Minerva Learning Trust

STOCKSBRIDGE HIGH SCHOOL

This is Just the Start

Special Educational Needs and Disability Information Report

2026-27

What is the SEND Information Report

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 is to 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.

Our Commitment to Inclusive Practice

We are a mainstream school with a strong inclusive ethos and a commitment to ensuring that every child and young person feels valued, supported and able to achieve their potential. We believe that all pupils, including those with Special Educational Needs and Disabilities (SEND), should belong, participate and thrive within our school community.

At our school, inclusion is everyone's responsibility. We provide support based on identified need and do not require a diagnosis before reasonable adjustments and support are put in place. Through high-quality teaching, early identification and effective partnerships with families and external agencies, we aim to remove barriers to learning and help all pupils achieve success academically, socially and emotionally.

We work in close partnership with parents and carers, recognising them as experts on their children and ensuring they have meaningful opportunities to contribute to decisions about education, support and wider provision. In line with current DfE SEND reforms, we prioritise early, collaborative engagement so that families are fully involved in shaping the care, adjustments and interventions that enable their child to thrive.

	Information About	**How we do this at Stocksbridge High School**
1.	What kinds of special educational needs are provided for at Stocksbridge High School	We are an inclusive school and currently support students with a range of needs in the following categories: • 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 • 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?	The identification of potential special educational needs begins before a student joins the school. Information is shared with us by our primary school partners as part of the transition process, enabling the SEND Team to understand existing needs, previous support and any areas that may require further assessment or monitoring. During the first term at SHS, identified students may undertake additional assessments where appropriate to help us develop a clearer understanding of their individual strengths, needs and potential barriers to learning. Information from these assessments is considered alongside transition

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		information, classroom performance and the views of the student, their family and teaching staff. Students may also be identified as potentially requiring additional support at any point during their time at SHS. Concerns may be raised by teachers, parents or carers, pastoral staff, the SEND Team or the student themselves. Where concerns are identified, we use a range of information to develop a holistic understanding of the student's needs. This may include: • feedback and observations from teaching and pastoral staff; • the student's views and experiences; • discussions with parents and carers; • academic progress and attainment information; • attendance, engagement and behaviour information; • cognitive, literacy, numeracy or other appropriate assessments; • information from previous settings; and • advice or assessment from external professionals, where appropriate. We recognise that difficulties with progress, attendance, behaviour or engagement do not, in isolation, necessarily indicate that a student has SEND. The school considers the range of factors that may be affecting the student and the support and adaptations that have already been provided before determining whether special educational provision may be required. The information gathered is used as part of our assess, plan, do, review process to determine the most appropriate next steps. This may include adaptations to high-quality classroom teaching, targeted intervention, further assessment, pastoral support, monitoring or, where appropriate, identification of a special educational need and placement on the SEND register.
3	Contact details of SENDCO	Samantha Burns Sburns@stocksbridge-mlt.co.uk Katie Williams Kwilliams@stocksbridge-mlt.co.uk
4	How many children in the school have special educational needs?	The number of students on the SEND register currently represents 18% of the school population. This number fluctuates slightly across the year but this number remains typical for the school.
5	The Local Offer	A directory of services, the Local Offer, available in Sheffield can be found at https://www.sheffielddirectory.org.uk/localoffer 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. 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.
6	What are the arrangements for consulting with parents of children with SEND and	At SHS, we recognise that parents and carers are important partners in supporting students with SEND and value their knowledge and understanding of their child. Parents and carers of students on the SEND register are offered opportunities to review their child's progress and SEND provision three times

