



SEN Information Report

Academic year 2026/2027

Federation Strategic SENCo: *Dr E Rice-Adams*

SEN Governor: *Fiona Small*

Definition of Special Educational Needs and Disability

The Code of Practice (2014) 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.

Therefore, a child is considered to have a special educational need if they have a learning difficulty or disability which calls for special education provision *beyond that* which is ordinarily available and which requires implementation for a sustained period of time. These pupils may have significantly greater difficulty in learning than the majority of pupils the same age and/ or have a physical or mental difficulty that has substantial and long term effects on their ability to access day-to-day educational activities. This leads to special educational provisions being made beyond those available for their same age peers, in a mainstream setting.

What is the Local Authority Local Offer?

The Children and Families Bill was passed in 2014. From this date, Local Authorities and schools were required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

The North Lincolnshire Local Offer can be accessed at:

<https://localoffer.northlincs.gov.uk/>

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What kinds of special educational needs might the children at Baysgarth School have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health (previously behavioural, social and emotional difficulties).
- Sensory and/or physical.

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.

Children and young people with an autism diagnosis are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate support. 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 difficulties

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. These behaviours may, but not always, reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs

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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How many students do you have with SEND?

As per the census for the previous academic year, our SEN numbers run above National and LA average. These numbers are currently increasing, year on year.

	2025/2026	National Average	North Lincolnshire Average
SEN Support	193 (18.59%)	13.4%	15.4%
EHCP	38 (3.66%)	3.1%	3.1%
Total	232		
% of School			

What is the SEND vision at Baysgarth school?

The main aim of our faculty is to ensure our young people, regardless of their background, special educational need or disability, achieve success, particularly as they venture into their adulthood. To do so, we offer a nurturing environment, which focuses on a gradual progression towards independence, so that these young people can thrive at college and/or in further training or education. We take a holistic approach, offering both social/ emotional and academic support, to meet a wide variety of SEND needs. Within this, we want to enable our pupils to celebrate who they are as an individual and what they can offer to the world.

As an SEND Team, we ensure that students:

- Feel safe, secure and content within their learning experience, so that they are in the best position to access learning.
- Achieve to the best of their ability by accessing appropriate support and adaptation to enable them to do so.
- Make good progress in their reading, spelling and numeracy to support them in accessing subjects across the curriculum.
- Engage in individual and group interventions as required, to achieve positive outcomes.
- Access additional support for SEMH needs, where needed, including building positive relationships with trusted adults and with peers.
- Increase resilience and independence across the school day, both in and out of lessons, preparing them for adult life.

In this we aim to:

- Be SEND experts, fully trained to support all student needs, aiming to become a beacon of excellence for SEND in the local area.
- Be a strong and supportive team, who are open, honest and share all knowledge.
- Support all teachers to become excellent teachers of SEND.
- Be confident in our approaches and the solutions we provide.
- Act as student advocates, holding others to account without being judgemental.
- Have robust identification processes and rigorous monitoring systems.
- Have high aspirations for all of our students and ourselves, focusing on improving SEND student outcomes.

The Team

Dr E Rice-Adams (Federation Strategic SENCo)

The SENCo ensures that the Special Educational Needs provision at Baysgarth School is both efficiently and effectively managed. This includes meeting all statutory requirements, with a focus on ensuring that SEND students achieve their potential.

Mrs J Ward (Assistant Strategic SENCo)

The Assistant SENCO's role is to promote an inclusive curriculum. Managing curriculum development for SEN pupils and ensuring that those pupils consistently receive high quality teaching.

SENSO

The SENSO works with the SENCo to ensure that the SEN Code of Practice is met. This includes identifying and meeting the needs of EHCP and SEN Support pupils to ensure the best possible outcomes. The SENSO contributes to the day to day operational management of the SEND team, including the management and support of LSAs.

