



# Barnwood Park School

# **SEN Information Report**

Barnwood Park School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

# Barnwood Park School

## SEN Information Report

This report describes Barnwood Park School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCos

This report was reviewed and updated on: 09.01.2026

This report was approved by the School Governing Body on: 22.01.2026

*\*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCos*

### **SENCO:**

Elliott Bacon, Lead for 9-11

Danielle Knight, Lead for 7-8

### **Headteacher:**

Myles Preston

### **SEN link governor:**

Claire Bishop

Tina Hanson

*Barnwood Park School is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY*

# SEN Information Report

## 1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## 2. Identifying pupils with SEN and assessing their needs

The school refers to the Children and Families Act 2014, the SEND Code of Practice (January 2015) and the Gloucestershire Local Authority protocols around the Graduated Pathway.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, personal, social and emotional development.

Screening programs may be used in order to more accurately identify or rule out potential needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns by contacting [send@barnwoodpark.co.uk](mailto:send@barnwoodpark.co.uk).

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

## 3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **4. Assessing and reviewing pupils' progress towards outcomes**

At Barnwood Park we have a robust approach to identifying and supporting the needs of our pupils. New SEND needs are identified in the following way:

- 1) A challenge or barrier to learning for a pupil is identified by the class teacher. The class teacher will then adapt their approach to support the learning of the pupil.
- 2) If the adaptation does not have the desired effect the challenge or barrier to learning will be discussed with the Head of Department so further subject specific strategies could be discussed and implemented.
- 3) If these further adaptations do not have the desired effect then the Head of Department raises the concern with the pupil's Head of Year.
- 4) The Head of Year will then ask for feedback from all the pupil's teachers to ascertain whether this is a universal problem across subjects and if there are other factors that could contribute to this challenge or barrier.
- 5) The Head of Year will then take all the information gathered to the SENDCo for discussion and next steps decided.

When a need is identified we follow the graduated approach and the four-part cycle of assess, plan, do, review. This is to ensure that passport strategies and interventions can be monitored effectively to ensure that the level of support is appropriate for the pupil and their learning journey. This could mean a reduction in support due to progress, maintaining the same level or an escalation and seeking support from an external agency.

Whether a new SEND need has been identified or support is continuing for a recognised need pupil and parent voice is paramount to the provisions at Barnwood Park. Our young people and communities are at the heart of what we do and their input and decisions will ultimately shape the supportive package around any pupil's SEND needs.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

During the annual review process, staff responsible for students with special educational needs consider the progress of each student to assess the impact of the support they have received and plan for the future. This may take the form of an Education Health Care Plan review led by one of our SENDCos.

The progress of students with special educational needs is regularly monitored by our SENDCo Team, Pastoral Team, Subject Leaders and members of the Senior Leadership Team. The graduated approach and the four-part cycle of assess, plan, do, review is implemented to ensure that pupil need is assessed and addressed.

There is an annual report to Governors who carefully monitor and evaluate the effectiveness of our provision for students with special educational needs. This is complemented by regular visits and discussions with the SEN Governor.

## **5. Supporting pupils moving between phases and preparing for adulthood**

To support the process of transition into the school:

- The SENDCo attends Year 6 Education Health Care Reviews (for those students intending to come to Barnwood Park School)
- Barnwood Park School is always ready to welcome children and families to come and look around our school or meet with our SENDCo and an open evening for students in Year 5 and Year 6 in the Autumn term of each academic year.
- Barnwood Park School holds Induction Days for all upcoming Year 7 students in July, in addition to an optional parent's meeting.
- Barnwood Park School provides additional time during Year 6 summer term, when students with SEND and other students identified as benefiting from additional support during their transition, come and spend some time in school before starting in Year 7.
- The Head of Year 7 or a member of the Senior Leadership Team visits all our feeder primary schools to meet with the Year 6 teacher to discuss the needs of all students, including those with special educational needs.
- The SENDCo or members of the SEND team, visit primary schools to liaise with the primary SENDCo and meet students.

