

# Handsworth Grange Community Sports College

## Special Educational Needs and Disability Information Report 2023-24

<b>Date First Published</b>	September 2017
<b>Version</b>	6
<b>Last Approved</b>	October 2023
<b>Cycle</b>	Annually
<b>Review date</b>	September 2024

The governing bodies of maintained schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability regulations 2014 and **must** include the information set out below.

Details of our Trust's Student Entitlement (SEND), can be found here – [Home - Minerva Learning Trust](#)

1.	What kinds of special educational needs are provided for at Handsworth Grange Community Sports College	<p>We are an inclusive school and currently support students with a range of needs in the following categories:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and physical needs.</li> </ul> <p>Students may find it difficult to access the curriculum and need extra support and assistance if they have:</p> <ul style="list-style-type: none"> <li>• Speech Language and/or communication needs, ADHD, Autistic Spectrum Disorder</li> <li>• Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception</li> <li>• Hearing or Visual Impairment</li> <li>• Medical conditions or physical disabilities</li> <li>• Social, emotional and mental health issues</li> <li>• Different cultural experiences or backgrounds</li> <li>• Students who have English as an additional language and/or have recently arrived in England</li> <li>• Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies</li> </ul>
2.	How does the school identify students with special educational needs?	<p>During the summer term, the Inclusion team at Handsworth Grange works closely with the primary schools to identify students transitioning with additional needs to ensure that the right support is put in place for the best start in year 7. For students with complex SEND needs, we encourage parents to contact school and organise a visit well in advance of their child starting. The SENCO will also endeavour to attend Y6 summer term MYPLAN and EHCP review meetings.</p> <p>After starting at Handsworth Grange, some students' special educational needs may be identified through:</p> <ul style="list-style-type: none"> <li>• KS2 Standardised Assessment Tests (SATs) results</li> <li>• Cognitive Assessment Tests (CATs)</li> <li>• Referral by the student themselves</li> <li>• Referral by parents / carers</li> <li>• Referral by teacher</li> <li>• Referral by outside agencies</li> <li>• Concerns may also be raised as to unidentified special education needs if a student is not making expected progress despite high quality teaching which is adaptive and personalised</li> </ul>

		<p>Referrals will go through the SENDCo who will undertake an investigation into the concerns. It maybe that additional screening or assessments are completed within school or recommendations are made for a referral to another professional or external agencies e.g. Educational Psychologist, Speech and Language Therapy service, the Sheffield Autism Team, CAMHs, MAST, Local GP</p> <p>Identification of SEND by the school SENDCo is also aided through the use of the Sheffield SEND Toolkit and the Sheffield Support Grid exemplification.</p>																								
3	Contact details of SENDCO	<p>Helen Brewer Special Educational Need Co-ordinator  Email: <a href="mailto:hbrewer@handsworth-mlt.co.uk">hbrewer@handsworth-mlt.co.uk</a>  Phone: 0114 2694801</p>																								
4	How many children in the school have special educational needs?	<p>This is not a static number. There are slight changes each time we review our SEND register following SEND review meetings or if there is student movement over the course of the academic year.</p> <table border="1"> <thead> <tr> <th></th> <th>Y7 (206 pupils)</th> <th>Y8 (212 pupils)</th> <th>Y9 (202 pupils)</th> <th>Y10 (202 pupils)</th> <th>Y11 (200 pupils)</th> </tr> </thead> <tbody> <tr> <td>EHCP</td> <td>6</td> <td>8</td> <td>3</td> <td>7</td> <td>3</td> </tr> <tr> <td>SEND Support K</td> <td>38</td> <td>36</td> <td>28</td> <td>28</td> <td>31</td> </tr> <tr> <td>% of pupils in the year with SEND</td> <td>21%</td> <td>21%</td> <td>15%</td> <td>17%</td> <td>17%</td> </tr> </tbody> </table>		Y7 (206 pupils)	Y8 (212 pupils)	Y9 (202 pupils)	Y10 (202 pupils)	Y11 (200 pupils)	EHCP	6	8	3	7	3	SEND Support K	38	36	28	28	31	% of pupils in the year with SEND	21%	21%	15%	17%	17%
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5	The Local Offer	<p>A directory of services, the Local Offer, available in Sheffield can be found at <a href="http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUmI">http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUmI</a></p> <p>The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND.</p> <p>The Sheffield Parent Carer Forum is an organisation which was created to bring together the parents and carers across the City of children with additional needs. The organisation is parent-led run by a Management Committee whose members have links with parent support groups across the city.</p>																								
6	What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?	<p>All parents/carers of students who appear on the SEND register are invited into school three times per year to discuss the progress of their child:</p> <ul style="list-style-type: none"> <li>• A calendared review meeting with the SENDCo or assistant SENDCo</li> <li>• Parents evening where parents can speak directly to subject teachers</li> <li>• A drop in appointment with the SENDCo or assistant SENDCo</li> </ul> <p>Parents/carers of students whose needs are more complex i.e. those on an EHCP or those on a Support Plan or MYPLAN may be invited into school more frequently.</p>																								