Mrs Emma McKinley (Y7)

Mrs B Empson (Y8)

Mrs N Else (Y9)

Miss L Newton (Y10-11)

Mrs L Pettitt

HLTA (Higher Level Teaching Assistant)

HLTAs run the Year 7 and 8 Nurture Group as well as horticulture and Step up courses for Year 9,10 and 11. These groups provide a nurturing environment for students, fostering both their academic skills and social/emotional development.

Mrs B Empson

Mrs D Humphries

Mrs A Durda

Mrs L Petit

Senior LSA (Learning Support Assistant)

Senior LSAs take a leading role in the LSA team, modelling good practice, undertaking LSA training, ensuring effective home communication and supporting the SENSO with the day-to-day management of the SEN department.

Mrs K Walton

LSA (Learning Support Assistant)

LSAs support the teaching of a differentiated curriculum, assisting pupils with SEND by ensuring the implementation of appropriate SEN strategies, under the general direction of the teacher. They provide SEND pupils with social, emotional and behavioural support. They also carry out targeted interventions with students in small groups/1:1.

Ms C Blanchard	Miss C Dawson	Miss E Wiley	Miss S Johnson
Mrs A Durda	Mrs B Metham	Mrs C Yard	Mrs L Arnold
Mrs S Sadler	Miss A Heinzman	Miss S Tighe	Mrs J Marrison
Miss M Fatkins	Miss D Lyon	Miss A Anderson	Mrs E Berry

How do you identify students who need additional help?

The school is committed to the early identification of special and additional educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014. Underpinning ALL our provision in school is the **graduated approach** cycle of:



Two cycles of APDR must be completed as part of the identification process. One cycle is, on average, a minimum of 6 weeks but in some cases more time may be needed. This enables a review of the impact of planned interventions and a consideration as to whether there is evidence of a sustained special educational need, despite these interventions being put in place.

As part of the **assessment** of needs, the SENCo/ SENSO is committed to visiting every primary feeder school during the summer term to discuss each Y6 SEND student enrolling at Baysgarth in detail. This will include conversations with primary feeder staff, may include follow up conversations and meetings with parents and may include observations of students requiring additional support.

A range of evidence is collected on all students starting at Baysgarth School in Year 7 and also those who may need additional support across Key Stages. This includes: data from feeder primary schools, parental and pupil concerns, in-house reading and Dyslexia screening tests, teacher concerns and feedback, close monitoring of in-house cross curricular assessment data and observations of students.

We recognise that identification of particular individual needs of pupils is a collaborative process between school staff, the SENCo, pupils and parents and when appropriate from external agencies: Educational Psychologists, Autism Team, Behaviour Team, CAMHS Team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.

What support do you offer?

In class

We believe that all teachers are teachers of students with special and additional needs. All teachers and support staff receive in-house training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils. Teaching staff are supported by the SENCo in providing tailored support to students across the curriculum and are guided through the review process for students with special educational needs.

Support staff also provide support to students in class, in groups or on a one to one basis under the direction of the class teacher. Support staff also act as trusted adults for SEN pupils and therefore offer emotional as well as academic support. We have staff who support in different teams, working together to support learners. SEMH staff support in lessons and in the hub to help students with regulation and engagement, cognition and learning staff are directed by the Head of departments to support students in lessons and our discovery/post discovery team focus on our discover group lessons and those that have just transitioned out of discover.

A student with special and additional needs will have a Pupil Profile document, which sets out the needs of the child and appropriate strategies to support that child. This document will be updated regularly to support staff in how best to provide excellent personalised provision. This provides the staff and SENCo with relevant, up to date data and support for learning information.

Additional Support and Interventions

We offer a wide range of bespoke intervention programmes for individual students requiring additional support. These are led by trained HLTAs/LSAs and take place for 6 week blocks. Interventions take place during the intervention/enrichment slots on a lunchtime. Students are rigorously assessed and monitored by the HLTAs and SENCo during the period of intervention and quality assurance is also monitored regularly. After the 6 week intervention; student progress is assessed and decisions are made about future support.

