

Horizon Community College SEND Information Report



Amended:
November 2024

SEND INFORMATION REPORT

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SEND Information Report

The Children and Families Act 2014 outlines an expectation that schools must publish information about how the school's policy is implemented. Our aim is to ensure that this report is clear and accessible in order to support all parents and carers, regardless of their experience with special educational needs and disabilities, to find the information they require.

Samantha Proud
Assistant Principal: SENDCo

Section 1 Our Vision

SEND Vision

To support the College in ensuring that all students have the skills and knowledge to be school ready, work ready and life ready. SEND processes are integrated across the college to ensure that additional needs are met but also identified in a timely manner and targeted with appropriate interventions with shared goals between teaching staff, students and parents. We aim for students to leave us as happy and successful individuals who understand their needs and have the ability to self-advocate when required.

In order to achieve this, we are committed as a college to investing in the SEND provision.

Section 2 Meet the Team

The Role of the SENDCo

The Special Educational Needs and Disabilities Coordinator is responsible for ensuring that the needs of students with special educational needs and/or disabilities (SEND) are met within school. This is achieved in a variety of ways:

- **By sharing relevant information about your child's needs:** In college, we share this information using a student Thumbnail. This is a concise document which explains your child's needs, targets and strategies that can be used to support success.
- **Through the evaluation and coordination of intervention and provision:** This ensures that your child is able to access the most appropriate interventions in a timely manner.
- **Through staff development:** In addition to a regular slot on the weekly staff briefing, I schedule a range of training throughout the year. This ensure that staff awareness of students needs remains up to date so that they can effectively meet your child's needs in the classroom.

- **Through work with external agencies:** We have developed strong working relationships with a wide range of agencies who are able to support us to work with families and understand the needs of your child. This includes the Social Communication and Interaction team, Occupational therapists, Speech and Language therapists, Educational Psychologists, family support workers and wide range of others.
- **As a member of the Senior Leadership Team:** This ensures that inclusive practice remains at the heart of all that we do and that all policies and practices have been considered with our students with SEND in mind.
- **Finally, through work with parents, carers and young people themselves:** we believe, as outlined in the Code of Practice, that effective SEND support results from parents, schools and young people working in partnership therefore, we seek to create opportunities for this to happen. This includes employing a dedicated SEND Team Leader attached to each Year group.

In order to achieve all of the above, the SEND department work with the college leaders, pastoral teams and teachers to ensure that the college's inclusive principles are woven into all aspects of the college.

If you require further guidance about any of the information included within this report or our practices within the college, please do not hesitate to make contact with us using the appropriate contact details at the end of this report.

Mrs S Proud
sproud@horizoncc.co.uk

The SEND Department

There are currently 36 members of staff who work within the SEND and Inclusion department. 34 of these staff work directly with pupils, either supporting them in class or delivering intervention in small groups or individual sessions.

As part of the departmental structure, we have a member of staff linked to each year group in the college – the SEND Team Leader. These staff work closely with parents, the SEND leadership and the pastoral team to support your child's needs to be met. If you have concerns that are directly linked to your child's needs, you are welcome to get in touch with the SEND Team Leader the send@horizoncc.co.uk email address. This email is checked and will ensure that your concerns are responded to even in the event that someone is unavailable.

Another key role within the department is the Additional Needs Coordinator. We ~~now~~ have 2 Additional Needs Coordinators who oversee the day to day running of the department and each have individual specialisms. Mrs Sunter is ELSA qualified and supports students to overcome significant barriers to attendance. Mrs Salleh is our Autism champion. As part of their responsibilities, they lead in running "Bridge". Bridge is a space where students are supported to access regulation support and intervention.

Within the department, we actively promote the development the staff working. A number of staff have accessed specialist training in the following areas: Emotional Literacy Support Assistant (ELSA), Elklan (an intervention to support communication and interaction needs), Thrive (emotional intervention) and phonics (literacy intervention). We deliver a wide range of interventions in addition to this (outlined further in the report)

The college also invests in an Inclusion team. This team is used to support the needs of students with challenging behaviours that significantly impact on their ability to access the classroom. This team work closely with both the SEND team and the pastoral team.

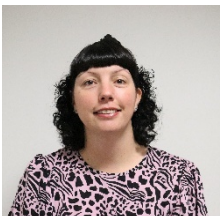
SEND Leadership



Mrs Proud has been SENDCo and a member of the College Leadership Team at the school since 2019. She has taught English for over 14 years, has previously completed the AMBDA Accredited Specialist Teacher of Dyslexia Qualification and completed her National Diploma for SEND in 2019.



