



SEND Information Report 2019-20

<p>1. What kinds of Special Educational Needs are provided for?</p>	<p>The school is presently providing support for pupils with a wide range of special educational needs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #90EE90; padding: 5px;"> <p>Communication and Interaction e.g. ASD Speech, language and communication difficulties</p> </td> <td style="background-color: #00BFFF; padding: 5px;"> <p>Cognition and Learning E.g. Specific Learning Difficulty such as dyslexia, dyscalculia, dyslexia or dysgraphia Severe Learning Difficulty Moderate Learning Difficulty</p> </td> </tr> <tr> <td style="background-color: #FFB6C1; padding: 5px;"> <p>Social, Mental, Behavioural and Emotional Health E.g. Anxiety and depression Attachment disorders Low self-esteem Difficulties with emotional regulation ADHD</p> </td> <td style="background-color: #FFFF00; padding: 5px;"> <p>Sensory and/ or Physical E.g. Visual impairment Hearing Impairment Physical disability Specific medical conditions Toileting/ self-care</p> </td> </tr> </table> <p>A special educational need is identified as a need that requires provision and/or support that is in addition to, or different from that available to all pupils.</p> <p>For children with an Education, Health and Care Plan (EHCP) parents have the right to request a particular school. If Handsworth Grange is the named school on the plan, then the SENCO, in conjunction with other key members of staff, will consider the requirements set out in the plan and report back to the local authority as to whether or how the school is able to meet these requirements.</p>	<p>Communication and Interaction e.g. ASD Speech, language and communication difficulties</p>	<p>Cognition and Learning E.g. Specific Learning Difficulty such as dyslexia, dyscalculia, dyslexia or dysgraphia Severe Learning Difficulty Moderate Learning Difficulty</p>	<p>Social, Mental, Behavioural and Emotional Health E.g. Anxiety and depression Attachment disorders Low self-esteem Difficulties with emotional regulation ADHD</p>	<p>Sensory and/ or Physical E.g. Visual impairment Hearing Impairment Physical disability Specific medical conditions Toileting/ self-care</p>
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<p>2. How many pupils in the school currently have Special Educational Needs?</p>	<p>EHCP: 11 pupils SEND Support: 123 pupils Total SEND: 134</p>				
<p>3. How does the school identify pupils that have a special educational need?</p>	<p>Many pupils have already been identified as having special educational needs from their primary school. Transition discussions regarding these pupils commence in the summer term of Y6, before pupils begin at Handsworth. We want our pupils to have the best possible transition and this can only occur when we are working in partnership with parents, pupil's and the teachers who know them best at their primary school. The SENCO will endeavour to attend Y6 summer review meetings of pupils with complex and high needs and</p>				

	<p>especially those with an Education and Health Care Plan. The SENCO encourages parents of new pupils with high needs to get in touch directly to discuss what support for their child will look like at Handsworth. The SENCO can also arrange extra transition visits.</p> <p>If a pupil starts at Handsworth at a time other than the September Y7 intake, then the Head of Year will organise admission. If there are any special educational needs then this member of staff will alert the SENCO who will contact parents directly.</p> <p>Staff working at school may raise a concern to the SENCO about a pupil when poor progress, concerning behaviour or difficulties with social interactions can't be explained by another factors. In this case, after gathering as much information as possible, the SENCO would liaise with parents to put a plan in place.</p> <p>If it is felt that other professionals need to be involved for assessment or support of a pupil, then the SENCO will advise and support parents with the appropriate referral process.</p>
<p>4. What should a parent do if they think their child may have an unidentified special educational need?</p>	<p>If parents themselves have concerns about their child's progress, attainment, behaviour or social interactions then they are encouraged to initially discuss these with the Head of Year. The Head of Year will have a broad overview of every child in their year group. They may make some initial enquiries with subject teachers to build up a picture of whether a child's difficulties are across school, or just related to one particular subject. The SENCO works closely with all Head of Years and after discussion, it may be considered appropriate for the SENCO to investigate further and follow up the concerns with parents directly. All concerns are taken seriously and we endeavour to respond to parents as quickly as possible.</p>
<p>5. How will the school support a child with SEND and match the curriculum to their needs?</p>	<p>Providing the right support for pupils with special educational needs within the limits of the resources in the school is done by adopting a three waved approach.</p> <p>Wave one support is the additional and extra support the pupils get from subject teachers in mainstream classrooms, or from a Head of Year who is identified as a key worker for a pupil. From the subject teachers, pupils receive high quality teaching that is personalised for pupils with SEND to support needs and progress. Some examples of how subject teachers can meet the needs of pupils with SEND in their classroom are listed below:</p> <ul style="list-style-type: none"> • The provision of concrete teaching materials • Scaffolding to make written tasks accessible • Using differentiated teacher talk and questioning • Use of visual, auditory and kinaesthetic approaches • Allowing alternative forms of recording work and demonstrating understanding

