



**STOCKSBRIDGE
HIGH SCHOOL**
— This is Just the Start —

**Special Educational Needs and Disability
Information Report
2023-34**

Date First Published	September 2021
Last Approved	September 2023
Version	3
Cycle	Annual (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 – [Minerva Learning Trust](#).

1.	What kinds of special educational needs are provided for at Stocksbridge High School?	<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>Many students with learning needs will be able to access a mainstream curriculum through Quality First Teaching and advice and information shared within the school.</p> <p>Some students will require additional support. To identify which students may need extra provision or support we:</p> <ul style="list-style-type: none"> • closely liaison with our feeder schools • follow up concerns raised by parents/carers, teachers or the child • closely monitor progress/ behaviour. Pastoral managers monitor progress and behaviour. Key information is shared and communicated with the SENDCO • complete standardised assessments to assess need and provide appropriate provisions 		
3	Contact details of SENDCO	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>SENDCO Kay Theobald ktheobald@stocksbridge-mlt.co.uk 0114 2883410</p> </td> <td style="width: 50%;"> <p>Assistant SENDCO Laura Charlton lcharlton@stocksbridge-mlt.co.uk 0114 2883410</p> </td> </tr> </table>	<p>SENDCO Kay Theobald ktheobald@stocksbridge-mlt.co.uk 0114 2883410</p>	<p>Assistant SENDCO Laura Charlton lcharlton@stocksbridge-mlt.co.uk 0114 2883410</p>
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4	How many children in the school have special educational needs?	As of September 2023 , there are 25 students with EHCP (3%) and a further 91 children on the SEND register (11%). There are an additional 103 students on the internal Monitoring list.
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>You will be able to discuss your child's progress at Parents' Evening with subject/form teachers. Pastoral managers and SENDCo are available at these times too.</p> <p>You will receive progress data as calendared. Data collection points allow interventions and teaching to be monitored to ensure the needs of all students are being met and that they are making expected progress.</p> <p>Support plans and My Plans/Extended Support Plans will be written for students on the SEND register who require additional interventions or provisions and specific targets and outcomes are created to drive progress. These will be reviewed with parent and pupil termly with the SENDCO or Pastoral Manager.</p> <p>Annual reviews are specific to SEND students who hold an EHCP. These meetings allow an additional opportunity to evaluate the effectiveness of the provision to be evaluated. These are an opportunity for outside agencies to contribute to the review and provide guidance on next steps.</p> <p>Communication will be made with parents/carers to share the aims of planned provisions and contact made to discuss the impact of these. Appointments can be made to speak to the SENDCO or Pastoral managers by contacting them or the school office.</p> <p>If there is a concern around your child's progress or wellbeing, you may be contacted by the Pastoral manager, SENCO or form teacher via telephone or email. A meeting may be arranged, and all agencies involved will be invited.</p>
7	What are the arrangements for consulting young people with SEND	We develop one-page profiles for many of our SEND students. We will work with pupils to complete these and you may have the opportunity to contribute to this profile.

	and involving them in their education?	<p>Student voice is collected at each review point either in person at the review or ahead of the meeting in 1:1 session. Whole school monitoring will involve student interviews to inform whole school practice.</p> <p>Students with an EHCP have a key worker, and other students may have a weekly check in with a specific person (SEND or Pastoral staff), so that they can have structured conversations around their learning, what is going well or what could be improved.</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>The school will monitor each student's progress following an "Assess, Plan, Do, Review" process. This process will be done at teacher, pastoral and SEND level.</p> <p>Students, who are identified as having a SEND need are tracked and monitored in accordance with school policy. Monitoring and evaluation of SEND is carried out through lesson check-ins, culture walks and observations by staff who are in the classes or who work with the pupil.</p> <p>SEND and Pastoral teams meet regularly and discuss student's progress. SEND and Pastoral teams will contact parents to discuss concerns and issues.</p> <p>Termly reviews of support plans/My Plans/Extended Support Plans / EHCPs are carried out with parents and students to set and review personalised targets. Parents of all students on the SEND register are offered an appointment each term for a review.</p> <p>All interventions offered in school are evaluated and tracked.</p>
9	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	<p>Carefully considered arrangements are made for the transition to and from Stocksbridge High School.</p> <p>Transition for students with identified SEND should be facilitated through:</p> <p>Year 6-7</p> <ul style="list-style-type: none"> • An enhanced programme of transition including extra visits to Stocksbridge High School • Summer school • Attendance at Annual Review meetings • Visits to Primary setting to meet vulnerable students • Visits to Primary setting to gather information to enable us to better meet student needs • Meeting with parents • Student Profiles from primary setting <p>KS3-4</p> <ul style="list-style-type: none"> • Support around choosing subjects to study at KS4 • Personalised pathways for students (e.g. EBACC, Central or Entry Level Pathway). <p>Post 16</p> <p>Transition arrangements are also put in place to support the transition from KS4 to Post 16 settings. We believe that this is a crucial phase in the career of our students and identifying suitable Post 16 options and ensuring that</p>