Miss Crawford has been Assistant SENDCo since 2018 but has worked within the SEND Department since 2012. She currently teaches Maths and has completed her Certificate of Competence in Educational Testing (CCET) in 2021.

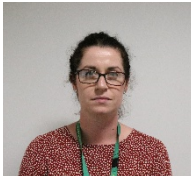


Mrs Salleh has been a SEND Team Leader since the college opened. She currently holds the post of Additional Needs Coordinator. A significant part of her role is working to support families with previously unidentified needs – including ASD and ADHD. She also leads on supporting the



Mrs Sunter has been Additional Needs Coordinator at the school since 2019 and a member of the SEND College Team since we opened in 2012. She works alongside Attendance supporting students throughout the school to support our Emotion Based School Non Attendance (EBSNA) cohort. Mrs Sunter also supports Y6 to ensure a smooth transition is made into Y7

SEND Team Leaders

Y7: Mrs Sunter	Y8: Miss Salleh	Y9: Mrs Darren	Y10: Miss White	Y11: Miss Janusz
				

Other Key Individuals

Mr Riley: Inclusion Lead

Mr Lynch: SEND Governor

When contacting any of the staff above, please use the send@horizoncc.co.uk email address stating who the email should be directed to. This ensures that email correspondence is not overlooked in the event of staff absence.

Section 3 Identifying Student Needs

How does college know if students need extra help?

We identify students with special educational needs in a number of ways.

1) Via transition

Students who have been placed on the SEN register will remain on the SEN register as they transition to our college. As part of the transition process, we will: request your child's SEN plan (including the interventions and support they have accessed, request a copy of any formal documentation outlining needs and contact you to introduce ourselves and find out more about your child.

This will allow us to begin an Individual Support Plan (ISP) for your child.

2) Baseline Assessments

When students begin at the college, we use your child's SATs data and baseline activities to build a further understanding of their needs. All students complete a reading test (NGRT) and, where appropriate, further screeners may be completed to evaluate Speech and Language and phonics. This supports us to identify whether additional support is needed Where students are identified

with potential barriers to learning, they may be placed on the monitoring register to allow teachers to support their needs and track their progress within the classroom.

3) Teacher / Head of Year Referrals

Each of the lessons delivered within college form part of a continuous cycle of planning, teaching and assessment. As outlined in our Curriculum policy, teaching staff adapt their teaching to meet the needs of their students and the majority of students will learn and make progress within these arrangements. Where students do not make expected progress over a significant period of time despite high quality first teaching, further action will be taken - this may be within the classroom or in the form of an intervention.

Supportive action may also be taken following parental concerns or through discussions with external agencies or professionals.

If it is established that ongoing intervention is required to support the needs of a student, a referral will be made to escalate the support in place. This allows us to take a graduated approach to support in line with the Code of Practice (2015), ensuring that students are able to access an appropriate level of support in a timely manner.

There is an emphasis placed on the experience and expertise of the subject teacher and SEND (Special Educational Needs and Disabilities) team in identifying students with SEND through their observations.

What happens next?

Following a referral being made, the SENDCO will evaluate whether it is appropriate to change the SEN status of your child. In line with the Code of Practice (2015) A student will be given SEN status if they require support that is additional and different to that of their peers in order to make progress.

Students who are receiving support are named on our SEN register. A student may have 1 of three statuses:

Monitoring

Students on the Monitoring register **do not have SEND status** but are placed on the monitoring register to support staff to understand their needs. A student may be placed on the monitoring register for a number of reasons:

- if your child is accessing a short-term intervention and we wish to share key information with staff to support differentiation in the classroom
- If your child has a diagnosis and does not require intervention but does require staff to have an awareness of needs to support differentiation in the classroom
- If your child has recently been removed from the SEND register but we would like to ensure that they sustain the progress that they have made

SEN K

Students with SEN status are shared via the SEN register and on all teacher mark sheets. Teachers are expected to check the student Thumbnail to ensure that they understand the student's need and provide the appropriate level of support in the classroom.

These students will also be accessing ongoing intervention and/or support that is additional and different to that of their peers.

The provision for students on the SEND register is overseen by the SEND Team Leader who is integral in supporting the Assess, Plan, Do, Review process. Student progress is tracked at regular intervals and support amended where required.

If you have any concerns about SEND related issues for your child, you may contact the SEND Team Leader who will be able to discuss these further with you.

If your child has been added to the SEND register, the SEND Team Leader will make contact to introduce themselves, gain further information from you and explain their role further. The SEND Team Leaders can be located in the SEND section of the college website.