- Use of different coloured paper and overlays to support pupils who suffer from visual stress
- Use of aids and technology to support pupils with sensory or physical needs
- Making reasonable adjustments to school reward/sanction policy and adopting a teach-not-punish approach to behaviour management
- Deploying a classroom teaching assistant to support specific tasks

The SENCO supports classroom teachers by providing them with as much detail regarding the pupil's needs as possible through a pupil **one-page-profile**

Wave two support is the support Y7-9 pupils receive in small targeted teaching groups who follow a timetable and curriculum that has some aspects that are different to that of the mainstream Y7-9 cohort. These targeted groups are created through careful analysis of baseline data and discussion at transition meetings. They include pupils, for whom it is considered their learning needs will not be met in all mainstream classes. They receive quality teaching by teachers who respond to their needs and create a curriculum that enables the best possible progress. A pupil **one-page-profile** outlines pupil need in detail and is available to all staff working with that pupil.

Wave three support is an aspect of support that is bespoke and individualised. The form this support takes depends on the individual needs of the pupil. For learning needs this support may take the form of a targeted learning intervention within the pupils timetable that is delivered individually or in very small groups. For pupils with other needs this support may take the form of: a social intervention; one-to-one mentoring; support from another professional; off-site alternative provision. Some pupils receiving wave three support may have their provision detailed in a **support plan, MYPLAN or EHCP**

The One-Page-Profile, Support Plan, MYPLAN and EHCP are the stages in the **graduated response** that school will take when addressing the special educational needs of a pupil. A Pupil moves up from the One-Page-Profile level to a Support Plan level in response to their progress. A pupil would progress to MYPLAN level, if it was felt that wider information regarding the family context was needed. A MYPLAN will always be completed as part of the process of applying for an EHCP. EHCPs are statutory documents that ensure the support for pupils with the most complex and high needs are met.

School uses the **Sheffield Support Grid Exemplifications** as a tool to help match provision of pupils with a special educational need to their need.

Classroom teaching is monitored through learning walks, observations and work scrutiny. Progress and attainment of all pupils is monitored using the whole school tracking system, and data from this is analysed termly. From this

	<p>data, it is sometimes apparent that the current level of support in place is not meeting the needs of the pupil. If this is the case then school will work with the pupil, parents, teachers, and if necessary seek advice from other professionals in order to plan a programme of intervention.</p>
<p>6. How will pupils be involved in decisions regarding provision that can better their needs?</p>	<p>The pupils themselves are at the centre of any planning of provision to meet a special educational need. Pupils and their families work in close partnership with the SENCO throughout their time at Handsworth Grange. Our 'can do' and caring ethos underpins all decisions. All pupils are invited and encouraged to attend or contribute in other ways to all meetings that concern meeting their needs and supporting their progress. The graduated response to SEN always begins with a one-page profile. Understanding and responding to need happens at Handsworth Grange through listening, learning and working together.</p>
<p>7. What are the arrangements for assessing and reviewing children's progress?</p>	<p>At Handsworth Grange we follow a process of: assess, plan, do and review. The 'Sheffield Support Grid' helps us to consider the different options for intervention and alternative provision. A holistic view of pupils' progress is always taken. We understand that progress is not solely judged by academic achievement so, as well as the most recent exam results and grades, in preparation for an SEN review meeting, feedback is gathered from all the teachers of the pupil about what is going well in general, any concerns and any wishes for the future. All this is discussed at the review meeting in the context of pupil and parent perspectives.</p> <p>After each data collection the SENCO analyses the progress of all pupils on the SEND register. Where a pupil is cause for concern due to lack of progress, a formal review meeting will be arranged.</p>
<p>8. How will parents know how their child is doing, and how can they support learning?</p>	<p>All parents with pupils on SEN support are offered three opportunities a year to discuss progress: drop in sessions, calendared meetings and at parents evening. In addition to this, school has an open door policy and parents are encouraged to phone or make an appointment to discuss any issues at any time. Parents, pupils and the school work together using a pupil centred approach that seeks to enable all who are working with the pupil understand how best to meet their needs.</p>
<p>9. How does the school evaluate the effectiveness of its provision for learners with SEND and how often does it do this?</p>	<p>Both parent and pupil voice are clear indicators of the effectiveness of the provision for learners with SEND and the pupil centred planning process gives opportunity for evaluation. All SENCo's from the Family of Schools meet on a regular basis to discuss and evaluate present and future practice. The Senior Leadership team including the school Governors also monitor the performance and its effectiveness of SEND on an annual basis.</p>

