



Minerva
Learning Trust



**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 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 information about:

1.	What kinds of special educational needs are provided for at Ecclesfield 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>Often, when students join Ecclesfield School, we are already aware of the student's SEN through transition arrangements which are in place between the School and the Primaries and through liaison with a range of agencies and other professionals.</p> <p>When at school, students may be identified through:</p> <ul style="list-style-type: none"> • KS2 SATs results • Diagnostic testing • Referral by the child • Referral by parents / carers • Referral by teacher/curriculum • Referral by outside agencies • Failure to make the expected progress despite high quality teaching which is differentiated and personalised to meet the needs of the student. <p>In addition, teachers should seek to identify students who are making less than expected progress given their age and individual circumstances.</p> <p>Sometimes, more specialist assessments are needed and these can be co-ordinated by the SEND team.</p> <p>When considering why some students may not be making expected levels of progress, consideration is also given to factors that are not SEND but may impact on progress and attainment. For example, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium grant, being a Looked After Child, being a child of a serviceman/woman, disability</p>

		(although the Code of Practice outlines the 'reasonable adjustment' duty under the Disability Equality legislation, this alone does not constitute SEND). Students are only identified as having SEN if they do not make adequate progress once they have had all the necessary adjustments and good quality personalised teaching. At this point, when additional school support is put in place, i.e. targeted provision (which is additional to and different from that which is in place for the majority of students), is the student placed on the SEND register.																																										
3	Contact details of SENDCO	Emily Martin – emartin@eccoschool.com (SENDSCO) Mo Benson – mbenson@eccoschool.com (Manager of Additional Learning Provision)																																										
4	How many children in the school have special educational needs?	This obviously isn't a static number and there are slight changes each time we review our SEND register (against the SSG) or if there is student movement over the course of the academic year. Currently the SEND numbers look like this - <table border="1" data-bbox="491 633 1495 958"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td></td> <td>82/359</td> <td>56/ 333</td> <td>45/338</td> <td>52/331</td> <td>45/343</td> <td>280/1704</td> </tr> <tr> <td>EHCP</td> <td>4</td> <td>3</td> <td>1</td> <td>2</td> <td>4</td> <td>14</td> </tr> <tr> <td>K SEND Support</td> <td>78</td> <td>53</td> <td>44</td> <td>50</td> <td>41</td> <td>266</td> </tr> <tr> <td>Information Only</td> <td>16</td> <td>23</td> <td>44</td> <td>44</td> <td>32</td> <td>159</td> </tr> <tr> <td>% of cohort EHCP and K</td> <td>22.8</td> <td>16.8</td> <td>13.3</td> <td>15.7</td> <td>13.12</td> <td>16.4</td> </tr> </tbody> </table>		Y7	Y8	Y9	Y10	Y11	Total		82/359	56/ 333	45/338	52/331	45/343	280/1704	EHCP	4	3	1	2	4	14	K SEND Support	78	53	44	50	41	266	Information Only	16	23	44	44	32	159	% of cohort EHCP and K	22.8	16.8	13.3	15.7	13.12	16.4
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5	The Local Offer	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 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 involving them in their child's education?	Parents are involved in making decisions about their child's education in the following ways – <ul style="list-style-type: none"> • Meetings during Y6-7 transition • Half termly SENDCO Surgeries • Attendance at review meetings in Year 6 for students with an EHCP • Annual Reviews for students with ECHPs • Extended reviews at Parents' Evenings • Regular contact via letter, email, 'phone conversations and face-to-face meetings • Parent voice opportunities • Operating an open-door policy • Parent Cluster groups. 																																										
7	What are the arrangements for consulting young people with SEND and involving them in their education?	<ul style="list-style-type: none"> • Inviting students to attend meetings whenever appropriate, where their provision is to be discussed. • Using questionnaires and other student voice activities to provide students with the opportunity to express their views about school. 																																										

