



SEND Information Report 2018

1.	What kinds of Special Educational Needs are provided for?	The school is presently providing support for students with a range of needs including ASD, ADHD, hearing impairment, mental health, moderate learning difficulties, physical disabilities, emotional and behavioural difficulties and communication difficulties. For children with an Education, Health and Care Plan (EHCP) parents have the right to request a particular school. If Handsworth Grange Community Sports College is the named school on the plan then the governing body are responsible for considering the requirements set out in the plan and reporting back to the local authority as to whether the school is suitable for the age, ability, aptitude or SEN of the child, or whether the attendance of the child would be incompatible with efficient education of others, or the efficient use of resources.
2.	How many children in the school currently have Special Educational Needs?	EHCP: 6 pupils SEND Support: 145 pupils Total SEND: 151 (14% of the total pupil cohort)
3.	How does the school know if children need extra help?	Student progress is closely monitored via student data collections three times per year and frequent consultations with parents. Teachers and parents with any concerns regarding progress can refer students to the SENCo to begin an assessment process which may identify any additional needs that may have been missed. For some students specialist assessments using outside agencies may raise concerns or be required to support the school. These may include Speech and Language Therapy, Educational Psychology Service, Autism Team and a range of other specialists. Any concerns from parents or teachers are taken seriously and are monitored by the SENCo following a graduated response approach. Many students have already been identified as having special educational needs from their previous school. During the transition process, baseline assessments and information provided from previous schools support the school to place children in the most appropriate groups for their learning. The transition programme also involves regular meetings with feeder school SENCo's to discuss the needs of students transferring. Confidential files are transferred towards the end of the Summer term to ensure the appropriate information is distributed to staff prior to September.
4.	What should a parent do if they think their child may	If parents have concerns relating to their child's learning or inclusion then they are encouraged to initially discuss these with subject teachers and/or the child's form teacher. This then may

	have special educational needs?	result in a referral to the school SENCo whose name is Joanne Brocklesby and can be contacted via the school's main office.
5.	How will the school support a child with SEND and match the curriculum to their needs?	<p>All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. SEN needs can often be supported in the classroom in various ways:</p> <ul style="list-style-type: none"> • The provision of concrete teaching materials • Scaffolding • Differentiated teacher talk and questioning • Use of visual, auditory and kinaesthetic approaches • Alternative forms of recording understanding • Awareness that the student may need more time to complete a task • Reasonable adjustments to school reward/sanction policy • Classroom teaching assistance targeted towards support for access for specific tasks <p>Through the analysis of baseline data and discussion at transition meetings, some KS3 students, for whom it is considered their learning needs will not be met in mainstream classes, will be taught by specialist teachers and follow a curriculum in maths and English that is bespoke to their needs. At KS4 students with SEN follow bespoke teaching pathways so that a good range option subjects are accessible to them.</p> <p>Quality of classroom teaching is monitored through learning walks, observations and work scrutiny. Progress and attainment of all students including is monitored using the whole school tracking system, and data from this is analysed termly. From this data it is sometimes apparent that classroom differentiation is not meeting the needs of the student. If this is the case then school will work with the student, parents, teachers, and if necessary seek advice from other professionals in order to plan a programme of intervention. Actions relating to SEN support will follow the: assess, plan, do and review model.</p>
6.	How will pupils be involved in decisions regarding provision that can better their needs?	We adopt a pupil centred approach for planning for our students with SEN that puts the voice of the student and their family at the centre of any discussions regarding their needs. Students are encouraged to talk about their SEN and are helped, through these meeting, to contribute to suggestions regarding the interventions that will support progress. The graduated response to SEN always begins with a one-page profile. Understanding and responding to need happens at Handsworth Grange Community Sports College through listening and learning.
7.	What are the arrangements for assessing and reviewing	At Handsworth Grange Community Sports College we follow a process of: assess, plan, do and review. The 'Sheffield Support Grid'

	children's progress towards outcomes?	helps us to consider the different options for intervention and alternative provision. A holistic view of students' 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 student about what is going well in general, any concerns and any wishes for the future. All this is discussed at the review meeting alongside student and parent comments.
8.	How will parents know how their child is doing, and how can they support learning?	All parents with students 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, students 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.
9.	How does the school evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	Both parent and student 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.
10.	How does school ensure that staff has the relevant training to support children with SEND?	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 students, 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.
11.	How are the school's resources allocated and matched to children's special educational needs?	The school receives funding to respond to the needs of pupils with SEND from a number of sources that include: <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.
12.	How will the school prepare/support my child	In the Summer term the schools' transition programme involves regular meetings with feeder school SENCo's to discuss the needs

	<p>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>of students 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 students are invited to spend two taster days prior to starting with us in September. Students 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 transitional reviews as possible.</p> <p>Students 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 student 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>
13.	<p>How do you ensure learners with SEND are included in non-classroom based activities?</p>	<p>We aim to ensure all aspects of school life are inclusive for pupils with SEN. Risk assessments are undertaken by the schools Outdoor Education Co-ordinator as and when required. All students with SEND are encouraged to take an active role in all available activities offered by the school. Some SEN specific sporting activities are planned</p>
14.	<p>How accessible is the school environment?</p>	<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> <ul style="list-style-type: none"> 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 <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.</p> <p>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?	Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with a school nurse, parents and if appropriate, the pupil themselves. 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.
16.	What support is available for improving social and emotional development?	The class/subject teacher is accountable for the social and emotional development within the mainstream setting. This is provided by differentiation of activities and materials, routine feedback to pupils, a nurturing classroom environment and clear opportunities for small group work based on identified needs. Heads of Year, Learning Mentor, Behavioural Psychologist, Vulnerable Pupil Support, Teaching Assistants, Form Tutors and SENCo provide 360° care and support, in addition to developing social and emotional skills and address any behavioural targets. School assemblies and PSHCE days throughout the year raise student awareness of anti-bullying, Childline charity, racism, sexual equality, online safety etc. Our students are enriched, understand and become tolerant of difference and diversity and ensure that they thrive, feel valued and not marginalised.
<p>Support services for parents with SEN 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. 		