<p>10. How does school ensure that staff has the relevant training to support children with SEND?</p>	<p>Regular twilight sessions and continued professional development for all staff provide good opportunities for staff to access a variety of training throughout the school year. Weekly Teaching and Learning briefings delivered by Lead Practitioners also provides the opportunity to share good practice. The schools Teaching and Learning team have focused on a range of strategies throughout the year. These have included differentiation across the curriculum, behaviour management, classroom management and setting appropriate homework for all pupils, including those with SEND. The school's SENCo also delivers training and in some cases outside specialists are invited to support this. Further opportunities for training have been discussed and funded by 'Locality D' which our school is part of. Specialist training has been provided to the SENCo through the completion of the SEN Co-ordination award and through the Family of schools and the locality.</p>
<p>11. How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:</p> <ul style="list-style-type: none"> • A proportion of the funds allocated per pupil to the school to provide for their education • The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND • For those pupils with the most complex needs, the school may apply for the allocation of High Needs SEN funding.
<p>12. How will the school prepare/support my child when joining or transferring to a new school and what are the arrangements for supporting children in moving between phases of education and preparing for adulthood and independent living?</p>	<p>In the Summer term the schools' transition programme involves regular meetings with feeder school SENCOs to discuss the needs of pupils transferring. Confidential files are transferred towards the end of the Summer term to ensure the appropriate information is distributed to staff prior to September.</p> <p>All pupils are invited to spend two taster days prior to starting with us in September. Pupils with SEND are also invited to make extra visits to ensure they are comfortable with their new surroundings. If pupils are transferring from another setting other than the main feeder school or another LA then a meeting will be set up with the parents to identify and reduce concerns. The school SENCo endeavours to attend as many transition reviews as possible. Pupils are supported into their transition to post-16 education through the schools careers advisor who works closely with the SENCo regarding the needs of SEN pupils. Accompanied visits to post-16 providers may be arranged as appropriate.</p> <p>Parents may like to look at the local offer published by the LA which sets out details of SEN provision – including the full range of post-16 options. Where a pupil has an EHCP, all reviews of that Plan from Year 9, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.</p>
<p>13. How do you ensure all activities are fully inclusive?</p>	<p>We aim to ensure all aspects of school life are inclusive for pupils with SEND. Risk assessments are undertaken by the schools Outdoor Education Co-ordinator as and when required. All pupils with SEND are encouraged to take an active role in all available activities offered by the school. Some SEND</p>

	specific sporting activities are planned, as are some specific enrichment activities.
14. How accessible is the school environment?	<p>The following changes were made to the school during its refurbishment in 2011 to recognise its duty in relation to the 2010 Equality Act:</p> <p>Steps, stairways and kerbs. Exterior surfaces, paving and disability parking bays. Building entrances and exits. (including emergency escape routes) Gates, internal and external doors. Adapted toilets, washing and changing facilities. Lighting, blinds and ventilation. Handrails, lifts, ramps and widened doorways. Electronic doorways, adjustable lighting and way finding systems In 2018 one toilet in school was fitted with a lifting hoist.</p> <p>The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking any changes or developments. We are prepared to make any necessary and reasonable physical changes to meet the needs of any pupil, member of staff or visitor.</p> <p>The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Our Accessibility Plan describes in detail the actions the school has taken to increase access to the environment. This can be found via the school web site.</p>
15. How are pupils with medical needs supported?	<p>Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with a member of school staff, health care professionals, parents and if appropriate, the pupil themselves.</p> <p>Staff who volunteer to administer and supervise medications will complete formal training. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines.</p>
16. What support is available for improving social and emotional development?	<p>At Handsworth a pupil's tutor or dedicated Head of Year will be the pupil's first point of call if support is needed. The school also has a Safe Guarding lead and a Student Welfare officer who can deliver individual support when necessary. All work closely with the SENCO to provide 360° care. Assemblies and citizenship days throughout the year raise pupil awareness of a range of issues outlined by the statutory secondary citizenship curriculum. The school has a Quiet Room resource for the use of pupils with anxiety and emotional difficulties. We are also able to deliver social communication intervention, and intervention to support pupils suffering with anxiety.</p>
<p>Support services for parents with SEND include:</p> <ul style="list-style-type: none"> • SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnership Service) "This service provides impartial, confidential information, advice & support to parents/carers of children and young people with special educational needs and/or disabilities on a range of topics including; SEN/disability specific information, education, SEN statutory processes, available services, disability related benefits, grants and funding. They offer 	

support to parents of children and young people (aged 0-25) with any level or kind of difficulty or disability, from mild to multiple, severe conditions. They operate across the city and only take referrals from parents/carers."

- The parent Carer Forum – This is an independent group of parents and carers of children and young people (0-25) with disabilities and special educational needs. Their main aim is to ensure the needs of our children are met. They bring together parent carers from across Sheffield to provide mutual support, exchange information, and influence policy and practice. We have over 1,700 members.