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	involving them in their child's education?	each year, in addition to the school's usual parent consultation evenings. Reviews may take place by telephone, virtually or in person, enabling families to engage in a way that is accessible and appropriate for them. These reviews provide an opportunity to discuss the student's strengths, progress, current needs and the impact of the support and strategies in place. Parents and carers are encouraged to share their views and contribute to decisions about any changes to provision or appropriate next steps. Where evidence indicates that a student has made sustained progress and no longer requires SEND provision that is additional to or different from that ordinarily available to their peers, consideration may be given to removing them from the SEND register. This decision is discussed with the student and their parents or carers and is informed by information from teaching staff, SEND reviews and progress data. Following removal from the SEND register, the student's progress and access to learning will continue to be monitored for an agreed period. Should concerns re-emerge, appropriate support can be reviewed and put in place through the school's graduated approach.
7	What are the arrangements for consulting young people with SEND and involving them in their education?	At SHS, we recognise the importance of ensuring that students with SEND are actively involved in decisions about their education, support and future aspirations. Students with an Education, Health and Care Plan (EHCP) are encouraged and supported to participate in their Annual Review. Their views, wishes and aspirations are gathered in advance, using an approach appropriate to the individual student, and are used to inform the review and any decisions about their provision and outcomes. Where appropriate, students are also invited to participate in other meetings concerning their education, wellbeing and support. The level and method of participation is adapted to meet the student's individual communication needs and preferences, ensuring that they have meaningful opportunities to express their views. Student voice is also gathered more widely through feedback activities with the SEND Team and across the school. This provides students with opportunities to share their experiences of teaching, learning, support and wider school life. Feedback from students is considered alongside information from families and staff and is used to help the school review the effectiveness of SEND provision, identify potential barriers and inform future developments.
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?	Students on the SEND register have an individual SEND Passport which provides staff with clear, accessible information about their strengths, identified needs, barriers to learning and the strategies and reasonable adjustments that support them to access learning successfully. SEND Passports are reviewed regularly as part of our graduated approach, with students and their parents or carers actively involved in the review process. Feedback is gathered from teaching staff ahead of reviews to develop a holistic picture of how the student is progressing across the curriculum, identify what is working well and highlight any areas where further support or adjustments may be required. Students are encouraged to contribute their own views to the process, ensuring that their voice, experiences and aspirations help to shape the support they receive. Parents and carers are also encouraged to share their views and contribute to decisions about their child's provision. The school regularly reviews and maps SEND provision to monitor both the support being provided and its impact. This includes consideration of

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		academic progress alongside wider outcomes, such as engagement, independence, attendance, wellbeing and participation in school life, where these are relevant to the student's identified needs. Information gathered through this process is used to inform the assess, plan, do, review cycle, enabling provision to be adapted where necessary and ensuring that students, parents and carers are kept informed about progress and next steps.
9	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	At SHS, we recognise that transitions can present additional challenges for some students with SEND. We therefore take a planned and individualised approach to transition, working closely with students, families, previous or future settings and relevant professionals. Transition from Primary School Prior to transition, the SENDCO and SEND Team work closely with colleagues in primary schools to gather information and develop an understanding of each student's strengths, needs and the support that has been effective. Where appropriate, joint transition meetings are held involving parents or carers and SEND staff from both settings to support effective information sharing and planning. Students who may benefit from additional transition support are offered enhanced opportunities to visit the school and become familiar with key staff, routines and the school environment before the main transition programme. This can include opportunities to work directly with members of the SEND Team. During transition activities, SEND staff provide support within lessons and may work more closely with students identified as requiring an enhanced level of transition support. The aim is to reduce anxiety, build confidence and identify any additional adjustments that may support a successful start to secondary school. Parents and carers are also invited into school to meet key staff, learn more about the support available and discuss any questions or concerns they may have. We value parents and carers as important partners and recognise the contribution their knowledge makes to successful transition planning. Post-16 Transition and Preparation for Adulthood Planning for post-16 education and preparation for adulthood takes place throughout a student's time at SHS. Students receive careers information, advice and guidance to help them understand the options available and make informed decisions about their next steps. Students are supported with applications to colleges and other post-16 providers, with additional support provided where this is required. For students with an Education, Health and Care Plan (EHCP), transition planning forms an important part of the Annual Review process. Reviews are planned to ensure that students and their families have opportunities to discuss their aspirations, preferred destinations and the provision that may be required in their next setting. The school works with families, the Local Authority and prospective post-16 providers to support effective transition planning. Where appropriate, students may also receive an enhanced transition offer, including supported visits to prospective providers, additional familiarisation opportunities and liaison between SEND teams. This helps ensure that relevant information and successful strategies are shared and that students feel as prepared and confident as possible when moving on from SHS.

