

# Special Educational Needs Information report

September, 2025

Fiona Barry

1	What kinds of special education needs are provided for?	<p>Currently we provide for children with a diagnosis of Autism, Hearing Impairment, Mobility difficulties, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Visual impairment, Mental Health difficulties, Learning difficulties, physical disabilities, Emotional &amp; Behavioural difficulties, Communication difficulties and Autism. We also have a number of children who are being assessed for additional needs, but do not yet have a diagnosis.</p>
2	How does the school identify children with special educational needs?	<p>Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents/carers. Through this, we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents/carers are discussed and recorded and the child monitored further by the SENCO following the graduated response approach. All parental concerns are acted upon.</p> <p>Some children arrive at Athelstan School with their SEN needs already identified from their previous setting. The named SENCO at Athelstan School is Fiona Barry. She can be contacted on 0114 2692301.</p>
3	How many children in the school have special educational needs?	<p>SEN Support – There are currently 112 children with either SEN monitoring or Support status.</p> <p>Education, Health and Care Plan – There are currently 21 children with an EHCP in school.</p>
4	What are the arrangements for consulting parents of children with SEN and involving them in their child's education?	<p>All children with SEN have 3 reviews per year where we discuss with parents/carers the progress their child has made against previous targets set and together set new targets. We strive to include parents'/carers' viewpoints and preferences when setting these targets and will sometimes create an extended support plan for individual children, where this is felt to be appropriate</p> <p>We use One Page Profiles for some children, which include parents'/carers' views on how they would like their child to be supported, as well as the things that are important to their child. Please speak to the school's SENCO – Fiona Barry - if you feel that an extended support plan or a One Page Profile may suit your child.</p> <p>All parents are welcome in school at any time to discuss their child. Further information about SEN is also shared through the Athelstan School website, which parents can access at any time.</p>

5	What are the arrangements for consulting young people with SEN and involving them in their education?	We use Pupil Friendly targets. They know what each person is going to do to support them to meet their targets, and what their own role is. Pupils' views are collected on the review notes and on a One Page Profile if this is an appropriate tool for the child.
6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEN policy) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEN support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to do for an individual child.
7	How many children have met the exit criteria and no longer need this support?	SEN is a very transient state; some children may need support for their entire time at Athelstan School. Some may make good progress so that their attainments are in line with their peers and no longer require SEN support. We liaise with parents to decide whether SEN is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Secondary School following a transition programme, which can be amended to suit individuals and their SEND. Friendship groups are one of the things that are taken into account when setting up new class groupings but this is not the only criteria.
9	What is the approach to teaching children with SEN?	We strive to be as inclusive as possible at Athelstan School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEN can access. Differentiation, where the learning is adapted to meet every learner's needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEN receive learning through interventions and this can be ongoing or for a block of support. Class teachers are involved in the SEN reviews and feed their opinions into the targets set for each child.

10	What adaptations are made to the curriculum and learning environment of children with SEN?	<p>The SENCO and class teacher, together with parents/carers, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary.</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy, access to a purpose built sensory room.</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>Athelstan School ensures that all staff have access to a variety of training over each school year and will share expertise when needed.</p> <p>The SENCO plans this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?	<p>Feedback is taken at SEND review meetings from parents and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils.</p> <p>The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.</p>
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents/carers when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEN to be included.</p>
14	What support is available for improving social and emotional development?	<p>All children in school work on the RSHE curriculum. School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, input for Y5 and Y6 children from the Young Carers, and fundraising for Children In Need.</p> <p>Where a child requires a higher level of support than</p>

		this school will plan a programme of support written around an individual child's needs.
15	How does the school involve other agencies in meeting children's SEN and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Family Intervention Service (FIS) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.
16	How equipment and facilities to support children and young people with SEND will be secured.	There is a yearly budget that is assigned to SEND and is managed by the SENDCo Fiona Barry. This money is used, alongside the Family of Schools Budget, to buy materials to support learning, as well as sensory items. Investment through continual professional development is a school focus, enabling some of our staff to be "experts" in varying areas – eg Dyslexia, Autism and ADHD.
17	Contact details of support services for parents of pupils with SEND	<p><b>Sesame Street</b> Autism Resources for Parents</p> <p><b>Reduce the Noise:</b> Help Loved Ones with Sensory Overload Enjoy Shopping</p> <p><b>Moving with Special Needs Kids</b></p> <p><b>Home Modifications for Special Needs Kids</b></p> <p><b>SNIPPs</b></p> <p><b>Early Help Hub</b></p> <p><b>Educational Psychologist service</b></p> <p><b>Speech and Language Service</b></p>
18	Named contacts within school for when young people or parents have concerns	<p>Fiona Barry, Deputy Headteacher /Safeguarding Lead/SENDCo</p> <p>Rebecca Harrison, Family Support Worker</p>
19	Admission arrangements for disabled pupils	<p>You should apply through the council admissions process unless your child has an Education, Health and Care (EHC) Plan. It will be helpful to give information about your child's needs when applying.</p> <p>If your child has an EHCP, your child's school place will be arranged by our SEND Statutory Assessment and Review Service (SENDSARS), not through the general admission process. SENDSARS will contact you when it is time to apply to discuss your preferred education setting. They will do this when your child is due to move from nursery to primary; primary to junior; junior to secondary; and secondary to Post 16. If you would like your child to move to a different school mid-year or outside standard admission times, you should ask for an emergency review of their EHCP Plan. You can ask your child's current school or SENDSARS for this.</p> <p>If your child is currently undergoing an assessment for an EHCP, but it has not yet been agreed to issue a plan,</p>

		you should apply for your child's school place through the normal admissions process.
20	The school's contribution to the local offer and where the LA's Local offer is published.	Please follow the link for the Local Offer on our website.
21	How to find the school's accessibility plan	Please follow the link for the Accessibility Plan on our website.
22	Arrangements for handling complaints	Complaints are managed through the school's complaint procedures, which can be found on the website or copies are held in the main office.