

Please state the number of pupils on your roll and your average class size

Currently 605 pupils on roll and the average class size is 30.

How does the setting identify learners with SEN?

We track pupil's progress rigorously and use this as a basis for identifying a child experiencing barriers to their learning. In line with this, teacher's professional judgements and parental views are sought and acted upon. We access Learning Support, the Autism Team, Speech and Language expertise and Educational Psychology services to identify strategies that we can adopt with those experiencing difficulty.

Is your setting physically accessible to all learners?

We are a large school with, in some areas, flights of stairs. On the ground level we are currently accessible by wheelchair. Our school is interconnected by corridors and stairs and presents as one building. Visual aids such as visual timetables, using Communication in Print, are used for pupils experiencing a range of difficulties. We have ipads, laptops and a variety of apps to support learners with SEND and these are secured through the budget specified for SEN and Inclusion. Our school is enclosed by a fence around the perimeter of our extensive grounds. We have a large room dedicated to the staff working in a nurturing role, which provides pupils needing a quieter, less stimulating environment with security and access to key staff. This environment is accessed by pupils needing 1 to 1 time to calm down, 1 to 1 SEN TA academic support, and support during unstructured times, as well as accessing self esteem group work.

How does your setting adapt the curriculum for learners with SEND?

It is the SENCO's role to oversee and plan the educational programme for SEN learners with parents and carers involved in the reviewing process. Learning Support and the Educational Psychologist are involved in the programme at the planning stage. Differentiation takes place routinely in daily lesson plans, adapting the curriculum to the child's needs. For example, breaking the learning down into smaller steps, changing the Learning Objective, supporting the child with visual cues. Additional adult support is also used where appropriate to support the differentiation. Where adaptations to daily routine support an individual and are within the capacity of the school, then a flexible approach is adopted. We offer a range of activities in addition to the curriculum to support SEND learners, including Theraplay, friendship circles, Team building, Social skills as well as 1 to 1 support for anger management and bereavement support. These activities are planned around the child and a group of children are identified who can support during other parts of the school day, lunchtime for example.

What training have your staff received to support learners with SEND?

We access training to meet the needs of our pupils. Recently this has included Dynamis training, Attachment training, Boxall profiling, Theraplay. We ensure that teachers as well as the SENCO have information about their pupils to hand, as well as arranging Multi Agency meetings as we see fit. Anyone working with the child receives the information needed in

their role, recognizing confidentiality on all levels. Specialized expertise is accessed through Sheffield's MAST team – Multi Agency Support Team, we have a Speech and Language therapist, who is on site an average of one afternoon a fortnight, with half termly visits from Learning support who carry out assessments. The Hearing Impaired team as well as autism team regularly visit school and support individuals. We are also able to access support from our Educational Mental Health worker who is on site once a week.

How do you communicate with and involve families?

Communication with our parents and carers is vital. We have an up to date website with information for parents, we use home school books to support communication and a weekly newsletter to provide parents with current information. Our large and highly experienced team of Pastoral TAs provide daily support to parents and pupils who share a concern about any aspect of school. They are there to reassure and remove any barriers to learning for the pupil. We have termly Parent's evenings and SEN reviews with the class teacher and SENCO. For any families whose first language is not English we access interpreters to support in meetings.

How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?

We have half termly data analysis to identify support that is impacting positively on a pupil's learning and to make adjustments as needed. Termly pupil progress meetings and reviews are used to evaluate the effectiveness of provision. A whole school and individual class provision maps are used half termly to target support for individual pupils. Weekly pastoral meetings also support the identification of those needing more support.

What support do you provide for the learners' overall wellbeing?

We have pride in the support we can offer pupils and families for their social and emotional wellbeing. This provision includes 10 designated staff whose main role is to support our learners with their social and emotional well being. Interventions are designed to support any pupil experiencing barriers in this area. Extra support is also provided by these key adults at unstructured times of the school day and for any pupil experiencing anxiety. We have weekly meetings with families who are in particular need at that time to offer support and to ascertain if issues are easing. We also have close working links with Ryegate, Amber Lodge and Trauma Informed networks. Disability awareness is taught through the Relationship, Health, Social and Emotional and Social Moral Spiritual Cultural curriculums. For pupils experiencing issues with friendships we design friendship circles and social skills groups around the pupil to support them. These positively impact on pupils, providing reassurance and support.

What kind of behavioural interventions do you use?

With pupils experiencing extreme behaviour issues we liaise closely with parents and carers, plan carefully the provision needed and assign key adults. Our aim is to recognise the barrier for the pupil in this area, understand it and then address it in a supportive manner.

How do you ensure learners with SEND are included in non-classroom based activities?

All activities are designed for all of our pupils to access, including school trips. We plan risk assessments around the needs of the pupils and involve parents in these where appropriate, for example, use of a wheelchair. Parents are encouraged to support their child on these activities, where it is appropriate, and we have a flexible approach regarding any additional costs that may arise as a result.

Do you offer Breakfast Clubs, After School Clubs or Holiday Clubs? Please specify.

We offer Breakfast and After school clubs.

How do you consult with and involve learners in their education?

Pupil voice is a key attribute of our self evaluation cycle. This is carried out through questions, questionnaires, Senior leadership Monitoring, which also includes Governors, and Student Council roles. Key staff and in some instances, professionals, for example an Educational Psychologist, support individuals where needed to ascertain their views. How do you prepare learners with SEND to progress to, from and within your setting? At key transition periods we design personalised arrangements, including meetings and visits. This allows opportunities for parents, and professionals to share key information, and to allow the pupil to develop key relationships in the new setting. It is our priority for pupils to be settled and therefore friendship groups are taken into consideration when they are a positive influence a pupil. We do mix classes when it is in the best interest of the pupils but this is only when there is a specific need. Our pupils leave us at the end of Key stage 2 to then embark on their Key Stage 3 phase, whether that be to Mainstream, Resourced or Special provision.

Do you have an online prospectus? Are there open days for families and learners?

Information is on the website as required by a prospectus and contains other useful information. For any new pupils to school we arrange open days and transition opportunities.