To support the process of transition into post 16, all students attend careers interviews in addition pupils and parents will be offered opportunities to attend Careers Fayres and open days to support the transition decision making process. Some pupils may benefit from supported visits to a range of local providers and additional support through the application process. Some students with special educational needs may also have more formal transition plans that may include accompanied visits to post 16 providers.

## **6. Our approach to teaching pupils with SEN**

All students have an entitlement to a broad, balanced, and relevant curriculum. Barnwood Park School believes that all students with special educational needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. Teachers are supported to provide the best experience for our students through Pupil Passports, regular training sessions and weekly SEND briefings. However, where access to the curriculum is impaired by low literacy levels, low working memory skills or other needs, students may be withdrawn from some lessons to provide one to one or small group tuition. These interventions will generally be targeted and time limited.

Teachers are responsible for the progress of all students in their classes, including those with special educational needs. The school also employs a team of Learning Support Assistants (LSAs) to support students in the classroom by further differentiating the lesson content or providing the appropriate support, prompts or questions to maintain or accelerate academic progress.

At Barnwood Park School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

The school recognises the importance of the findings by the Education Endowment Fund on Maximizing the Impact of Teaching Assistants (MITA) and any in-class support by a member of the SEND team adheres to their recommendations. This means that we advocate against having a teaching assistant, or other support staff, sit next to a student with an identified SEND, unless this provision is specifically identified in their SEND learning plan. For example, if used as a scribe or a prompt. Class teachers and

support staff collaborate closely to ensure that the progress of students with SEND make rapid progress in each curriculum area.

We will also provide the following interventions:

- Phonemic based reading support
- Comprehension based literacy support
- Numeracy interventions
- Alternative TTRP
- Grounding groups
- Wellbeing check ins
- Wellbeing groups
- Social skills groups
- Speech and Language intervention (group and 1:1)
- Communication interventions
- Typing club
- Laptops
- Reading pens

## **7. Adaptations to the curriculum and learning environment**

All Students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on the school website in Key Stage 3 (Years 7, 8 and 9). For students with specific needs there are also targeted withdrawal groups; speech therapy groups, socially thinking groups, mindfulness sessions as well as targeted literacy and numeracy intervention groups. Some students benefit from the use of assistive technology such as laptops and reader pens to support progress in lessons.

The school uses its daily Tutor Time Reading Programme to ensure that all students are exposed to high quality texts which leads to improved reading ages and cultural capital if they are not receiving a specific intervention.

The school has a Learning Support Centre (LSC) and the Attendance and Behaviour Centre (ABC) which is our Pastoral office where our Student Support and Pastoral team are based. These provide additional support for students with varying needs. These resources are accessible in both Key Stage 3 and 4. Students may be withdrawn from some lessons to be given access to one to one or small group tuition. These interventions are targeted and time limited. Students can access the LSC at break and lunchtimes which provides a safe and happy environment for students to eat, choose to play chess or one of the other games available, build Lego or simply sit and chat with their friends or one of the members of staff. There is also the LSC garden for those who like fresh air but not the crowds. Members of the SEND team supervise this provision.

Breakfast club and our Grounding Group are available daily for our more anxious students in the LSC. For these students this provides a routine and calm start to the school day supervised by members of the SEND team.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting the learning activities within a lesson to ensure that topics are accessible and understood by all pupils. This could include the use of images, cloze questions, matching activities or even stretch questions.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Adapting our resources to ensure that students with visual or processing needs have their learning needs met or ensuring that those with a physical disability have access to the same opportunities as all other pupils.
- Using assistive technology such as laptops and reading pens.

## **8. Additional support for learning**

Barnwood Park School has Learning Support Assistants and Higher Level Learning Support Assistants who are trained to support pupils in lessons using the least invasive methods in order to promote independence and personal responsibility.

We have fourteen Learning Support Assistants who are trained to work in partnership with teachers to deliver targeted in-class support. All Learning Support Assistants are strategically deployed across the school according to the strengths and needs of students as well as the number of students with EHCPs in a class. This is informed by EHCPs, Annual Reviews, teacher feedback and progress reports.

Learning Support Assistants are also trained to deliver interventions such as Speech and Language, Wellbeing and phonemic awareness and others previously listed.