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>Support Plans/ Myplans are reviewed at least termly. Parents and students are invited to the meetings and feedback forms are shared prior to the meeting with both parents and students so that their views can be carefully considered as part of the review process.</p> <p>We also facilitate additional review opportunities for parents of children with SEND – this is done through extended reviews at Parents’ Evenings, half termly SENDCo surgeries and Parent Cluster groups in the summer term.</p>		
9	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	<p style="text-align: center;">Year 6-7</p> <p>Transition for students with identified SEN is facilitated through:</p> <ul style="list-style-type: none"> • Extra transition visits • Attendance at Annual Review meetings • Visits to Primary setting • Visits to Primary setting to gather information to enable us to better meet student needs • Meeting with parents • Student MINT profiles • Students who are significantly below in Reading and Maths are likely to enter the Alternative Learning Pathway. 	<p style="text-align: center;">KS3-4</p> <ul style="list-style-type: none"> • Support around choosing subjects to study at KS4. • Personalised pathways for students (e.g. Red, Black, White, Green). Some students in the Green pathway will complete Entry Level courses/ Crest Award, to support progress in core subjects. 	<p style="text-align: center;">Post 16</p> <ul style="list-style-type: none"> • Careers interviews with a Careers Advisor • Support in completing their college application • Support with visits to colleges • New colleges may attend annual reviews • Support practicing for interviews • Referral to Community Youth Teams to support students at risk of becoming Not in Education, Employment or Training (NEET). • Applying for Independent Travel Training if appropriate.
10	What is the approach to teaching children with SEND?	<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-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 SMSC and form time programmes aim to give students the skills and knowledge required to make informed decisions and develop independence.</p>
11	What adaptations are made to the curriculum and learning environment for students with SEND?	<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	How does school ensure that staff have the relevant training to support students with SEND?	<p>We secure expertise among teachers and other adults working in the school to support students with SEND through:</p> <ul style="list-style-type: none"> • Providing all teaching staff with a SEND Teacher Handbook to support Quality First Teaching. • Providing quality CPD to all staff, utilising in-school expertise, as well as external agencies where appropriate, e.g. the Autism Team. • Being able to access information about all students electronically via the school’s management information system (SIMS) and MINT (where teachers can view the strategies which should support students in the classroom).
13	How does the setting evaluate the effectiveness of its	<p>The academic progress of students with SEND is tracked and reviewed and necessary steps are implemented in response to this. In addition to progress data analysis, the provision is also evaluated through:</p>

	provision for learners with SEND and how often does it do this?	<ul style="list-style-type: none"> • Gathering the views of students, parents and staff (e.g. teachers and academic tutors) • Annual Reviews • Assessments • Tracking of other relevant data, including behaviour and attendance • Review of targets • Multi Agency meetings. • Following interventions, Intervention Impact Reports (IIRs) are completed and reviewed with next steps identified to further improve that provision.
14	How do you ensure that learners with SEND are included in non-classroom based activities?	Students with SEND are encouraged to participate in off-site and extra-curricular activities, and every reasonable effort is made to facilitate this through meeting any additional requirements relating to transport, and their own or other people's health and safety.
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?	<p>To support students' Social and emotional development, the SEND department offer interventions such as Mighty Minds, support in our SEND base (the Hive), offer a Safe Space provision for students in crisis, provide break and lunch clubs, key worker approaches from Learning Support Assistants and daily meet and greet of vulnerable students.</p> <p>In addition, the pastoral team provide structured Start of the Day Activity which tutors students through being a good citizen, understanding feelings, reading body language and resolving conflict. Higher tier pastoral support is provided through group work on effectively dealing with motions and anger. We refer students and parents / carers to external agencies such as Kooth, Door 43 and Gold Diggers Trust who provide professional support for young people who need intensive support around their social and emotional development.</p> <p>Measures to prevent bullying are through the Curriculum via assemblies, tutor time activities and SMSC. Students are encourage to report bullying to their form tutor and subsequently their pastoral leadership team. Restorative practices are used between the victim and the perpetrator so that feelings are understood and empathy is developed. Anti-bullying week and LGBT history month are used to communicate anti-bullying messages and provide opportunities for students to get involved. Again external agencies such as CYT, YJT and Police are involved to resolve serious incidents and promote the anti- bullying message.</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 TBC and so the Clerk to the Governors (Ashleigh Beal abeal@eccoschool.com) can be contacted in the meantime. They would also be able to advise on further procedures and can be contacted via school.</p>

		The Minerva Trust Complaint Policy can be found https://minervalearningtrust.co.uk/about-us/statutory-information
18	What arrangements are made for those students who are looked after by the local authority and have SEND?	The SENDCO 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, SENDCO, MALP, Designated Safeguarding Lead and the student.