phonics and practical learning activities.

Children are supported in the Willows according to their need with nurture and well-being at the heart of the learning.

Pastoral support

Each classroom makes use of worry monsters and 'Zones of Regulation' to support wellbeing in the classroom.

In addition to learning environments there is the Sensory Room, the Break Out Room and the ELSA hub. The Sensory Room is designed to be a warm and welcoming and space that is calm and safe. Within the sensory room, which can be either dark or have an array of sensory lights, there are a number of sensory resources to help our children feel soothed and relaxed. This room supports children with additional sensory needs. Our sensory provision promotes a safe environment where our pupils can be supported to feel calm and regulate their emotions in periods of overstimulation with the aim of being able to return to learning when they are ready.

The Break Out Room is designed to be able to allow sensory seeking and movement breaks to occur within a bespoke environment designed to be interactive and stimulating. Sensory circuits can be completed here or movement breaks to allow a calm return to an activity.

Our ELSA hub is a safe space for learners to use should they need it during the day for either structured activities with our ELSA or when a break from the classroom is needed. There is an independent Zones of Regulation area which can be supported or independent with a range of resources to access, a comfy beanbag area which full of different beanbags and floor coverings of different textures for our sensory users and there is also a workstation area. This is where our ELSA uses a range of activities and resources to promote emotional regulation or support students who access our nurture provision with structured activities. Finally, our building area where Lego club and technical project work as interventions or reactive sessions take place.

There are robust relationships between school nursing, NSPCC, REFLEXIONS and CAMHS and referrals and support are submitted at the earliest opportunity to support emotional wellbeing.

Barcroft has a Children's Mental Health First Aider and a Senior Mental Health lead who coordinates pastoral and wellbeing support and evidenced based practice such as BOXALL are now utilised to support emotional wellbeing and identify areas of support.

Health care plans are utilised where needed.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with differentiation where required. We have a breakfast club and after school clubs which cover a range of interests which include; sports and creative activities.

We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How we support pupils in their transition:

Children who join in nursery are welcomed into our school community with a personal home visit by nursery staff. A series of parent and child taster sessions follows in preparation for their start.

Our local authority provides an early year's advisory teacher to support children with SEND when they make the transition to our nursery from a pre-school and private nursery settings. Transition into Reception and then into successive year groups is supported by teacher meetings, where information is passed on. The children meet the teacher and taster sessions in the new class are conducted. Children become familiar with different classrooms and teachers. Children are given 'transition booklets' to take home with them to give them the opportunity to familiarise themselves with their new teachers and learning environments. In addition to this, SEND children have further visits to ensure anxieties are reduced.

We will plan a child's transition to us using information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child. A child who enrolls mid-year is offered a transition program that is suitable for them and parents.

As a child makes the transition to secondary school, again we will contact and discuss the child's needs with the secondary school colleagues, invite them to observe the child in our setting and have a dialogue with parents and the child to set up appropriate transition visits to support a smooth transition.

How additional funding works:

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need. If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Where pupils can get extra support:

Pupil voice is important here at Barcroft and we listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice. Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of the senior leadership team at all times. School welcomes parents to share any concerns that they may have, however big or small.

Pastoral support is available every morning along with members of Senior Leadership Team and Teaching Assistants to hear any concerns.

Each classroom has a pupil Wellbeing leader, coordinated and directed by the Pastoral Team, who is responsible for sharing strategies provided and obtaining pupil voice and referring to the Pastoral Team when needed.

ELSA support is very strong at Barcroft and our ELSA practitioner provides morning support, lunchtime support and a range of drop ins, group and individual sessions according to the needs presenting.

Should further support be required then external referrals and pathways will be explored and supported by the pastoral and safeguarding teams.

Safeguarding at Barcroft

We have a Senior Leadership Team who are Deputy Designated Safeguarding Leads who work closely with the Designated Safeguarding Lead (Mrs G Locke - Headteacher) to ensure all children are safeguarded including Child in Care and children with Special Educational Needs

Staff training and development:

All staff attend regular training to support all children and children with Special Educational Needs. Staff have training to:

- Keep up to date with changes
- Build confidence
- Support teaching and learning
- Develop skills and knowledge

Where bespoke and specialist training is needed for example to support children with SEN, this is provided through partners such as North Star Inclusion Advisory team. Barcroft benefitted from bespoke provisions provided through the PINS project (Promoting Neurodiversity in Schools) during the 25-26 academic year which allowed whole school provision and training opportunities to develop inclusive practice to become embedded such as attention autism, social stories, colourful semantics and TACPAC. A full list is available.

Some Teaching Assistants have either Pediatric First aid or First Aid at work to ensure children's safety and medical needs are catered for. A record of this is kept at the school office. This first aid training includes Asthma training and epi-pen training is delivered separately. Allergy training has also been completed to comply with statutory guidance under Benedict's Law.

To support the needs of our children, further training has taken place within the following areas:

Speech and Language training

Staff within school have received training from our speech and language specialist so that strategies can be delivered effectively by class teachers and teaching assistants as part of the weekly provision.

Autism Awareness training

Some staff have accessed training to be able to support our more complex learners.

Restorative Practice

This has enabled a whole school approach to behaviour and relationships within the behaviour policy.

ELSA- Emotional Literacy Support Assistant

Barcroft has Mrs Hayward trained as our ELSA supported by the SENDCo.

The aim of ELSA support is to make children and young people feel happy in school and to reach their potential socially, emotionally and academically. They can support the children and young

person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have.

ELSA can help with-

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

SCERTS- Social communication, emotional regulation and transactional support.

To support the development of speech and language at Barcroft, SCERTS is used to underpin and support interventions for more complex learners. The SCERTS Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS focuses on building competence in social communication, emotional regulation and transactional support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.

LEGO Based Therapy

Staff are trained to deliver interventions using this approach. Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. In practice, children work in groups of three with each participant having a distinct role to build a Lego model collaboratively thus building skills in communication and problem solving.

TACPAC

TACPAC is a sensory approach using touch and music to create a session of sensory communication. TACPAC helps create sensory alignment and helps people of any age who have

sensory impairment, for example, visual impairment, developmental delay, complex learning difficulties, Sensory Processing Disorder (SPD) or limited or pre-verbal levels of communication.

Should you want to discuss any of the extra support detailed, please contact Mrs Faye Edwards.

Where parents/carers can get extra support:

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that adults listen to them and that parents are satisfied with what happens as a result of our collaboration. Our SENDCo (01922 368132) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs. For more information on Walsall's Local offer, please follow this link:

https://send.walsall.gov.uk

Arrangements for handling complaints:

If you have a concern or a complaint, complex concerns may be better discussed face to face. Parents are encouraged to telephone to make an appointment with the relevant member of staff which is normally the class teacher. This can be done via the main school telephone number on 01902368132

If parents wish to make a complaint about the educational provision for a SEND pupil they are invited to discuss their concerns with the SENCO, a member of the leadership team or the Headteacher.

If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy. Concerns about admissions, statutory assessments of Special Educational Needs, or re-organisation proposals should be raised with Walsall Local Authority

Governing Body – Barcroft Local Governing Board:

Our academy's governing body actively seek the advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary. Barcroft Academy's Local School Committee meet regularly to discuss the needs of ALL pupils at Barcroft.

Our SEND link governor Mrs Rebecca Fuller meets during the academic year with the schools SEND team to discuss the school provision and progress, this includes talking to pupils and parents.