Learning Support Assistants will support pupils on a 1:1 basis when they require a bespoke level of intervention such as SLCN or where privacy is required such as ELSA. We do not provide 1:1 support in lessons or universally to students as this goes against the research into best practice conducted by the EEF.<sup>1</sup>

Learning Support Assistants will support pupils in small groups through interventions. Some interventions, such as social skills, require a group of students to interact with one another. Other interventions such as exam skills, SLCN or phonemic awareness may have small group interventions as some students achieve more in a small peer group.

Teaching assistants may support small groups of students in lessons when planned and directed by the class teacher.

Additional specialist advice may be sought in order to support pupil progress. Services such as Advisory Teaching, Occupational Therapy, Educational Psychology and Child and Mental Health Services etc. may be consulted to provide more specialist input and strategies. Barnwood Park has also commissioned support from a Speech and Language Therapist, Life Coach and Personal Trainer to support the progress and development of pupils.

Pupils with an EHCP may require an Alternative Learning Provision in order to make expected progress. Alternative Learning will be put in place through consultation with the Local Authority and specific direction from Section F of an EHCP.

## **9. Expertise and training of staff**

The SEND team is led by two qualified SENDCos that have held the NASENCO qualification since 2020 with responsibility divided between them by pupil year group. Miss Knight is a trained Dance teacher and leads the lower school years of 7 and 8 which includes the transition from a primary school. Mr Bacon is a trained History teacher and leads the upper school years of 9-11 including examination and transition to a post-16 setting. There is a shared responsibility and collaboration for implementing student intervention.

The team also benefits from one Assistant SENDCo, Mrs Foster. The Assistant SENDCo supports with Exam Access Arrangements as well as managing the LSC and coordinating and delivering interventions.

---

<sup>1</sup> [Deployment of Teaching Assistants | Education Endowment Foundation](#)

The Learning Support Team currently benefits from three Higher Level Learning Support Assistants, eleven Learning Support Assistants and a Care Assistant who are trained to deliver and support SEND provision.

We use specialist staff and external agencies to support students with specific needs. These needs are identified through an EHCP or the Assess, Plan, Do, Review cycle.

All teaching and support staff are aware of the different categories of special educational needs and receive advice on how to support these in the classroom. Staff attend weekly 'Best Practice' sessions which focus on improving quality first teaching for all students, including those with SEND. Every Monday staff briefing has a SEND focus with the SENDCo sharing a SEND Snapshot highlighting a specific area of need. The SENDCo carries out termly book looks which serve to share strategies for supporting SEND students across the curriculum.

All staff receive personal, regular feedback on improving their classroom practice through the Developmental Drop In process (DDI). This process has proven to rapidly improve the Quality First Teaching (QFT) for students with SEND.

We prioritise professional development for all staff so that they have the necessary skills and strategies to be able to meet the needs of all children. This is achieved through a blended approach to continual professional development. Staff have regular input through the whole school CPD calendar and through regular department hub meetings. In addition to this additional SEND specific training is offered through in person sessions and through online platforms. Staff have opportunities to develop their skills and knowledge through level 5 courses, HLTA courses and other sessions offered by the Local Authority.

Where more specific professional development requirements are identified additional training will be delivered either to all or key members of staff.

## **10. Securing equipment and facilities**

The SENDCos oversee the SEND budget and commission services, such as our speech therapist, personal trainer and life coach to meet the needs of current and future cohorts. As needs of students and cohorts are identified or change specific equipment and facilities are bought using the SEND Top up funding as agreed by the SENDCos, for example the acquiring of reader pens or laptops.

## **11. 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 intervention cycle. An initial assessment is used to plan desired outcomes prior to the implementation of intervention. Progress is then measured against the outcomes to determine effectiveness and next steps.

Interventions are initially reviewed by the support staff delivering the interventions, and then quality assured by the SENDCo. The school uses Edukey Provision map to clearly identify individual students' needs, their provisions and interventions as well as their learning plans which are reviewed with parents/carers at least three times a year.