EHCP

Students who have complex needs and require support beyond the notional funding that a school is able to offer are supported via an Education, Health and Care Plan (EHCP). If you feel that your child may require the support of an EHCP, please contact the SEND department who will discuss this further.

Section 4 Meeting Student Needs

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What kinds of special educational needs does Horizon Community College make provision for?

Horizon Community College is a mainstream school setting. We are fully committed to the provision of equal opportunity for all students, regardless of their ability or individual needs to enable them to access a broad and balanced curriculum and achieve their full potential.

We support students with a range of needs. The SEND Code of Practice identifies 4 main areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory. These four overarching needs encompass a wide range of needs including sensory needs, Autism, ADHD, Specific Learning Difficulties such as Dyslexia and Dyscalculia and students with emotional needs such as attachment. We also support students who have more difficulty with learning than the majority of children of the same age.

If children need additional support to meet our high expectations of being safe, respectful or responsible, we provide support through appropriate reasonable adjustments, strategies and interventions to meet their individual needs.

We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

Consideration will be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a SEND referral is necessary. However, not all behaviour is an indicator of special educational needs and/or disabilities.

Our Provision

We invest heavily in the resources and facilities to support all students, including those with SEND. These staff play a significant role in meeting your child's needs:

Form Tutors When your child joins us, they will be placed within a tutor group. Where possible, we aim for tutors to remain with their tutor groups allowing for consistent pastoral support. If you have any concerns, please contact your child's tutor in the first instance they will seek to resolve your issue or escalate your concerns to the relevant department if required.
Wellbeing Support Our college has one member of staff dedicated to Wellbeing support linked to each year group. Wellbeing staff will work alongside the pastoral team to support your child in resolving issues they may experience – at times, it may be appropriate for Wellbeing to work with the SEND team. Wellbeing support can also extend to providing wider family support through an Early Help Assessment.
Careers and Enterprise Students within Horizon are able to access specialist careers advice which is carefully planned from Year 7 to Year 11. The careers team will introduce themselves within form time in Year 7 and continually revisit students each year to support them as they embark upon work placements and college applications. More frequent and bespoke support is offered during Key Stage 4.
Enrichment Activities A wide range of enrichment activities are available both at lunch and after school. The programme of activities can be accessed on the college website. If you would like to discuss what is suitable for your child's needs, please make contact with the SEND Team Leader.
Student Voice Student voice is an integral part of the college. We have a student council with each representative also being linked to the leadership of the college.
Attendance Attendance at school is crucial for young people to access their education and support in place. Wellbeing calls are made when students are off school – if your child's absence is linked to a

specific issue, please ensure that this is raised so that we can source the appropriate level of support.

Mrs Sunter works very closely with this team to support us to be proactive in identifying barriers to attendance.

Support in the Classroom

In line with the SEND Code of Practice (2015), we believe that 'every teacher is a teacher of SEND'. The following is in place to support this:

- **The Student Thumbnail**

This is a summary of your child's needs and the strategies that will help to support your child. This is based upon your child's needs and behaviours, teacher and parental feedback and student voice. Thumbnails are reviewed at relevant intervals, depending on your child's needs.

It is a non-negotiable expectation that student thumbnails are read. The information on this document is used to guide teacher practice. The student thumbnail is shared with teachers via the SEND register.

We are aware that sometimes your child may communicate more freely at home, therefore a blank thumbnail is included at the back of this report. If you would like to discuss this with your child in order for us to update their thumbnail, please do so and get in touch.

- **Individual Support Plan**

This is a more detailed overview of your child's needs, provision and intervention. This document is only reviewed by pastoral teams and the SEND team. However, it is also used when we seek to make referrals for additional support in college and with external agencies.

- **EHCP documentation**

If your child has an EHCP, this is made available to all staff who support this child. Staff sign to acknowledge that they have read and understood this document.

- **Regular Staff Training**

Our SENDCo updates the staff about relevant SEND guidance and practice during the weekly briefing. In addition to this, SEND is allocated time within the staff continual professional development calendar each term and our SENDCo works with departments to support their practice as relevant.

- **Quality Assurance Practices**

SEND Focus Fortnights are used to drive awareness of SEND needs and quality assure that adjustments and provision, as outlined on SEND documentation, is being delivered. Feedback from this is used to inform future training that is implemented.

Additional Interventions

In addition to adaptations in the classroom, we have a number of interventions that are made available by the SEND team. These interventions are allocated by the SEND team in order to support students to reach their outcomes. Interventions are delivered in time limited blocks. Impact will be reviewed at the end of each block.