Examples of some intervention programmes offered:

Lexia/ Bedrock Literacy
Fresh Start Phonics programme, ReadWrite Inc.
Social Skills intervention (Bridges in Social Understanding)
ASD support/ ASET interventions
Collective reading groups
Zones of Regulation
SEMH support/Drop ins
PiXL Build-up/ Change Makers
Sensory room
Step Up to English
Step Up to Maths
CBT (Cognitive behavioural therapy)
ELSA (Emotional literacy support)
Talkabout
Homunculi
Lego therapy
Drawing and talking

Needs and provision for pupils with Education Health Care Plans are determined by the LA, and are met through resources provided directly by the LA and from school resources.

We also offer bespoke pathways to students who require smaller classes and a more personalised curriculum to meet specific learning needs, ensuring they continue to make progress and settle into school life. The Discover Group is a small, nurture style curriculum for students entering the school in Y7. They are supported by a HLTA in a small working environment for humanities, ICE and SEMH lessons. Continuing in this small learning environment, they are taught mathematics and English by mainstream subject teachers. For the remaining subjects: science, art, drama, PE, DT, ICT & music pupils are taught by mainstream teaching staff in a larger mainstream group. Pupils may remain in the nurture group in year 8, or transition out into full mainstream classes earlier, if they are ready to do so.

SENCo Support

The role of the SENCo is to co-ordinate and monitor the provisions and progress of students requiring additional or different support. The SENCo will always:

- Identify and assess students needing additional support
- Plan appropriate intervention
- Monitor progress
- Review progress and intervention
- Liaise with and advise parents, pupils and teaching staff

What other specialist services does the school use to support my child?

The SEND team works closely with external providers and services, such as LA support services, Educational Psychology service and other agencies including the NHS and Social Care. Some of the services we liaise with include:

ASET (Autism Spectrum Team)

Behaviour Support Team

Educational Psychology

CAMHS (Child, Adolescent and Mental Health Service)

ESHV (Education Support Service for Hearing and Visual Impairment)

Occupational Therapy

Physical Disability Team

SALT (Speech and Language Therapy)

SENDIASS (Formerly Parent Partnership service)

School Nursing

TAMNET (Tuition and Medical Needs Team)

How do you measure/ review the progress of students with SEND?

Each student's progress is constantly monitored by the class and subject teacher. Data and progress is recorded regularly and analysed by teachers, Heads of Faculty, and senior leaders including the SENCo. Reports and regular Parents' Evenings will be advertised in advance to parents.

The SENCo also monitors all intervention programmes for SEND students and adjusts provision accordingly. The SENCo regularly monitors teaching and learning through book scrutinies, learning walks and lesson observations.

Students with an Education Health and Care Plan will have full annual reviews of their progress. This will include a meeting with all relevant professionals, parents and teaching staff and will be student focused. These statutory reviews take place at least annually or more frequently if required. Interim or early reviews are called where the school identifies a pupil who has made little or no progress or that existing provision may no longer be appropriate.

Students on SEN support will have outcome reviews. Outcomes will be set at the start of the academic year, and then reviewed in the following two terms. This will be reported to parents/carers, who can use this to further support their child's progress.

How do you support students in the transition process?

During the summer term, the SENCo and Y7-8 SENSO will liaise with Primary feeder schools to identify and plan support for children with known SEN/disability needs. Wherever possible, the SENCo/ SENSO will attend Year 6 annual reviews of pupils with EHCPs. The school will host transition evenings which will be attended by key members of staff from the team. We will also invite Year 6 students to transition taster sessions during the summer term; this gives them a chance to experience Baysgarth School in advance of attending full time. Bespoke and personalised transition programmes can also be planned and arranged by the SENCo for students who may require a longer transition period.

In Year 11, we also have a dedicated SENSO responsible for making links and forging relationships with colleges and apprenticeship providers. We will support your child with the application process, visiting colleges and meeting the right people. We can support personalised transition packages to a range of post 16 providers.

What pastoral support is available to students with SEND?