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10	What is the approach to teaching children with SEND?	As a school, we are committed to creating an inclusive learning environment where all pupils are valued as individuals and supported to achieve their potential. Our approach to teaching and learning is grounded in evidence-informed practice and the belief that inclusion should be designed into learning from the outset. All teachers are responsible for the progress and achievement of every pupil in their classroom. We seek to promote good relationships between staff and students. Teachers know their pupils well and use ongoing assessment to understand their strengths, needs and barriers to learning. High-quality teaching is at the heart of our approach. Through our teaching and learning principles and structured lesson design, we aim to ensure that the joy of learning is central to every classroom experience. Lessons are engaging, ambitious and accessible to all learners. Lessons are planned to ensure that the needs of all students are met. Classroom teachers and support staff have half-termly teaching and learning continual professional development to ensure that quality first teaching is maintained Teachers use adaptive teaching strategies to respond to pupils' differing needs. This may include adapting explanations, questioning, scaffolding, resources and levels of support, as well as making reasonable adjustments to remove barriers to learning and participation. We recognise that a one-size-fits-all approach does not meet the needs of every learner. Where appropriate, personalised support, targeted interventions, specialist resources or bespoke programmes may be put in place to support a pupil's learning and wellbeing. Support may include a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. We value strong partnerships with parents and carers and welcome communication regarding any aspect of their child's education. All class teachers and support staff feedback both social and academic information to the school SENDCO prior to the review process. Through our wider curriculum, personal development and enrichment opportunities, we also support pupils to develop independence, resilience and the skills needed to succeed both in school and beyond.
11	What adaptations are made to the curriculum and learning environment for students with SEND?	We recognise that many students' needs can be successfully supported through ordinarily available provision including adaptive teaching, assistive technology and reasonable adjustments. Where further support is needed, we use a graduated approach to identifying and meeting pupils' needs. Support is matched to the individual needs of the pupil and may increase, decrease or change over time as part of the Assess, Plan, Do, Review cycle **Universal Provision (Ordinarily Available Provision)** Universal Provision (Ordinarily Available Provision) All pupils access high-quality teaching that is inclusive, ambitious and adapted to meet individual needs. Teachers use adaptive teaching

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		strategies, reasonable adjustments and ongoing assessment to support participation, progress and achievement. **Targeted Provision** Some pupils may require additional support alongside classroom teaching. This may include short-term interventions, small group programmes, pastoral support or targeted strategies designed to address identified barriers to learning. **Targeted Plus Provision** Where needs are more complex or persistent, pupils may require a more personalised package of support. This may include frequent intervention, individualised targets, additional adult support, curriculum adaptations and involvement from external professionals such as Educational Psychology, Speech and Language Therapy, Occupational Therapy or SEMH services. **Specialist Provision** A small number of pupils may require highly specialised provision, significant adaptations or support through an Education, Health and Care Plan (EHCP). In some cases, this may involve specialist placements, alternative provision or intensive multi-agency support. Support is reviewed regularly through the Assess, Plan, Do, Review cycle. Pupils may move between levels of provision as their needs change, ensuring support remains responsive, proportionate and focused on achieving positive outcomes.
12	How does the school ensure that staff have the relevant training to support students with SEND?	The SENDCO works closely with a range of external partners and specialist services to ensure that knowledge, skills and practice relating to SEND are regularly updated and developed across the school. Partnerships with services including the Sheffield Educational Psychology Service, Dynamic Therapy Group, Think for the Future, and other specialist professionals provide opportunities for staff to access training, consultation and specialist advice in response to identified needs. Training is informed by the needs of our students and is used to build the knowledge, confidence and skills of staff across the school. This supports a consistent, inclusive whole-school approach, ensuring that teachers and support staff are equipped to identify barriers to learning, make appropriate adaptations and provide effective support for students with SEND.
13	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	The school quality assures the work as part of the QA cycle that is in place in the school. There are specific areas of focus considered by the School Improvement Partner. The wider impact of SEND in the classroom is covered as part of Focus Area Reviews.
14	How do you ensure that learners with SEND are included in non-classroom based activities?	At SHS, we are committed to ensuring that all students, including those with SEND, have equitable access to enrichment opportunities. A wide range of activities are available both during the school day and after school, enabling students to develop their interests, build confidence, develop social skills and participate fully in the wider life of the school. Participation in enrichment activities is monitored and reviewed to help us identify any potential barriers to participation and ensure that students with

