

Handsworth Grange Community Sports College

Special Educational Needs and Disability

Information Report

2025-26

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 Minerva Learning Trust Student Entitlement and Core Offer can be found here [Our Offer - 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"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and physical needs. <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"> • Speech Language and/or communication needs, ADHD, Autistic Spectrum Disorder • Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception • Hearing or Visual Impairment • Medical conditions or physical disabilities • Social, emotional and mental health issues • Different cultural experiences or backgrounds • Students who have English as an additional language and/or have recently arrived in England • Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies
2.	How does the school identify students with special educational needs?	<p>Early identification of students with SEND is critical to their success. The Code of Practice (2014) outlines four broad areas which cover a range of needs which should be planned for. The purpose of identification of need is to work out what action the organisation needs to take, not to fit the student into a category.</p> <p>We identify the needs of students by considering the needs of the whole child. Often, when students join us, we are already aware of the student's SEND through transition arrangements which are in place between each of our schools and the provision which students attended beforehand (e.g. between primaries and secondaries) and through links with a range of agencies and other professionals. When at school, students may be identified through:</p> <ul style="list-style-type: none"> • KS2 SATs results • Reading tests • Diagnostic testing • Referral by the child • Referral by parents/carers • Referral by teacher/curriculum area following school procedures • Referral by outside agencies • Referral by Progress Leaders

	<ul style="list-style-type: none"> • Referral by Pastoral Managers • Failure to make the expected progress despite high-quality teaching which is differentiated and personalised to meet the needs of the student. • Student Profiling System <p>The Code of Practice makes it clear that teachers should seek to identify students who are making less than expected progress given their age and individual circumstances. When a student has SEND and is not making expected progress despite high-quality, suitably differentiated teaching, the Code suggests that teachers should draw on:</p> <ul style="list-style-type: none"> • Teacher assessment and knowledge. • Data on progress and behaviour, e.g. whether the rate of progress is widening the attainment gap or failing to match or better the student's previous rate of progress. • Development in comparison to peers, e.g. the rate of progress is failing to close the attainment gap between the student and his/ her peers or making progress which is significantly slower than that of their peers starting from the same baseline. • The student's views. • The views and experiences of parents. • Advice from the SEND team and external support services. <p>Sometimes, more specialist assessments are needed, and these can be coordinated by the SEND team.</p> <p>When considering why some students may not be making expected levels of progress, consideration is also given to factors which are not SEND but may impact progress and attainment, e.g. attendance and punctuality, health and welfare, EAL, receiving Pupil Premium grant, being a Looked After Child, being a child of a serviceman/woman, disability (although the Code of Practice outlines the 'reasonable adjustment' duty under the Disability Equality legislation, this alone does not constitute SEND).</p> <p>It should also be noted that whilst slow progress and low attainment may be an indicator of learning difficulties, this does not necessarily mean a child has SEND. Equally, assuming that attainment in line with chronological age does not mean a child has SEND is also wrong. Some learning difficulties and disabilities occur across the range of cognitive ability, and if left unaddressed may lead to frustration and manifest as disaffection, and emotional or behavioural difficulties. It is important to remember that identification is not only about attainment – there can be other things a child is not making progress in.</p>
3	<p>Contact details of SENDCO</p> <p>SENDCO: Mrs Helen Brewer Email: HBrewer@handsworth-mlt.co.uk Tel: 0114 269 4801</p> <p>Assistant SENDCO: Mrs Emma Lee Email: ELee@handsworth-mlt.co.uk Tel: 0114 269 4801</p> <p>Inclusion Admin Assistant: Mrs Elizabeth McManus Email: EMcManus@handsworth-mlt.co.uk Tel: 0114 269 4801</p>