On entering Baysgarth, all students are allocated to one of our five houses: Blenheim, Halifax, Lancaster, Stirling and Wellington. They are then placed in a year 7 house form. Moving through the school, there are also form groups for year 8-11 assigned with the respective houses. Each year group also has a designated member of the senior leadership team to support them.

SEND forms part of the Inclusion Team, with the SENSOs working to support the SEND needs of a defined year group, alongside a learning manager. The learning manager is part of our offer to further support students with pastoral needs, and the team also consists of: Inclusion Manager, Student Support Officer, an Attendance Officer and Attendance Assistants. The Inclusion team is responsible for supporting the day to day welfare of all students. This can include dealing with behavioural issues, social conflicts or emotional difficulties. They liaise closely with parents ensuring there is a strong link between home and school. Students can receive 1:1 or small group personalised intervention programmes aimed at developing the student's capacity to deal with and improve their emotional, social or behavioural difficulties. This can include sessions on improving confidence and self-esteem as this is often a barrier that prevents students reaching their full potential. The Inclusion Manager and Child Protection Officer will work closely with the LA and outside services in supporting students who are classed as Looked After or Children in Need.

The SEND team offers bespoke support during unstructured times for identified students at break, lunchtimes and after school. Bespoke provision can be created on an individual basis and could include having a quiet and safe space to go at break time; opportunity to play Lego or board games at lunchtime or have additional support with homework after school. In addition, we have a sensory room, which pupils can use as a time out space when they feel overwhelmed.

How do you involve parents and carers?

As a faculty, we pride ourselves on the relationships we forge with parents and carers on a daily basis. We keep in regular contact with parents through email, telephone conversations and meetings in school. Occasionally we also make home visits to support parents. We hold regular meetings with external professionals at school with parents and carers, which help support their child and their needs.

We also collect parent and student voices on SEN provision at Baysgarth School. This includes sending parent and pupil voice surveys to collect views on SEN provision and outcomes, taking informal feedback during parental meetings, and ensuring that SEN pupils are prioritised with their own student voice during QA processes.

How is Baysgarth accessible to students with additional needs?

The school currently has its own SEND space on the top floor, consisting of a hub. During intervention times students will receive personalised 1 to 1 or small group intervention work specifically tailored to meet their needs. It consists of



Discover group classrooms, an open plan suite- equipped with a Smart Board, and computers- and a sensory room.

The school can support students with technological aids such as laptops, computers, and specialist software.

Timetabling and classroom layout are considered sensitively and reasonable adjustments are made to facilitate students with disabilities.

The school is fully accessible for wheelchair and mobility difficulties and student needs are assessed on entry to the school. If needed students can have access to the school lift to enable them to be taught on all floors of the building.

All floors have accessible toilets for students needing space and privacy. The school also has a hygiene room which is fully equipped with an accessible toilet, shower facilities, bed and hoist. All PE changing facilities also have accessible toilets, changing facilities and showers.



Who can I contact if I want more information?

If you feel that we can offer help to your child, or that you have any queries or questions please contact the Personalised Learning faculty via the school's main office on 01652 632576. You can also contact key members of staff directly on the following email addresses:

Emma Rice-Adams (Federation Strategic SENCO) - emma.rice@baysgarthschool.co.uk

Joanne Ward (Assistant Strategic SENCO) - Joanne.ward@baysgarthschool.co.uk

Beth Empson (HLTA/SENSO Y8) – beth.empson@baysgarthschool.co.uk

Natasha Else (SENSO Y9) - Natasha.Else@baysgarthschool.co.uk

Louise Newton (SENSO Y10/11) - louise.newton@baysgarthschool.co.uk

Linda Pettitt (SENSO) – linda.pettitt@baysgarthschool.co.uk

Kathleen Walton (Senior LSA) - kathleen.walton@baysgarthschool.co.uk

Jade Driscoll (Head Teacher and Federation Lead) – jade.driscoll@baysgarthschool.co.uk

Fiona Small- (SEND Governor) – 01652 632576