Cognition and Learning	Communication and Interaction
Memory building Pre / post teaching Study support Precision teaching Phonics Reading Plus IDL Assistive Technology Support	ELKLAN Talk About for Teenagers Pre / post teaching
Social, Emotional and Mental Health	Physical and Sensory
Key working Social Group Talk About for Teenagers Zones of Regulation Bridge Pass Thrive EBSNA support	Touch typing Assistive Technology Support
Other	
Understanding my diagnosis Managing my needs	

Further interventions may be accessed following the guidance of professionals or external agencies (see below).

If we feel that your child requires specialist support that we are unable to offer within college, we may seek your permission to make a referral to the appropriate agency. These include:

- Mental Health Support
 - Chilipep
 - Mind
 - Compass
 - CAMHS
 - BRV

- Speech and Language
- Social, Communication and Interaction
- Occupational Therapy
- Physiotherapy
- Educational Psychologist
- BSARCS
- Level Up
- Targeted Youth Support
- Youth Offending Team

Exam Access Arrangements

The following extract is taken from the JCQ guidance on access arrangements:

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Examples of reasonable adjustments include but are not limited to:

- supervised rest breaks
- extra time
- the use of a word processor
- a computer reader / reader
- prompter
- the use of a practical assistant
- the use of a bilingual dictionary
- modified papers

Within the college, we implement informal access arrangements for students within Years 7 to 9. If your child is supported by amended access arrangements, we will inform you of this. Our core aim is to work with your child to support their progress which may reduce their need for exam access

arrangements. Please be aware that we cannot guarantee their arrangements until the beginning of the GCSE course in Year 10.

Formal applications for access arrangements are usually initiated within 10. You will be made aware if we are testing your child and whether they successfully meet the threshold for exam access arrangements to be applied.

Please note that in line with JCQ regulations, we are unable to use private assessments as evidence to support access arrangements if we have not been involved with the assessment. If you are considering a private assessment and your child is in Key Stage 4, please contact send@horizoncc.co.uk first to discuss this so that we can discuss how we can work with you to support your child.

If a reasonable adjustment is made for your child, it will be requested that you give consent share with their post 16 provider so that they can explore whether their arrangement should continue into Key Stage 5.

Referrals for exam access arrangements are managed internally but if you have concerns then please do share these with your child's class teacher or form teacher.

Section 5 Reviewing Provision

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Student progress is evaluated regularly.

In college, we:

- assessment academic progress against student targets (this is shared via data collections which are sent home twice per year)
- analyse behaviour data (achievement points, behaviour points, sanctions)
- analyse attendance data
- request additional feedback from staff when relevant

We then use this data to evaluate whether your child requires a change to the support in place. We will discuss what has been changed, explain the reason why and discuss our targets.

If you would like to discuss the support in place for your child, then please contact the SEND Team Leader for your child's year group. We are happy to have discussions over the telephone or, if required, to schedule a follow-up meeting in person or via Zoom.

If your child is on the SEND register, you will also be invited to attend SEND reviews which take place 3 times per year via our virtual system School Cloud. If you feel that a more detailed discussion is required following this, please let us know and we will make contact.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Section 6 Parent / Carer Support

Accessing Parental Support

If you would like further support to understand the needs of your child, please make contact and we can share our experience of useful books, websites and training devices.

In addition to this, the BMBC local offer includes a number of courses which are useful for parents and carers. These are outlined in Appendix B at the end of the report.

Section 7 Complaints

If you wish to raise a concern about the provision for students with SEND – please share your contact in writing or via email to Mrs S Proud - SENDCo (sproud@horizoncc.co.uk) and Mrs K Rogers - (kr Rogers@horizoncc.co.uk). The issue will be investigated, and a response will be returned within 1 week from the receipt of the issue.

If this does not resolve the issue, the HCAT Complaints procedure should be followed. The complaints procedure can be accessed on the Horizon Community College Website under Procedures and Policies.

Section 8 Frequently Asked questions

What should I do if I think my child has special educational needs?

If you have concerns about your child's progress – please share these with your child's form tutor who can begin to explore any barriers to learning. In most cases, barriers to learning can be addressed in the classroom by your child's teacher. If concerns persist, we have a system to escalate concerns and seek further support. Depending on the nature of the concern, the issue may be dealt with by:

- Subject Leader
- Head of Year
- Wellbeing
- SEND / Inclusion

At each stage, interventions are recorded allowing us to build a detailed picture of your child's needs over time and source the right level of support. The outcome of these interventions will determine our next steps. This is a graduated response in line with the Code of Practice.

If appropriate, relevant information will be collated and contact the SEND department once they have a clear picture of your child's strengths and needs. If we make the decision to add your child to the register, we will make contact to discuss your child and their needs further.