		<p>knowledge regarding the needs of students with special needs is key to future success. Students with an Education Health and Care Plan and those identified as needing support with the transition process, may receive this through:</p> <ul style="list-style-type: none"> • Careers interviews with a Careers Advisor • Visiting nearby Post 16 providers • Support in completing their college application • Part of the statutory review process • Referral to Community Youth Teams to support students at risk of becoming Not in Education, Employment or Training (NEET). • Applying for Independent Travel Training where it is deemed appropriate.
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. 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>All teachers have responsibility to ensure that all students in their lessons progress and achieve their potential in that subject. 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>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>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>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 PSMSC/Life lessons and form time programmes aim to give students the skills and knowledge required to make informed decisions and develop independence.</p>
11	<p>What adaptations are made to the curriculum and learning environment for students with SEND?</p>	<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>Level 1 Students progress through quality first teaching and differentiation of the curriculum by the classroom teacher.</p> <p>Level 2</p>

		<p>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. SSG are moderated each term by SEND and Pastoral staff.</p>
12	How does school ensure that staff have the relevant training to support students with SEND?	<p>All teachers have achieved Qualified Teacher Status (QTS) and as such have completed training around providing quality First Teaching and SEND. The school uses a package of support for Early Career Teachers (ECTs) to continue this development of knowledge and skills.</p> <p>Staff have access to MINT which provides an overview of the child, their needs and strategies which will support their learning. This is regularly reviewed and updated by SEND and Pastoral teams.</p> <p>One Page Profiles, Support Plans, My Plans/Extended Support Plans and EHCPs are available for staff electronically.</p> <p>Regular CPD/training is provided to all staff to support student's needs. The SEND team will work with teachers, subject departments and whole school to develop best practice with foci which includes SEND. Regular opportunities to share good practice are provided. Opportunities to train in specific areas are offered to staff from outside specialists.</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 SENDCO is line managed by the Assistant Headteacher with Teaching and Learning responsibilities to ensure that SEND sits firmly within the teaching and learning agenda and vice versa. Quality Assurance is done collaboratively ensuring that SEND is a focus.</p> <p>The school's set of "non-negotiables" are monitored through culture walks and developmental lesson observations. Support from the SEND team is offered to departments or teachers if needed.</p> <p>The SENDCO works with staff to review data as part of the school's RAP procedures, looking at attendance, ATL and progress/attainment. Interventions and support are discussed with leaders.</p>

		<p>Interventions are monitored and evaluated termly by SEND/Pastoral teams to measure impact and plan next steps. Specific programmes (Motional, Star Reading) will be used alongside school data.</p> <p>EHCP/MyPlan/Extended Support Plan/Support plan reviews are held termly to look at the impact of provisions. Parent/Carer and student voice will be captured at this point.</p>
14	How do you ensure that learners with SEND are included in non-classroom-based activities?	<p>Students with SEND are encouraged to participate in all aspects of school life including extra-curricular activities and trips. To achieve this, specialist advice may be sought, and specialist equipment provided to provide reasonable adjustments</p> <p>The school building allows access for all students to all most areas. We have adjustable tables/benches and seating available and accessible changing/toileting/washing facilities. Further details can be found in the school's Accessibility policy - Policies : Statutory Information : Stocksbridge High School</p> <p>As a school, we deliver positive messages and learning about equality and acceptance through our Life curriculum, Form time sessions, assemblies and guest speakers. Where needed, we address issues directly with students.</p>
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>Stocksbridge High School offers a wide range of Pastoral/SEND support for students who are encountering social and emotional difficulties. These may include:</p> <ul style="list-style-type: none"> • Pastoral/SEND team and form teachers readily available for check-ins. • Homework club to support with revision and homework demands • Breakfast club for early check in and calm start to the day • Groups and 1:1 support for specific foci- social skills, anxiety, persistent absence • Paragon space for quieter lunch and break time • Specific interventions <p>Pupils with medical needs</p> <p>If a student has a medical need, a Health care plan is compiled by the attendance manager in consultation with medical practitioners and parents/carers. These are discussed with all staff who are involved with the student.</p> <p>Named members of staff have a First Aid Certificate.</p> <p>Pupils with disabilities</p> <p>Stocksbridge High school has been designed to allow access to the entirety of the building for all subjects. Schools are required to produce accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our accessibility plan can be found here – Policies : Statutory Information : Stocksbridge High School</p>

		<p>Bullying</p> <p>Stocksbridge High school does not accept bullying in any form and adheres to the Equality Act 2010. We take equality seriously and the School's Anti-Bullying Policy can be found on the school website Policies : Statutory Information : Stocksbridge High School</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 Jo Stavert-Dobson. 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 SEND?	<p>The Designated Teacher is Sarah Drayson and has a clear picture of the SEND challenges of some of our children who are looked after.</p> <p>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, Assess." These are attended by the Social Worker, Independent Reviewing Officer, SENDCO (if able) and the student.</p>