



**William Byrd**  
PRIMARY ACADEMY

**SEN INFORMATION  
REPORT**  
2019-2020



**MIDDLESEX  
LEARNING  
PARTNERSHIP**





At William Byrd Primary Academy we strive to promote equal access to a broad, balanced inclusive curriculum, enabling all pupils with Special Educational Needs and Disabilities to reach their full potential.

We believe that children should be offered full access to a broad and balanced curriculum to enable them to become valuable citizens. We also ensure that all staff are aware of the needs of individual children and receive up-to date information and training wherever necessary.

The Children and Families Bill 2014 required local authorities to publish and keep under review information about services that they expect to be available for children with disabilities and special educational needs. This is called the Local Offer.

Schools are also required to publish a SEND Information Report which reflects the ethos and provision for children with SEND across the whole school.

Information about the Local Offer for Hillingdon can be found online at:

<https://children.connecttosupporthillington.org/s4s/WhereILive/Council?pagelId=3540&lockLA=True>



# IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

If your child has special educational needs and/or a disability and you would like to know more about what we offer at William Byrd Primary Academy please contact **Catherine Hudson**, our school SENDCo on:

T: 01895 462394

E: [chudson@williambyrd.school](mailto:chudson@williambyrd.school)

All children have their own unique needs, strengths and challenges.

Our staff strive to build positive relationships with our children, acknowledging these individual differences and planning for a personalised approach. All staff are also aware of when a child might need additional support and will work alongside the SENDCo and members of the Inclusion Team to generate a plan. This action would be taken if:

A child has significantly greater difficulty in learning than a majority of others in the same year group;

A child has a disability which prevents him or her from accessing the school's curriculum, resources or facilities.

We also work closely with parents and carers to help us identify specific learning needs.

All of this work focusing on identification of needs is underpinned by the school's rigorous approach to assessment. Teachers regularly report on progress and attainment and this data is reviewed by Year Groups Leaders and the leadership team—including the SENDCo—to identify any gaps or possible educational needs.



# TYPES OF SPECIAL EDUCATIONAL NEEDS

## **COMMUNICATION AND INTERACTION**

For example: Speech and Language difficulties and impairments.

### ***HOW WE CAN HELP***

We work closely with the Speech and Language Therapy team.

We have Inclusion Staff trained in using a range of visual supports and associated interventions.

## **COGNITION AND LEARNING**

For example: Global learning difficulties or specific learning difficulties such as dyslexia or dyscalculia.

### ***HOW WE CAN HELP***

We use a range of assessments to identify specific barriers to learning.

Our teachers are trained in personalised planning and work alongside experienced Learning Support Assistants.

## **SOCIAL, EMOTIONAL AND MENTAL HEALTH**

For example: Anxiety, ADHD, Attachment and Trauma related difficulties

### ***HOW WE CAN HELP***

We build strong relationships with our families and we encourage communication through our Pastoral Team and Family Support Worker.

We can access further therapeutic services as required through referrals.

## **SENSORY AND /OR PHYSICAL NEEDS**

For example : Sensory processing difficulties, hearing impairments and / or a physical disability

### ***HOW WE CAN HELP***

We work with the Occupational Therapy Team, and other specialist services, as required.

We have a range of resources to support the development of gross and fine motor skills.



# INCLUSIVE CLASSROOMS

## USING THE GRADUATED APPROACH

Quality First Teaching underpins everything that we do at William Byrd Primary Academy.

Our teachers are responsible for personalising and differentiating the curriculum to meet the needs of our learners and plan additional support as required.

We use a number of strategies in our classrooms to support all children, such as: pre-teaching vocabulary and knowledge, high levels of visual support and scaffolding.

Learning Support Assistants are deployed across the school to enhance the learning of all children by offering focussed group work within classes and targeted support for children who need it.

1

### ASSESS

Teacher Assessments are used to identify children who are not attaining in line with their peers or who are not making expected progress.