Please note, as an educational establishment, we respond to the needs presenting in the classroom. If you feel that your child requires a medical diagnosis, please approach your GP and share your concerns. They will make relevant referrals to include the appropriate professionals.

If...	Then...
Reasonable adjustments are made or intervention is completed and it has the desired impact	A record will be made and no further action will be taken Or Your child will be added to the monitoring register so that staff are able to continue to implement the adjustment or strategy
Reasonable adjustments are trialed but they fail to have impact	We will evaluate whether any other adjustments are suitable
Interventions have been completed but they have failed to have impact	We would explore whether it is appropriate to escalate to the next level of support. This varies on a case by case basis, it may include involving extending the time, changing the intervention, and / or including another team (including SEND if relevant).

The SEND team work closely with all areas of school to provide guidance where required. This includes our SENDCo holding a position on the Senior Leadership Team, ensuring that SEND is taken into account when shaping all policies and procedures.

How will the curriculum be matched to meet my child's needs?

SEND support in our college is matched carefully to the needs of each child. High quality first teaching in the classroom means that activities and tasks can be adjusted by the subject teacher to ensure they are matched to the child's needs. We also use a wide range of interventions and programmes devised to support students' learning. These are taught in a range of settings; in small groups or one-to-one.

How will I know how my child is doing?

The progress of students with SEND is reported through the college's usual reporting systems, as well as through SEND Reviews and meetings, phone calls, emails, letters and Parent Consultation Evenings. In addition, open communication is encouraged, and parents are always welcome to make an appointment via phone call or email, as and when the need arises.

How will you help me to support my child's learning?

Parents are invited to attend Review Meetings and Parents' Evenings where they can gain information as to how they can best support their child's learning. The SEND department are able to signpost parents to other sources of information and support e.g. the Local Offer, voluntary agencies. Parents are welcome to contact subject teachers for advice on supporting learning in specific areas of the curriculum.

What do I do if I think my child needs exam access arrangements?

Please share any concerns you have with your child's class teacher or form tutor. We have internal referral systems in place to support the identification of students who require access arrangements.

What support will there be to support my child's overall well-being?

At Horizon Community College we recognise that students learn best when they feel happy and secure. With this in mind, all staff work hard to raise students' self-esteem. We are particularly aware that students with SEND may be more vulnerable to low self-esteem and staff use a range of strategies to try and balance against this e.g. giving roles of responsibility, reward systems, verbal praise and encouragement, highlighting their strengths and talents including those outside of the college curriculum. Access to Wellbeing, Inclusion and Alternative Provision may also be discussed.

How is the SEND Provision at Horizon Community College evaluated?

The SENDCO, in conjunction with teaching staff and the College Leadership Team, is responsible for monitoring the provision of SEND. We will regularly review the impact of the work we do through data monitoring, observations, feedback from staff and students and self-evaluation processes.

The effectiveness of SEND provision is evaluated through a variety of means including:

- assessment and formal examination results
- attendance data
- rates of exclusions
- tracking and progress data
- regular SEND reviews with parents
- regular communication between teaching staff and the SEND team
- seeking advice and guidance from other professionals and agencies

What specialist services are accessed by the college?

College can access expertise and advice from other professionals such as Educational Psychologist, Speech and Language Therapists, Autism Service, links with Specialist Colleges and voluntary agencies. If a child is receiving care from an NHS service such as CAMHS the college will liaise with other professionals involved to provide the best support for the child.

What training have staff supporting students with SEND had or are receiving?

Teaching and support staff have training around the Code of Practice with a number of staff having had additional training around specific needs. Training around SEND is an ongoing part of the college's training programme. The SENDCO is a qualified teacher who holds the relevant SEND qualifications.

How will my child be included in activities outside the classroom?

College will endeavour to enable all students to access activities outside the classroom. This may mean that a risk assessment is required to support the evaluation of adjustments required to support access. All students are encouraged to take part in extra-curricular activities.

How accessible is the college environment?

We are able to make a number of reasonable adjustments for students who may struggle to access the environment. If this is something you wish to discuss further, please contact your child's form tutor.

The college has lifts in place. The fire escape routes are suitable for all and Personal Emergency Evacuation Plans are in place to ensure all disabled students can be safely evacuated in an emergency. Please refer to the college Accessibility Policy for details.

How will the college support my child in starting Secondary school and moving on?

Our transition process involves collecting as much information as we can. We will communicate with primary school settings and parents prior to the child starting Horizon Community College to ensure any useful and relevant information is shared prior to starting college. If any SEND has already been identified, the primary school setting will often invite the SENDC to attend a review in the summer term prior to them starting college.