4	How many children in the school have special educational needs?	<p>SEN Status Summary (01 Sep 2025 - 26 Sep 2025)</p> <table border="1" data-bbox="470 114 1494 451"> <thead> <tr> <th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>All Years</th></tr> </thead> <tbody> <tr> <td>Current Pupils</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>E- Education, Health and Care Plan</td><td>2.46%</td><td>5</td><td>3.96%</td><td>8</td><td>2.01%</td><td>4</td><td>4.23%</td><td>8</td><td>3.65%</td><td>7</td><td>3.25%</td><td>32</td></tr> <tr> <td>Male</td><td>1.97%</td><td>4</td><td>2.97%</td><td>6</td><td>1.51%</td><td>3</td><td>2.65%</td><td>5</td><td>1.56%</td><td>3</td><td>2.13%</td><td>21</td></tr> <tr> <td>Female</td><td>0.49%</td><td>1</td><td>0.99%</td><td>2</td><td>0.50%</td><td>1</td><td>1.59%</td><td>3</td><td>2.08%</td><td>4</td><td>1.12%</td><td>11</td></tr> <tr> <td>K- SEN Support</td><td>17.73%</td><td>36</td><td>18.81%</td><td>38</td><td>19.60%</td><td>39</td><td>16.40%</td><td>31</td><td>12.50%</td><td>24</td><td>17.06%</td><td>168</td></tr> <tr> <td>Male</td><td>11.33%</td><td>23</td><td>9.90%</td><td>20</td><td>9.05%</td><td>18</td><td>11.64%</td><td>22</td><td>8.33%</td><td>16</td><td>10.05%</td><td>99</td></tr> <tr> <td>Female</td><td>6.40%</td><td>13</td><td>8.91%</td><td>18</td><td>10.55%</td><td>21</td><td>4.76%</td><td>9</td><td>4.17%</td><td>8</td><td>7.01%</td><td>68</td></tr> <tr> <td>M- Monitoring</td><td></td><td></td><td>0.50%</td><td>1</td><td>1.51%</td><td>3</td><td>3.17%</td><td>6</td><td>4.69%</td><td>9</td><td>1.93%</td><td>19</td></tr> <tr> <td>Male</td><td></td><td></td><td>0.50%</td><td>1</td><td>1.51%</td><td>3</td><td>3.17%</td><td>6</td><td>3.13%</td><td>6</td><td>1.62%</td><td>16</td></tr> <tr> <td>Female</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1.56%</td><td>3</td><td>0.30%</td><td>3</td></tr> </tbody> </table> <p>Figures correct on 26.09.25 The main area of need in the school at present is SEMH. This is followed by an equal split between communication and interaction (inc ASC) and cognition and learning needs.</p>		Year 7	Year 8	Year 9	Year 10	Year 11	All Years	Current Pupils							E- Education, Health and Care Plan	2.46%	5	3.96%	8	2.01%	4	4.23%	8	3.65%	7	3.25%	32	Male	1.97%	4	2.97%	6	1.51%	3	2.65%	5	1.56%	3	2.13%	21	Female	0.49%	1	0.99%	2	0.50%	1	1.59%	3	2.08%	4	1.12%	11	K- SEN Support	17.73%	36	18.81%	38	19.60%	39	16.40%	31	12.50%	24	17.06%	168	Male	11.33%	23	9.90%	20	9.05%	18	11.64%	22	8.33%	16	10.05%	99	Female	6.40%	13	8.91%	18	10.55%	21	4.76%	9	4.17%	8	7.01%	68	M- Monitoring			0.50%	1	1.51%	3	3.17%	6	4.69%	9	1.93%	19	Male			0.50%	1	1.51%	3	3.17%	6	3.13%	6	1.62%	16	Female									1.56%	3	0.30%	3
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5	The Local Offer	<p>A directory of services, the Local Offer, available in Sheffield can be found at https://www.sheffielddirectory.org.uk/localoffer</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, in 25-26, these that the form of a termly 'SEND Parents evening' where parents can book an appointment with their child's Keyworker. Parents are also invited to attend 2 Form Tutor review meetings and 1 subject teacher Parents evening per year. This means that SNED Parents will have 6 opportunities over the year to gain updates about their child's progress in school.</p> <p>Parents/carers of students whose needs are more complex i.e. those on an EHCP or those on a Support Plan or EXSP may be invited into school more frequently.</p> <p>Students who are on the SEND register, but do not have an EHCP are accessing SEND Support (K). Some students may be added to the register at the termly review point. Each student on the register has a one page profile which details his/her needs and practical strategies to support their needs in lessons to ensure they make progress.</p> <p>The progress of all students should be reviewed on a termly basis unless they are participating in more targeted provision in which case their progress is tracked more frequently. Students' progress in relation to the outcomes of the provision should be monitored.</p> <p>Interventions will be reviewed regularly and adapted accordingly. Sometimes, when more specialist provision is needed, engagement with specialist services such as the LA Educational Psychology Service, Speech and Language, Autism Team, CAMHS, Ryegate, FIS, Inclusion and Attendance, etc can be necessary. Parents and students should be involved in the decision to seek more specialist advice and services.</p> <p>Parents will be contacted on a termly basis to review the progress of their child and are invited to contact the school more regularly, if necessary.</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.</p> <p>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 Student One-Page-Profiles, which are documents detailing barriers to learning, support strategies, interests and aspirations, are developed in conjunction with the young person.</p> <p>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. 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	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	<p>Careful planning and execution ensures a smooth transition across each transition phase. 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.</p> <p>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.</p> <p>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>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	What is the approach to teaching children with SEND?	<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>A number of adaptations are made to support students are made. These are split into five levels being:</p> <p>Level 1 Students progress through quality first teaching and differentiation of the curriculum by the classroom teacher.</p> <p>Level 2 This is mainly through small groups withdrawn to have intervention which may be around reading/spelling/numeracy.</p>

		<p>Level 3 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>Level 4 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>Level 5 This usually requires an alternative specialist educational provision. Students may move within these levels whilst at the school and all our students with SEND are closely monitored. This support is summarised in the Graduated Response to SEND.</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, including 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) and Edukey.</p>
13	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<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. 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	How do you ensure that learners with SEND are included in non-classroom based activities?	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.
15	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>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 LINC Provision- including Connect 3 and Connect 4 which are targeted intervention spaces for students to access when they are not able to access lessons on a short-term basis.</p> <p>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. 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>
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 from a range of external agencies including the Educational Psychology service along with MAST, The Sheffield/DCC 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 should submit a compliant using the procedure and form outlined in the Trust Complaints procedure, which can be found below:</p> <p>The Minerva Trust Complaints Policy can be found at: Statutory Information - Minerva Learning Trust</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.