We also use tests and national benchmarking to understand a child's learning needs.

2

### PLAN

Following discussion with the class teacher and the SENDCo, a plan is created alongside parents and children. Plans include the further support that will be provided to enable a child to progress.

3

### DO

Class teachers remain responsible for putting the plan into place on a daily basis and monitoring success and any barriers.

4

### REVIEW

The plan is reviewed regularly (at least once a term). This may involve a meeting with parents, the SENDCo and class teacher.



# PROVISION FOR CHILDREN WITH SEND

Teachers plan work that engages and encourages all children and enables them to progress in their learning. Lessons are planned with individual children's starting points in mind to ensure that there is appropriate challenge. Scaffolding is used in a way that enables children with Special Educational Needs to take part in whole class activities. Children with Special Educational Needs have their own provision plans in place (mapped out on Provision Map). These are developed with the SENDCo and teacher.

Learning Support Assistants work within specific year group teams and support small groups of children to access the learning opportunities, under the direction of the teacher. We are committed to developing independence in our children and adult support is carefully planned to avoid creating a climate of dependency.

All staff at William Byrd Primary Academy are regularly trained to a high standard of support for children with Special Educational Needs. The school is part of Hillingdon's two year Inclusion Commitment, which includes a specific training strand on developing expertise on working with children who have a diagnosis of autism. Interventions are planned as appropriate to support specific children. They are run by a member of support staff and monitored by Year Group Leaders and a member of the Senior Leadership Team.

## ENRICHMENT ACTIVITIES

The school has a variety of clubs that children can access.

Children with Special Educational Needs are encouraged to participate in a range of these opportunities, including breakfast and after school clubs.



# EXTERNAL PROVIDERS

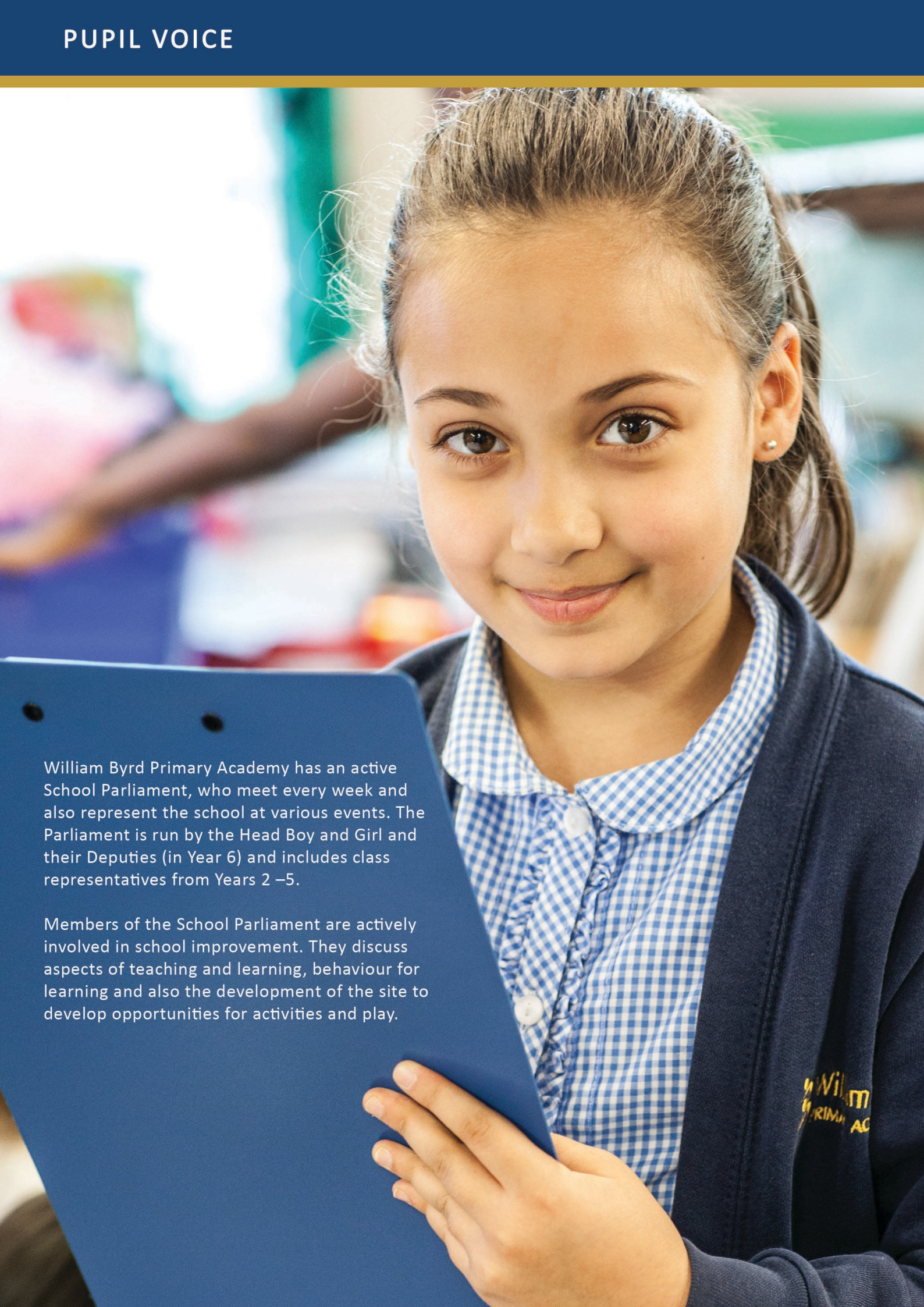
We work with a number of external providers to support our school community.