We have a Transition Programme for the students in Year 6 as they move to Horizon Community College. This varies each year but this typically includes extra visits for students with SEND in addition to the usual induction days. This enables them to become more familiar with the new college and meet staff who may be supporting them. These arrangements will be shared with your child's primary school to share with parents.

When students are in Year 11, they receive advice and support to help them make decisions regarding their move to Post 16 provision. Horizon Community College has good links with local colleges and works to ensure a smooth transition. Students can take part in additional transition visits and all information is passed on to the receiving provision to ensure they have a full picture of the student's strengths and difficulties.

How are decisions made about how much support my child will receive?

Decisions about the level of support a child should receive are made on the basis of need. Information is gathered about the needs of students with SEND throughout the college and the SENDCO draws up a Provision Map which allows college to allocate the available resources and support appropriately. The SENDCO works closely with the Principal to make the most efficient use of the available funding for SEND in the college.

Can my child access a reduced or part-time timetable?

We do not support reduced timetables for students as a solution to student barriers. This is in line with DfE guidance

“All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.” (DfE, Attendance Guidance, 2022)

If your child is facing significant difficulties – please get in touch and we will evaluate adjustments and support that may be required.

My child is accessing a trip – what support will they receive?

The support we implement varies in line with individual needs. However, we can support in preparing your child for a trip and in some cases LSA support may be available. Please contact the SEND Team Leader if your child is included on a trip and you wish to discuss their needs.

Section 9 Useful Links

BMBC Local Offer

This is a site that shares what is available to suit you and your child. You can also follow these on Facebook and receive updates of the events occurring each week. If you require further support, contact 0800 0345 340

https://barnsley.cloud.servelec-synergy.com/Synergy/Local_Offer/

Family Service Directory

This is an online information hub for the whole family, providers and practitioners.

<https://barnsley.cloud.servelec-synergy.com/Synergy/>

SENDIASS

(SENDIASS provide impartial advice for the parents and carers of children with SEND)

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendias-advice-and-support/>

Sensory Processing

Barnsley Specialist Children’s Health Service have produced a workshop to support parents and carers to understand their child’s sensory needs. This can be accessed below:

<https://therapy.barnsleychildrenshealth.co.uk/pages/sensory-workshop>

Social Communication and Interaction Service

This is a team of Specialist Advisory Teachers and Specialist Advisory Support Workers for children and young people with autism/social communication and interaction needs. In college, we are able to make referrals to this service. The website below outlines what support can be accessed.

<https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/education-inclusion-services/social-communication-and-interaction/>

SALT

You may hear people refer to a speech and language therapists as a SALT or SLT. The team has general and specialist speech and language therapists. There are specialists for: children who stammer, children with complex special needs, children with eating and drinking difficulties, children with developmental language disorder and children who need alternative ways to communicate

<https://www.southwestyorkshire.nhs.uk/barnsley-childrens-speech-language-therapy-service/home/>

If you require further information about a service that is not listed above, please make contact with Mrs Proud (sproud@horizoncc.co.uk).

Appendix A

NAME		THUMBNAIL TUTOR GROUP		
Key worker:	Exam/Access Arrangements:	Reading Age:	SEND Status: Monitoring	PP?
PHOTO	Area of Need			
	Support in Place			
	Passes			
	Morning Routine			
	Unstructured time arrangements			
	Alternate provisions			
	Tips for dealing with the student			
Strategies for Teachers				
What I struggle with		What I want other people to know about me..		

Appendix B



Support for Parents/Carers Training Offer

This training is appropriate for the parents or carers of children and young people who are wanting more information or to learn more about how they can support their child around emotional, health and wellbeing

Support for parents/carers training offer						
<i>Training</i>	<i>How to book</i>	<i>Training delivery method</i>	<i>Led by</i>	<i>Target Audience</i>	<i>Cost</i>	<i>Level/Accreditation</i>
Supporting your child through grief	Booked through school/Compass Be link sessions	1-2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A
Understanding self-harm and how to support your child	Booked through school/Compass Be link sessions	2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A
How to support your child with low self esteem	Booked through school/Compass Be link sessions	2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A
How to enable your child to be more resilient	Booked through school/Compass Be link sessions	2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A
Understanding anxiety and how to support your child	Booked through school/Compass Be link sessions	2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A
Understanding and strategies to help your child with emotional regulation	Booked through school/Compass Be link sessions	2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A

