

Special Educational Needs and Disability Information Report

The school population at Sharrow is very diverse and the ethos of the school is that difference is good and something to celebrate. Children learn that you do not treat everyone the same in order to be inclusive, but you meet each individual child's needs wherever possible in order to enable everyone to join in. We have a number of children in school with a range of special educational needs and children are used to working and playing alongside those who are different from them - from nursery right through to Year 6.

What kinds of Special Educational Needs and Disability are provided for?

We are currently meeting the needs of children who have a range of Special Educational Needs and Disabilities. This includes:

Moderate learning difficulties,

Specific learning difficulties

Speech, Language and Communication difficulties,

Social and Communication difficulties including Autistic Spectrum Disorder,

Behavioural, Emotional or Social difficulties,

Dyslexia,

ADHD,

Downs Syndrome,

Hearing impairment,

Visual difficulties,

Medical needs or long-term illness

How does the school identify children and young people with Special Educational Needs and Disability and assess their needs?

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND on our SEND register.

Who is the Schools' SENCo and how can they be contacted?

Hannah Moody, SENCo

Email: hmoody@sharrow.sheffield.sch.uk

Jill Ineson, Deputy SENCo

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Contact details: Sharrow School, Sitwell Road, Sheffield S7 1BE, 0114 2551704

How does the school consult parents of children with SEND, involving them in their education?

The school is keen to work closely and in partnership with parents/carers at all stages of any process. We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at open evenings or during informal meetings to discuss the child's progress.

The school communicates with parents/carers in a number of ways including face-to-face conversations, with translators where necessary, phone calls, letters and email.

Parents are involved in reviewing their child's progress and setting new targets in termly meetings. Any decision is made with the full consent of the parent/carer.

We hold a range of family learning workshops and events.

There is a parent council which provides parents/carers with the opportunity to meet with and talk to parents of children in other year groups and Governors.

How does the school consult with children with SEND, involving them in their education?

The children are involved in all stages of their learning. They are clear of their targets and what they need to do to develop their skills and learning.

With all the additional adults in school, the children have the opportunity to express themselves and make their feelings known to a familiar adult - and they frequently do so!

How does the school assess and review children's progress towards outcomes?

We monitor children's progress at least termly. Regular review meetings are held with parents and where appropriate, children, to consider the effectiveness of the provision.

If children are not making the progress we would expect, then the provision is evaluated and alternatives considered. If a further need is identified, the school will act. The school will seek the support of outside agencies as needed.

How does the school support children with transition?

Transition arrangements, whether into school, within school or from our school, are planned according to the specific needs of the individual child. Additionally, personalised transition activities are offered and arranged for those that require it.

At any stage, where a child is to transfer to a new class, school or setting, accurate, up to date information and IEPs will be passed on promptly, ensuring a smooth transition. The SENCo will try to ensure that they discuss individual needs with the SENCo from the receiving school. Where possible, arrangements will be made to invite the new teacher to a final review meeting.

Opportunities will be organised for children and parents to visit the new setting.

What is the school's approach to teaching children with special educational needs?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with Special Educational Needs and Disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

How are adaptations made to the curriculum and learning environment of children with Special Educational Needs and Disability?

The curriculum is adapted to meet the needs of all our pupils. Class teachers differentiate across the range of abilities to ensure all children can access their own learning at a level that is appropriately challenging. Learning environments are stimulating and relevant to the current topic in each class. Communicate in Print is used in school which provides all children with clear familiar visuals to support them in their learning.

What expertise is there within the school and how are staff trained to support children with Special Educational Needs and Disability? How is specialist expertise secured?

All of our teachers are trained to work with children with Special Educational Needs and Disability. Some are very experienced and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or other courses run by a range of providers. Some TAs and HLTAs have expertise and training on specific areas or specific interventions. All TAs work with children with Special Educational Needs and Disabilities.

If we identify information we cannot access without the aid of additional, more specialist help, the school is able to buy in additional expertise from appropriate professionals. This includes access to Educational Psychologists and Learning support teachers.

What arrangements are in place to evaluate the effectiveness of the provision for children with Special Educational Needs and Disability?

We evaluate the effectiveness of SEND provision with various stakeholders, e.g during pupil progress meetings with class teacher and head teacher, during termly reviews involving parents, school and outside agencies.

The school uses tracking data to carefully map the progress of all pupils, and the Senior Leadership Team meet with class teachers to monitor this. Pupils are assessed before and after interventions to monitor effectiveness. IEP targets are monitored and assessed at least termly.

The Head Teacher/SENCO report back regularly to the Governors on the effectiveness of the provision.

How are children with Special Educational Needs and Disability enabled to engage in activities available with children who do not have SEND?

Pupils with Special Educational Needs and Disability are included in all activities available, including PE, out of school visits and residential. Risk assessments are carried out with their needs included and considered. Any special requirements are shared with external staff as necessary. Where needed, activities are adapted to suit individual needs of children with Special Educational Needs and Disability.

How do you support children to improve their emotional and social development?

All year groups have Teaching Assistants allocated and they provide much informal monitoring of children's social and emotional well-being. They are also around to support children during less formal times, such as in the playground. They feedback to the class teachers any concerns they may have about individual children.

We have a Learning Mentor who supports children's social and emotional wellbeing.

We run social skills groups when appropriate and have playground leaders to support children. There are voice boxes in each class where children can write down their concerns. Regular anti-bullying activities take place in school.

We also contact outside agencies, such as MAST, with a view to supporting children with emotional and social development.

How does the school work with other bodies to meet the needs of children with Special Educational Needs and Disability?

We have good relationships with outside agencies such as Learning Support and the Educational Psychological Service. We access other agencies such as the Multi-Agency Support Team, Physiotherapy Service, Speech and Language Therapists, Autism Service, CAMHS Team as needed to meet individual needs. We work closely with these external agencies for support and they will supply specialist equipment, resources and facilities to support specific children with additional needs when required. If you would like the contact details for any of these services, please see the SENCo, Hannah Moody.

How do we support Looked-After Children?

We liaise closely with foster carers and the Local Authority on a regular basis through meetings in school and outside school, to monitor progress and emotional well-being.

How do we deal with complaints from parents of children with Special Educational Needs and Disability?

The relationship between parents and carers of children with special educational needs and the school has a major impact on the child's progress and the effectiveness of the planning.

We will always try to provide information in the first language of the parent and involve an interpreter as required.

However, if parents and carers do have a complaint, the first step in the complaints procedure should be to approach the school informally and discuss the situation with the Headteacher or member of staff. A member of the governing body would always be available to consider any further complaints.

Information about how to make a complaint official is available in school. The LA would also be able to provide this information.

Where is information about the Local Offer published?

The Local Offer puts all the information about Education, Health and Care services, leisure activities and support groups in one place. This website can be accessed at www.sheffield.gov.uk/localoffer

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