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		SEND are represented and supported to access the same opportunities as their peers. Where necessary, reasonable adjustments and additional support are considered to enable individual students to participate successfully. For educational visits, day trips and other activities taking place away from the school site, the needs of students with SEND are considered as part of the planning and risk-assessment process. Where appropriate, a member of the SEND Team may provide additional support, and staff work with students and families to identify any adjustments required to enable safe and meaningful 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 measures to prevent bullying?	The SEND Department works closely with the wider Inclusion Team to ensure that students receive coordinated and appropriate support. The team monitors and supports students who may experience difficulties relating to their mental health, emotional wellbeing, attendance, social interaction or engagement with school. Through our whole-school Inclusion Strategy, we aim to identify emerging needs at the earliest opportunity and provide support through a graduated response. Staff work collaboratively with students, families and, where appropriate, external professionals to understand barriers to learning and identify appropriate strategies, interventions and support. Provision is regularly reviewed to consider its impact and determine whether further or different support is required. Attendance is an important part of our inclusion work. We recognise the strong relationship between regular attendance and students' academic progress, social development, emotional wellbeing and sense of belonging within the school community. Our Attendance Officer works closely with students, parents and carers where difficulties with attendance arise. The aim is to understand the individual barriers affecting attendance and work collaboratively with families and the wider Inclusion Team to identify appropriate support and promote successful engagement with education. We recognise that incidents of bullying can occur and take concerns raised by students and families seriously. Reported incidents are investigated promptly and appropriately, with pastoral staff working with the students involved and their families. Where appropriate, restorative approaches are used alongside pastoral support to help address concerns, repair relationships and support students to feel safe and secure in school. The pastoral team provides ongoing support where required and works collaboratively with families to resolve difficulties and reduce the likelihood of concerns recurring. Our Inclusion Team includes staff with specific expertise in supporting students' mental health and emotional wellbeing. This includes a Mental Health Lead, School Counsellor and trauma-informed practitioners. These colleagues provide direct support where appropriate and provide advice and guidance to the wider staff team. This helps us to develop a consistent, trauma-informed and supportive approach for students experiencing emotional or mental health difficulties. Where a student's needs require

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		additional or specialist support, the school works with families and relevant external services to consider appropriate next steps. Concerns relating to students' wellbeing, safeguarding and pastoral needs are recorded securely on CPOMS in accordance with school procedures. Records are monitored by the Safeguarding Team, enabling concerns, patterns and emerging needs to be identified and responded to appropriately. Information from SEND, pastoral, attendance and safeguarding systems is used collectively, where appropriate, to provide a holistic understanding of each student's needs and ensure that safeguarding and wellbeing remain central to the support we provide.
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 from a range of external agencies including the Educational Psychology service along with MAST, The Sheffield/DCC 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?	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. In the case of a complaint that is unresolved, parents should submit a complaint using the procedure and form outlined in the Trust Complaints procedure, which can be found below: The Minerva Trust Complaints Policy can be found at: Statutory Information - Minerva Learning Trust
18	What arrangements are made for those students who are looked after by the local authority and have SEND?	At SHS, we recognise that Looked After Children (LAC) with SEND may require a coordinated approach to ensure that their educational, social and emotional needs are understood and effectively supported. The SENDCO works closely with the Designated Teacher for Looked After Children, pastoral staff and, where appropriate, the student's Social Care team to ensure that SEND provision is aligned with wider plans for the young person. The SENDCO may attend relevant review meetings to contribute to discussions about the student's progress, needs and provision, and to ensure that information is shared effectively between professionals. Looked After Children with SEND are also discussed fortnightly through the school's Inclusion Meeting, enabling the team to monitor progress, attendance, wellbeing and engagement, review the impact of current support and identify any emerging concerns. This collaborative approach helps to ensure that provision remains person-centred, responsive and joined up, with the student's voice and individual circumstances central to planning and decision-making.
19.	Additional Information	SHS-Inclusive Mainstream Fund Strategy Statement.docx