Student voice is also drawn upon to determine the efficacy of SEN provision. Students feedback is requested throughout the intervention, in discussion with the SEND leadership at review points and during the Annual Review process.

## **12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Students with special educational needs are actively encouraged to engage in the full range of extra-curricular activities and trips. No need should be a barrier to any student engaging in a club or school trip. There are SEND specific opportunities for our students to engage in provided in collaboration with the Gloucester School Sports Network and the Preparation for Adulthood team.

In addition to the statutory curriculum the school provides a wide range of additional activities including a variety of sports clubs, arts clubs, drama clubs and many others. Additionally, there is a Homework Club available to all students in the library after school Monday to Thursday as well as specific support available in the LSC for SEND students. There are also ICT rooms available during lunchtimes for pupils to complete outstanding Independent Study Tasks. This is supervised by members of the SLT and other teaching staff, providing additional support for students with SEND.

There are several opportunities for students to develop their leadership skills. Students with SEND have been selected to represent the school during open evenings; lead parent/student tours; participate in student voice activities as well as serving on student panels to help inform the important decision of selecting new teaching and support staff.

The school is aware of the duties required of it by the Equalities Act 2010 and follows Gloucestershire Local Authority Guidance for risk assessment protocols when planning a visit, excursion or trip. This guidance assists the school to assess risks and support any planning required to enable students with special educational needs to participate in a visit, excursion or trip.

## **13. Support for improving emotional and social development**

Pastoral Team provides a comprehensive range of support. Each student has a form tutor whom they see each day. Students can access further support from their Heads or Assistant Heads of Year as well as our Pastoral, Wellbeing & Mental Health Support Officer. The SENDCo and SEND Team work closely with the Pastoral Team to support children with social, emotional, and mental health difficulties.

The school is a very calm environment because of the clear routines and structures in place across the school. The school's behaviour policy provides consistent, clear boundaries which support the learning of all students, especially those with SEND. All students removed from a lesson following clear and specific warnings spend the equivalent of a day in Alternative Provision (AP). For some students with SEND, reasonable adjustments are made, these may include an additional warning in lessons or the use of movement breaks.

The SENDCo Team meets with the Head Teacher and AHT Behaviour and Attendance every week to discuss the needs of our more vulnerable children and to coordinate the support and intervention needed to be put into place. In addition, close communication between the SEND and AP manager each week allows additional support to be put in place as necessary to support an individual or a group of students.

The school's weekly assembly programme reflects social, moral, spiritual and cultural aspects of learning. All students have access to CRS (Citizenship, Religion in Society) or PCSHE (Personal, Citizenship, Social and Health Education) lessons.

The school has anti-bullying and positive behavior policies.

## **14. Working with other agencies**

Where the needs of a student require expertise that is not available in the school, Barnwood Park School uses (via a traded services agreement), Gloucestershire Local Authority to provide access to professional

services such as the Educational Psychologists (EP), Occupational Therapy (OT) and Advisory Teachers (ATS) on specific areas of special educational need. This is undertaken in full consultation with parents.

Our Pastoral team works very closely and seeks the advice of the local authority's Navigation Hub that triages referrals and engages the relevant agencies to support our students and their families overcome any barriers that may jeopardize our students achieving success. At times it may be necessary to refer to Children's services and take a multi-agency approach to support the holistic needs of a child. Other services that may be referred to are the outcome coordinators and other members of the local authority Inclusion team to ensure the best outcomes for the child and their family. Any referrals or discussions with external professionals are always undertaken in full consultation with parents.

#### **15. Complaints about SEN provision**

If you have a concern regarding the educational provision for your child(ren) or any special education need, then please contact [SEND@barnwoodpark.co.uk](mailto:SEND@barnwoodpark.co.uk) in the first instance.

If you have a complaint regarding the provision for your child(ren)'s special educational needs, please raise this through the School Complaints procedure. This can be found on the school website or by contacting the school to request a copy.

#### **16. The local authority local offer**

A link to the local offer can be found on our website or [here](#).

#### **17. Contact details of support services for parents of pupils with SEN**

The latest parental support services can be accessed [here](#).