Support for parents/carers training offer						
<i>Training</i>	<i>How to book</i>	<i>Training delivery method</i>	<i>Led by</i>	<i>Target Audience</i>	<i>Cost</i>	<i>Level/Accreditation</i>
Supporting your child with transition to secondary school	Booked through school/Compass Be link sessions	2 hours (one off session)	Compass Be	Parents/Carers	Free	N/A
Fearless Triple P Effective evidence based program to provide information to parent/carers of children (Age 6-11 years) who struggle with anxiety	Booked through school/Compass Be link sessions	6 week programme	Compass Be	Parent/carers of children (Age 6-11 years) who struggle with anxiety	Free	N/A
Solihull online parent support programmes Understanding your child's mental health and wellbeing	Link from Virtual Family Hub	Self-directed, online	Solihull	Parents/Carers	Free	N/A
Inter-parental Relationship support: 1. Me, You and Baby too 2. Arguing Better 3. Getting it right for the Children	Link from Virtual Family Hub	Self-directed, online	OnePlusOne	1. New/expectant parents 2. Parents in a relationship 3. Separated parents		N/A

Support for parents/carers training offer						
<i>Training Offer</i>	<i>How to book</i>	<i>Training Delivery method</i>	<i>Led by</i>	<i>Target Audience</i>	<i>Cost</i>	<i>Level/ Accreditation</i>
Welcome to the World Expectant programmes	Click Link	Face to face, 2 hours x1 per week 5-week programme	Family Hubs and 0-19	Parents/Carers	Free	N/A
Parenting Puzzle For children aged 0-5 years	Click Link	Face to face, 2 hours x1 per week 4-week programme	Family Hubs and 0-19	Parents/Carers	Free	N/A
Nurturing Programme For children aged 3-10 years	Click Link	Face to face, 2 hours x1 per week 10-week programme	Family Hubs and 0-19	Parents/Carers	Free	N/A
Talking Teens 11-18 years	Click Link	Face to face, 2 hours x1 per week 4-week programme	Family Hubs and 0-19	Parents/Carers	Free	N/A
Sleep Success 12month – 18 yrs	Click Link	Face to face and online, 2 hours x1 per week 4 or 5 -week programme	Family Hubs and 0-19	Parents/Carers	Free	N/A



Support for parents/carers training offer						
<i>Training</i>	<i>How to book</i>	<i>Training Delivery method</i>	<i>Led by</i>	<i>Target Audience</i>	<i>Cost</i>	<i>Level/Accreditation</i>
Webster Stratton 3-10 yrs TARGETED PROGRAMME	Referral sent to parentsupport@barnsley.gov.uk	Face to face and online, 2 hours x1 per week 14-week programme	Family Hubs and 0-19	Parents/Carers of children seeking ADHD referral pathway	Free	N/A

Education Inclusion Services

Social Communication & Interaction Team

Training events 2024-2025

Parents/Carers of children and young people with social communication and interaction (SCI) needs, a diagnosis of Autism or those who are on the Autism pathway (ASDAT), we welcome you to attend the following courses:

Thinking Differently

A workshop specifically designed to support the families of pupils who have social communication and interaction needs.

12/11/24, 9:30-12pm, Library@TheLightbox

04/03/25, 9:30-12pm, MS Teams

01/07/25, 9:30-12pm Library@The Lightbox



Scan to book

First Steps

A workshop for parents and carers whose child has received an autism diagnosis.

01/10/24, 9:30-12pm, Library@The Lightbox

11/02/25, 9:30-12pm, MS Teams

20/05/25, 9:30-12pm, Library@TheLightbox



Scan to book

Cygnnet

Seven weeks of face to face sessions for parents of children and young people (5-18 years) who have received a diagnosis of autism. Two places can be allocated to a family with the second place being given to a second parent/family member or significant other person within the child or young person's life. Group members will learn about different aspects of autism, have opportunity to relate this learning to their own situation and have opportunities to network together throughout the 7 week course.

Course 1 – 19/09/24, 26/09/24, 03/10/24, 10/10/24, 17/10/24, 24/10/24 and 07/11/24 - 9.30-12.30pm, Worsbrough Common Primary School

Course 2 – 27/01/25, 03/02/25, 10/02/25, 24/02/25, 03/03/25, 10/03/25 and 17/03/25 - 9.30-12.30pm, Central Family Centre



Scan to book

Teens Workshop

A workshop specifically designed to support the families of teenagers who have a diagnosis of Autism.

29/11/24, 9:30-12:30, Town Hall Room 1

14/03/25, 9:30-12:30, Library@The Lightbox Events room

23/06/25, 9:30-12:30, Events Room, Library@TheLightbox Events room



Scan to book

LEGO Therapy

Using Lego to help develop the child's knowledge, understanding and application of social skills and problem solving.

