



Minerva
Learning Trust



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

**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 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. • 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>Many students with learning needs will be able to access the mainstream curriculum through Quality First Teaching through the advice and information shared within school. However, for some students additional support will be needed. To identify which students may need extra provision or support we:</p> <p>Closely liaise with our feeder primary schools.</p> <p>Follow up concerns raised by parents/ carers, teachers or the child.</p> <p>Closely monitor progress/ behaviour. The Phase Leaders monitor progress alongside Pastoral Managers who monitor behaviour. Key information is shared and communicated with the SENDCO.</p> <p>Standardised assessments are used where appropriate to assess need.</p>

3	Contact details of SENDCO	Mrs Theobald senco@stocksbridgehigh.sheffield.sch.uk
4	How many children in the school have special educational needs?	133 students are currently on the SEND register (September 2020) but we have additional students with special educational needs on our monitoring register.
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 class teachers, Phase Leaders, Pastoral Managers and the SENDCO.</p> <p>You will receive progress data as calendared. Data collection points allow intervention and teaching to be monitored to ensure it meets the needs of all students and enables them to make expected progress.</p> <p>We develop one page profiles for many of our SEND students. When in place you will have the opportunity to contribute to your child's one page profile annually.</p> <p>Annual Reviews are specific to SEND students who hold an EHCP. These meetings allow an additional opportunity for the effectiveness of provision to be evaluated.</p> <p>Support plans are in place for all students with an EHCP/ MyPlan and for those where more specific targets and outcomes are needed to drive progress. Reviews will be held termly with parents/carers with either the SENDCO (EHCP/ MyPlan) or key worker (Support Plans).</p> <p>Communication will be made with parents/ carers to discuss the impact of specific interventions and work groups</p> <p>Appointments can be made to speak to the SENDCO at any other time if you have concerns and opportunities to speak to the SENDCO will arise and be communicated throughout the year.</p> <p>If there is a concern around your child's wellbeing or progress you may be contacted by the SENDCO, Pastoral Manager or Phase Leader via telephone in the first instance. A meeting will be arranged if necessary and all agencies involved will be invited.</p>

7	<p>What are the arrangements for consulting young people with SEND and involving them in their education?</p>	<p>We develop one page profiles for many of our SEND students. When in place they will have the opportunity to contribute to your child's one page profile annually.</p> <p>Student voice is regularly collected to inform whole school practice as well as personalised strategies.</p> <p>All students with EHCP/ My Plans have a key worker with whom they have access to regular check ins and structured conversations.</p> <p>Students are invited to contribute to their reviews whether in person or ahead of the meeting through a one to one session.</p> <p>Key adults within school (Phase Leader, Pastoral and SEND team) will work with students collaboratively when looking to apply new strategies.</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>The school will monitor each student's progress following an 'Assess, Plan, Do, Review' process. This process may be done at a class teacher, pastoral or at a SENDCO level.</p> <p>High expectations for all students are set from KS2 data analysis.</p> <p>Students identified as having SEND are tracked and monitored in accordance with school policy in all core and non-core subjects. This will result in four data collection points, data will be sent home to families.</p> <p>Monitoring and evaluation of SEND is carried out through lesson observations, learning walks and the observations of Teaching Assistants which are regularly fed back to the SENDCO.</p> <p>The SENDCO and House team have regular contact with each other and with parents via email, phone call and face to face meetings to discuss any concerns or issues.</p> <p>Annual reviews are held for students with an EHCP. Annual Reviews include all children and their parents/carers in the process wherever possible. Progress towards outcomes is evaluated.</p> <p>My Plan or Support Plan meetings are held with students and families on a termly basis by the SENDCO (MyPlan) or Pastoral Managers (Support Plans) to set and review personalised targets.</p> <p>Students are identified to access extra intervention classes to close the attainment gap. All interventions are evaluated.</p> <p>SEND drop in days are calendared for each cohort following parents evenings to discuss and issues; all parents of students on the SEND register are offered an appointment.</p>

9	<p>Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.</p>	<p>Carefully considered arrangements are made for the transition to Stocksbridge High School from primary school and additionally from the school when students' progress on to college or sixth form. This can include additional visits, phased transition, teaching assistant visits and meetings with parents. Some strategies we use regularly include:</p> <p>Year 6 SEND students are invited to extra induction days in the Summer Term. These can be personalised around specific needs.</p> <p>Year 6 students will receive an extra SEND transition pack with activities and information to support their move to Secondary school.</p> <p>Teaching Assistants, Phase Leaders, Pastoral Managers and the SENDCO visit primary schools prior to transition to meet students.</p> <p>Students are carefully placed in form groups to take account of positive friendships.</p> <p>The SENDCO or an appropriate person will attend reviews before the transition to help anticipate need and to dispel anxiety.</p> <p>Students with SEND will receive extra guidance for post- 16 transition where needed.</p> <p>Independent travel can be practiced.</p> <p>EHCP reviews will incorporate future college/ placement providers wherever possible.</p> <p>When students with SEND move on to college or to a specific training programme, liaison is made with the destination to ensure a smooth transition.</p> <p>Key documentation is shared ahead of transition e.g. One Page Profile, My Plan etc.</p>
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.</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-</p>