We believe that these providers can enhance and complement our work. We are pro-active in building relationships with external agencies and in finding the right support for our children.

- EDUCATIONAL PSYCHOLOGY SERVICE
- SPEECH AND LANGUAGE THERAPY
- OCCUPATIONAL THERAPY SERVICE
- EDUCATIONAL PSYCHOLOGY SERVICE
- SCHOOL NURSING TEAM
- HILLINGDON INCLUSION TEAM





A young girl with brown hair tied back, wearing a blue and white checkered school shirt and a dark blue school jacket, is smiling and looking at the camera. She is holding a large blue folder in front of her. The background is blurred, showing other students in a classroom setting.

William Byrd Primary Academy has an active School Parliament, who meet every week and also represent the school at various events. The Parliament is run by the Head Boy and Girl and their Deputies (in Year 6) and includes class representatives from Years 2 –5.

Members of the School Parliament are actively involved in school improvement. They discuss aspects of teaching and learning, behaviour for learning and also the development of the site to develop opportunities for activities and play.



# WORKING WITH PARENTS AND CARERS

We believe that good parental engagement supports our children to achieve the very best outcomes and we want parents and carers to be fully involved in school life.

We are always available to talk to parents and carers about any aspect of their child's learning progress or wellbeing.

Parents are part of the planning and reviewing process for children with Special Educational Needs and are invited to discuss provision and progress with the school SENDCo.

Our website provides comprehensive information about school life.

***[www.williambyrd.school](http://www.williambyrd.school)***

If you have any concerns about provision for your child, please discuss this (in the first instance) with the class teacher.





# TRANSITIONS

Transitioning to and from school is an important time for all children and especially those identified with Special Educational Needs.

When places are allocated, members of the Early Years' Team will conduct home visits to meet children and their parents. We will also liaise with nurseries and pre-school settings if

When children are moving on from Year 6, the class teacher will share the Special Educational Needs information with the child's new school.

The SENDCo will also be available to hold meetings or make additional visits to support this process.

We also have a comprehensive internal transition programme to support children with SEND as they move to their new classrooms and teachers.