		<p>Review meetings are student centred. Students are encouraged to share their thoughts and feelings in person at the meeting, or through opportunities facilitated prior to the meeting. At a review meeting, agreed outcomes, and the provision to achieve these outcomes are discussed.</p> <p>In addition to the above, the SEND team and pastoral team invite parents to contact them via phone or email at any time. Parents and carers also have access to the school website and other communication apps so they can keep up to date with information regarding attendance and behaviour.</p>
7	What are the arrangements for consulting young people with SEND and involving them in their education?	<p>The students themselves are at the centre of any planning of provision to meet a special educational need. Students and their families work in close partnership with the SENDCo and SEND team throughout their time at Handsworth Grange.</p> <p>Review meetings are student centred and the views of the student are always sought either through their attendance at the meeting or prior to the meeting through accessible means</p> <p>Student One-Page-Profiles, which are documents detailing barriers to learning, support strategies, interests and aspirations, are developed in conjunction with the young person. The One-Page-Profile is shared with staff in a way that the young person feels comfortable. The graduated response to SEND always begins with a One-page-Profile.</p>
8	What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?	<p>A process of plan, do, review takes place termly following data collections and review meetings to support students who are included in the SEND register. The Sheffield Support Grid is used to support the assessment of need and provision. A holistic view of student progress is always taken when considering progress towards outcomes.</p> <p>SEND assessment data is monitored as part of the wider school assessment cycle and parents contacted if there is cause for concern. Parents can also contact the school via email or telephone and seek advice and support from the SENDCo and SEND team.</p> <p>The SENDCo works as part of the whole school inclusion team. The inclusion team includes: pastoral support, SEND and safeguarding. The inclusion team comes together weekly to discuss the needs of individual students where there are challenges which are not being met by quality first teaching or through the regular pastoral route.</p> <p>The SENCO has access to ten days Educational Psychology input where progress of the most vulnerable and complex students can be assessed and further avenues of support explored.</p> <p>The school liaises with a wide range of agencies e.g. Ryegate, CAMHs, Speech and Language Therapists, Visual Impaired team, Hearing Impaired team who all work together for the best interest of young people and their families.</p>

		<p>The school works hard to ensure that all reviews are student centred and their parent/carers' voices are heard and respected.</p>
9	<p>Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.</p>	<p>Careful planning and execution ensures a smooth transition across each transition phrase. The transition process for students moving from Y6 to Y7 with EHCPs can begin as early as March when the SENDCo becomes involved in the consultation process. In the summer term the SENDCo then has detailed discussions about all SEND students with the SENDCo from the primary schools. The SENDCo may also join the review meetings with parents of Y6 students so there is a link which allays any fears and concerns. For the most complex students, personalised transition programmes are created in addition to the three calendared general school transition days. Some selected students, who may struggle more with transition than others, may also be invited to attend an extra nurture transition day run by our senior Learning Mentor.</p> <p>Transition to post 16 provision is also carefully managed starting with an early supported careers interview. Accompanied visits to colleges take place for the most vulnerable students and college SENDCo are invited to annual review meetings.</p> <p>Professionals from Sheffield Futures join the annual review meetings of students with Education, Health and Care Plans from Y9 onwards with the intention of providing information, advice and guidance to some of our most vulnerable students. They are instrumental in formulating steps to outcomes for students' post 16.</p> <p>For some students, school will make a referral to the Independent Travel Training team who work with students to gain greater independence in moving across the city independently.</p>
10	<p>What is the approach to teaching children with SEND?</p>	<p>As a school we aim to be inclusive and treat students as individuals, considering their additional needs.</p> <p>All teachers have responsibility to ensure that all students in their lessons progress and achieve their potential in that subject.</p> <p>Lessons are planned to ensure that the needs of all students are met. Quality first teaching includes differentiation and personalised teaching programmes and lessons are monitored to ensure this happens. Teaching staff are monitored regularly on their inclusivity and planning.</p> <p>We seek to promote good relationships between staff and students.</p> <p>We welcome contact from parents on any aspect of their child's education.</p> <p>We appreciate that the "one size fits all" approach does not work for our students and bespoke packages of education and timetable are sometimes needed.</p>

