



Minerva
Learning Trust



**Special Educational Needs and Disability
Information Report
2020-21**

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 pupils with SEN. 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 information about:

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. • Students may find it difficult to access the curriculum and need extra support and assistance if they have: • 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>This SEND information report explains the provision that the school is able to provide and provides a guide to the expertise available.</p> <p>We work closely with the primary schools to identify pupils transitioning with additional needs to ensure that the right support is put in place for new year 7s.</p> <p>In addition to the above, all pupils' progress is tracked three times each year and there are frequent consultations with parents.</p> <p>Parents and teachers can refer concerns to the SENDCo who will undertake an investigation into the concerns. It maybe that additional testing is completed or signposting to external agencies. School will work closely with these agencies to ensure that any difficulties/barriers are identified.</p>

		<p>Outside agencies may include our link Educational Psychologist, Language Therapist, the Sheffield Autism Team etc.</p> <p>Identification of SEN by the school SENDCo is also aided through the use of the Sheffield SEN Toolkit.</p> <p>SEN are occasionally identified through the process of testing for exam access arrangements.</p>
3	Contact details of SENDCO	<p>Joanne Brocklesby PG Cert Special Educational Need Co-ordination Email: jbrocklesby@hgsc.co.uk Phone: 0114 2694801</p>
4	How many children in the school have special educational needs?	<p>In the academic year 2020-2021 we have 13 pupils with Education, Health and Care Plans. In total, we currently have 138 pupils who come under the SEN Support (K) on the SEND register. This includes years 7-11.</p>
5	The Local Offer	<p>A directory of services, the Local Offer, available in Sheffield can be found at http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUmI</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 pupils 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"> • A calendared review meeting with the SENDCo • Parents evening where the SENDCo is available to meet with • A drop in appointment <p>Parents/carers of pupils 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 pupil centred. Pupils 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, many parents have email and telephone contact throughout the year with the SENDCo as a first point of call for supporting the educational needs of their child. 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	<p>What are the arrangements for consulting young people with SEND and involving them in their education?</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 SENDCo and SEND team throughout their time at Handsworth Grange.</p> <p>Review meetings are pupil centred and the views of the pupil are always sought either through their attendance at the meeting or prior to the meeting through accessible means</p> <p>Pupil 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 SEN always begins with a One-page-Profile.</p>
8	<p>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>	<p>A process of plan, do, review takes place three times each year to support pupils who are included in the send register as SEND K. The Sheffield Support Grid is used to assess the level of need and provision. A holistic view of pupil 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 the Learning Support team.</p> <p>The SENDCo seeks specialist support from within school and from outside agencies. The pastoral team who support pupils, works closely with the SENDCo through weekly Inclusion Team meetings. Both teams come together each week to discuss the needs of individual pupils where there are challenges which are not being met by quality first teaching and not through the regular pastoral route.</p> <p>There are termly reviews with the school link Educational Psychologist who works closely with identified pupils where further support and avenues of assessment are required.</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 pupil 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>As young people move towards adulthood, outcomes (from Y9) should reflect steps towards achieving long-term goals. This could include higher education, employment, independent living and participation in society.</p> <p>Careful planning and execution ensures a smooth transition across each transition phrase. The transition process for pupils 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 pupils with the SENDCo from the primary schools. The SENDCo may also join the review meetings with</p>

		<p>parents of Y6 pupils so there is a link which allays any fears and concerns. For the most complex pupils, personalised transition programmes are created in addition to the three calendared general school transition days. Some selected pupils, 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 pupils and college SENDCo are invited to annual review meetings.</p> <p>Professionals from Sheffield Futures join the annual review meetings of pupils with Education, Health and Care Plans from Y9 onwards with the intention of providing information, advice and guidance to some of our most vulnerable pupils. They are instrumental in formulating steps to outcomes for pupils' post 16.</p> <p>For some pupils, school will make a referral to the Independent Travel Training team who work with pupils to gain greater independence in moving across the city by 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	<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>curriculum and learning environment for students with SEND?</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.</p> <p>Students may move within these levels whilst at the school and all our students with SEND are closely monitored.</p>
12	<p>How does school ensure that staff have the relevant training to support students with SEND?</p>	<p>Each teacher is aware that they have responsibility for all their pupils and has a detailed picture of pupils with SEND.</p> <p>All new teaching staff and trainee teachers have a SEND induction session with an opportunity to share detailed information about a pupil's particular needs.</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 pupils with SEND.</p> <p>Along with this, we hold carousel type sessions on different aspects of SEND which are tailored to the SEND make-up of a particular class.</p> <p>Teachers around the child meetings are frequently held to share and develop strategies to support our pupils with the most complex needs.</p> <p>Support and advice are provided by the SENDCo on a daily basis and strategies are incorporated into the pupil snapshot.</p> <p>Strategy information sheets, written with our pupils in mind by the SENDCo, are easily accessible to all staff.</p> <p>Weekly staff briefings are used as a forum to pass on information about SEND issues</p>
13	<p>How does the setting evaluate the effectiveness of its</p>	<p>The Senior Leadership, SENDCo, Governors and Minerva Learning Trust review the effectiveness of SEND provision on a regular basis. The senior</p>

	provision for learners with SEND and how often does it do this?	leadership team review progress following each tracker/data collection. Provision and mentoring is put in place to support pupils underachieving.
14	How do you ensure that learners with SEND are included in non-classroom based activities?	All activities are fully accessible to all learners including those with SEND. Consultations occur between staff and parents to ensure that reasonable adjustments are made and that SEND is not a barrier to participation
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 pupils can thrive, feel valued and are not marginalised. The school has a Quiet Room which provides pupils with SEND, a place to re-centre and be away from noisier and busier areas of the school.</p> <p>The school has a mental health champion who provides resources that arm staff with strategies to support emotional well-being. The school is working closely with professionals from CAMHs and has become a Healthy Minds School. This has provided the school with a bespoke package of training tailored to the needs of our pupils, including those with SEND. Parents/carers, pupils and staff have had the opportunity to feedback their thoughts and needs.</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 pupils are supported by key individuals. The school runs a range of lunchtime and after school clubs, including The Duke of Edinburgh Award (DofE), which SEND pupils are supported to join.</p> <p>The school runs an active School Council on which SEND is well represented.</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 Mrs Jessica Procter. They would also be able to advise on further procedures and can be contacted via school.</p> <p>The Minerva Trust Complaint Policy can be found https://minervalearningtrust.co.uk/about-us/statutory-information</p>

18	What arrangements are made for those students who are looked after by the local authority and have SEN	The SENDCO is also the Designated Teacher and has a clear picture of the SEND challenges of some of our children who are looked after. There are termly Looked After Children meetings and Personal Education Plan meetings for each child in which there is a cycle of plan, do review. These are attended by the Social Worker, Independent Reviewing Officer, SENDCO and the student.
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