14/10/24, 9:30 -12:30pm, Town Hall room 11

29/01/25, 1pm -4pm, Town Hall Room 11

24/06/25, 9:30 -12:30pm, Town Hall Room 11

Parents/carers need to book a place via Eventbrite



Scan to book

Makaton Taster

The Taster Session gives you a general introduction into what Makaton is, and who uses it, with the opportunity to learn a few signs and symbols too. This Taster has a focus around signs that we use in the early stages of communication.

15/10/24, 9:30-11:30, TESCO Stairfoot Community Room

25/02/25, 9:30-11:30, TESCO Stairfoot Community Room

17/06/25, 9:30-11:30, TESCO Stairfoot Community Room

Contact: gemmawhitfield@barnsley.gov.uk for further information or to book a place.

Supporting Key Transitions for Children with SCI Needs/Autism (parents) Yr 5, 6, 10 and 11 parents

The aim of this session is to look at ways of effectively supporting key transitions for pupils identified with SCI Needs/Autism

11/03/25, 9:30 -11am, MS Teams

13/03/24, 1-2:30pm, MS Teams



Scan to book

Makaton Signing for Babies and Families

Makaton Signing for Babies and Families training is a series of sessions designed to encourage the development of communication and language skills in babies and children. No previous experience is needed, the sessions are interactive and give you the opportunity to learn up to 100 signs and symbols using songs, games and activities. Some of the signs and symbols include; names of family members, signs related to eating and drinking, animals, transport and play. There is no particular age range specified for babies and young children, as children vary in their developmental milestones. Parent/carers you may have their child at home with you and you can have fun and learn together. They may even want to come and join in on screen!

This course is delivered termly and consists of five weekly 1 hour 15 minute sessions delivered via Microsoft Teams. Places are limited therefore priority is given to parents of children with communication needs.

Contact: gemmawhitfield@barnsley.gov.uk for further information, dates and/or to book a place.

Early Identification of SCI Needs in the Early Years

The aim of this session is to help Early Years practitioners and teachers to be able to identify SCI needs in children, at the earliest opportunity. It will also offer strategies that can be used to support children in the classroom and/or setting.

21/10/24, 1-3pm, MS Teams

19/05/25, 1-3pm, MS teams

Parents/carers need to book a place via Eventbrite



Scan to book

An Introduction to Autism

This course introduces an understanding to autism. You will take away strategies that can be used to support and meet the needs of children and young people with autism in the setting

07/10/24, 9:30-12:30, Town Hall Room 11

24/02/25, 9:30-12:30, Town Hall Room 11

09/06/25, 9:30-12:30, Town Hall Room 11

Parents/carers need to book a place via Eventbrite



Scan to book

Autism and Girls

The aims of the session are to be aware of how girls with autism may present. To recognise how their differences impact them in school and to be able to use strategies that will help staff to support in schools/settings.

09/10/24, 9:30-12:00, Town Hall Room 11

25/03/25, 9:30-12:00, Town Hall Room 11

16/06/25, 9:30-12:00, Town Hall Room 11

Parents/carers need to book a place via Eventbrite



Scan to book

Analysing and Managing Behaviour for Children with SCI Needs (with the use of STAR and Iceberg)

This workshop allows you to build an individual profile for a young person you are working with, so that you can recognise the possible underlying reasons for behaviour. You will learn how to analyse the behaviour you see in terms of the Autism Spectrum.

21/10/24, 9:30-12, Town Hall Room 11

03/03/25, 9:30-12, Town Hall Room 11

17/06/25, 9:30-12 Town Hall Room 11

Parents/carers need to book a place via Eventbrite



Scan to book

An Overview of Music Interaction

An overview of the 'Music Interaction' approach which is an interactive approach primarily for developing children's social communication and interaction skills.

22/10/24, 9:30-12pm, Town Hall Reception Room

05/03/25 9:30-12pm, Town Hall, Room 14

18/06/25 9:30-12pm, Town Hall, Room 14

Parents/carers need to book a place via Eventbrite



Scan to book

Understanding and Using Visual Structure to Support Children with SCI Needs in Early Years settings and Schools

This workshop will offer you the opportunity to look at why visual supports are important and help you to understand how to use and embed visual supports in your setting. The workshop focuses on Objects of reference, First and Then, Choice boards, Visual Timetables and Workstation.

11/11/24, 9:30 -2:30pm, Town Hall Reception Room

26/02/25, 9:30 -2:30pm, Town Hall Room 14

02/07/25, 9:30 -2:30pm, Town Hall Reception Room

Parents/carers need to book a place via Eventbrite



Scan to book