		<p>Support may include additional adults in the classroom, a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. Classroom teachers and support staff have half-termly teaching and learning continual professional development to ensure that quality first teaching is maintained.</p> <p>All class teachers and support staff feedback both social and academic information to the school SENDCO prior to the review process.</p> <p>Learning takes place in many contexts. Our PSCHEE/SMSC and form time programmes aim to give students the skills and knowledge required to make informed decisions and develop independence.</p>
11	What adaptations are made to the curriculum and learning environment for students with SEND?	<p>The number of adaptations that are made to support students are made in line with the Sheffield SEND Support Grid. This is split into five levels being:</p> <p><b>Level 1</b> Students progress through quality first teaching and differentiation of the curriculum by the classroom teacher.</p> <p><b>Level 2</b> This is mainly through small groups withdrawn to have intervention which may be around reading/spelling/numeracy.</p> <p><b>Level 3</b> This includes individual/small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing/visual impairment input. Other agencies could include, physiotherapy, Educational Psychology, CAMHs etc.</p> <p><b>Level 4</b> Access to appropriate specialist support and which includes a significantly modified curriculum and will usually require a high level of additional adult support.</p> <p><b>Level 5</b> This usually requires an alternative specialist educational provision.</p> <p>Students may move within these levels whilst at the school and all our students with SEND are closely monitored.</p>
12	How does school ensure that staff have the relevant training to support students with SEND?	<p>Each teacher is aware that they have responsibility for the progress of all students in including those with SEND. The Whole School Provision Map, which details the reasonable adjustments and strategies required to meet the needs of students with varying difficulties, is part of every teacher's Teaching and Learning Toolkit</p> <p>Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND.</p> <p>'Spot Light' meetings are frequently held to share and develop strategies to support our students with the most complex needs.</p> <p>Weekly staff briefings are used as a forum to pass on information about SEND issues and provide</p>

		<p>One page profiles, developed collaboratively with SEND staff, students and parents/carers are accessible to all staff.</p> <p>All staff are able to access information about all students electronically via the school's management information system (SIMs), the school's seating plan software (MINT) and Edukey.</p>
13	<p>How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?</p>	<p>The academic progress of students with SEND is tracked and reviewed termly at both whole school and SEND team level. Attendance and conduct data are also looked at as indicators of the impact of provision for SEND.</p> <p>Following termly data collections, actions are agreed to address any concerns with provision.</p> <p>Parental feedback about the effectiveness of provision is sought following parents evening and at SEND review meetings.</p> <p>Provision for students and families who have other professionals or agencies involved will be evaluated as part of regular Team Around The Family (TAF) meetings and discussed in school as part of the weekly Inclusion Team meeting.</p>
14	<p>How do you ensure that learners with SEND are included in non-classroom based activities?</p>	<p>Students with SEND are encouraged to participate in off-site and extra-curricular activities. Collaboration will occur between SEND staff, teaching staff, the student and parents to ensure that every effort is made to facilitate reasonable adjustments to ensure SEND is not a barrier to participation in any aspect of school life.</p>
15	<p>What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying?</p>	<p>A nurturing environment within the classroom is the responsibility for the class teacher. Tolerance to difference and diversity is encouraged and forms a large part of the school ethos. It is reinforced through the curriculum and in directed form time discussions.</p> <p>A strong pastoral team coupled with an experienced and welcoming SEND team ensure that students can thrive, feel valued and are not marginalised. The school has a SEND Quiet Room which provides students with SEND, a place to re-centre and be away from noisier and busier areas of the school. This is also a place where SEND pupils can meet with their key-worker and discuss any issues or concerns.</p> <p>The school has a senior learning mentor as well as a Pupil Welfare Officer and a school counsellor. These members offer 1:1 support for students, work closely with families and other professionals.</p> <p>The school is working closely with professionals from CAMHs and is a Healthy Minds School. This has provided the school with a bespoke package of training and support tailored to the needs of our students, including those with SEND.</p>

		<p>Think for the Future mentors (TFTF) work weekly with targeted students both in groups and 1:1. The school also can refer students internally for 1:1 psychological support.</p> <p>The school has Inclusion Team Meetings every week which are staffed by a team of inclusion and pastoral specialists within the school.</p> <p>Our most vulnerable students are supported by key members of staff. The school runs a range of lunchtime and after school clubs, which SEND students are supported to join.</p>
16	How does school involve other agencies in meeting students' SEND and supporting their families?	The support of outside agencies is sought on an individual basis. The SENDCO has strong links with professionals in the Educational Psychology service along with MAST, The Sheffield Autism Team, Speech and Language service, Hearing Impairment and Visual Impairment services and the SEND locality team of schools.
17	What arrangements are there for handling complaints from parents of children with SEND about the provision?	<p>Initial concerns should be forwarded to the SENDCO. If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.</p> <p>In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. This is Samantha Simpson. They would also be able to advise on further procedures and can be contacted via school.</p> <p>The Minerva Trust Complaints Policy can be found at <a href="#">Statutory Information - Minerva Learning Trust</a></p>
18	What arrangements are made for those students who are looked after by the local authority and have SEND?	At Handsworth Grange, in addition to the SENDCo, there is also a Designated Teacher for students who are looked after by the local authority. There are termly Looked After Children meetings and Personal Education Plan meetings for each child in which there is a cycle of assess, plan, do, review. These are attended by the Social Worker, Independent Reviewing Officer, SENDCo and the student.