		<p>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	<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 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>All teachers have achieved Qualified Teacher Status (QTS) and as such have completed training around providing Quality First Teaching and SEND.</p> <p>All staff have electronic, password protected access to an overview of children's needs and appropriate teaching strategies for that individual.</p> <p>Annual Reviews, learning plans, one page profiles and other planning/review documents are available to staff electronically.</p> <p>The school issues updated SEND information as needed to staff to update them on any changes to need or provision alongside any other relevant information that occurs. This is done through our secure school electronic seating plan MINT. This system allows us to ensure that all staff have the information they need instantly.</p>

		<p>Regular and relevant CPD is provided to all staff. The school's team of lead learners work with individuals, departments and the whole school in developing best practice with foci that include SEND. Regular opportunities to share good practice are provided at least fortnightly.</p> <p>The SENDCO is line managed by the Assistant Headteacher with responsibility for Teaching and Learning 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 within all teacher training and the planning and preparation they do for their lesson resources.</p> <p>Whole school CPD is provided on key issues and local/ national SEND updates.</p> <p>Opportunities to train in specific areas are offered to teaching staff and teaching assistants and training from outside specialists is utilised wherever offered.</p> <p>The SENDCO attends department meetings to ensure that teaching staff are up to date with SEND knowledge.</p>
13	<p>How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?</p>	<p>The SENDCO is line managed by the Assistant Headteacher with responsibility for Teaching and Learning 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 within all teacher training and the planning and preparation they do for their lesson resources.</p> <p>The school's set of non- negotiables are monitored through ELC (every lesson counts)- Senior Leadership/ SENDCO report any inconsistencies to Subject Leaders. Further support from the SEND team can also be offered to departments/ individuals.</p> <p>The SENDCO works in collaboration with the Assistant Headteacher who leads progress to review data following each data collection point to monitor progress by looking at attendance, behaviour points, ATL and actual progress within the subject. Interventions may then be discussed with the Assistant Head of Progress, with the Head of Teaching and Learning or with Heads of Department in terms of what intervention would be suitable and who within school will lead this process. These will be monitored for impact. All interventions will be communicated home when it is something above and beyond Quality First Teaching.</p> <p>Interventions are reviewed half termly by SEND/ Pastoral teams collaboratively to measure impact and to plan. Measures may include school data on progress, behaviour, attendance as well as smart targets and the use of specific programmes to measure/ assess progress (Boxall, LUCID).</p> <p>The effectiveness of SEND provision within classrooms is part of the school's appraisal process.</p> <p>My Plan/ Support Plan reviews are held with student/family on a termly basis and will also look to review the impact of provision. Parent and student voice will be captured as part of this process.</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. The school building allows access for all students to all 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 below.</p> <p>https://stocksbridgehigh.co.uk/dfе-and-policies/policies</p> <p>As a school we deliver positive messages and learning about equality and acceptance through our curriculum for LIFE, through targeted form tutor sessions, assemblies, guest speakers and lesson content. Where needed we address any issues directly with students and ensure families are communicated and worked with.</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>The school offers a wide variety of pastoral/ SEND support for students who are encountering social and emotional difficulties. These include:</p> <p>Members of staff such as form tutor, Pastoral Manager, SENDCO are readily available for students who wish to discuss issues and concerns.</p> <p>Support plans for those students who are experiencing difficulties.</p> <p>Homework Club- to support students struggling to cope with the demands of homework.</p> <p>Breakfast Club.</p> <p>Groups and 1:1 sessions with specific foci; social skills, anxiety, persistent absence etc.</p> <p>There is an alternative quiet area for students to access at break and lunch times.</p> <p>Mentoring; both adult and peer.</p> <p>Specific identified interventions.</p> <p><u>Pupils with medical needs:</u> If a student has a medical need then a health care plan is compiled by the attendance manager in consultation with medical practitioners, parents/carers. These are discussed with all staff who are involved with the student.</p> <p>Named staff members have received epi pen training and personal care training.</p> <p>Named staff members have a First Aid Certificate.</p> <p><u>Pupils with disabilities:</u> The school has been designed to allow access to the entirety of the building for all subjects. This information can be found via the school's accessibility plan:</p> <p>https://stocksbridgehigh.co.uk/dfе-and-policies/policies</p>

		<p><u>Bullying:</u></p> <p>Stocksbridge High School does not accept bullying in any form and adheres to the Equality Act 2010. We take equality seriously and details of this can be found in the policies linked below.</p> <p>https://stocksbridgehigh.co.uk/dfе-and-policies/policies</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 Matthew David Evans. 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:</p> <p>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 Designated Teacher is Mrs Drayson. Designated teacher and SENDCO meet every 2 weeks and so the Designated Teacher 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, Designated Teacher and the student.