



## **Special Educational Needs /Disability Information Report 2021**

*This document should be read in conjunction with SEND policy (September 2020)*

### **Bradfield School Vision for students with Special Educational Needs/Disability (SEND)**

The school's aim is to ensure that all learners have a positive inclusive school experience where they are fully engaged in all aspects of learning and the school community. We strive to ensure they develop the skills needed and are fully prepared for next steps towards adulthood.

### **SEND Department**

#### **The Team comprises of:**

SENDCo  
Assistant SENDCo  
Nurture Teacher  
SEND Teacher  
Level 2 and 3 Teaching Assistants  
SEND Admin Assistant

We have a dedicated team of professional staff who have a wealth of experience and knowledge working with students with a range of needs.

The team may provide direct support to students in the classroom or deliver one to one or group interventions where this is beneficial.

The Nurture provision starting September 2021 will provide bespoke support to a small number of students with significant learning needs, offering small group teaching in English and Maths at a level appropriate to their needs using nurture principles to underpin the learning environment. This will offer a learning environment which will support academic progress but also independent learning skills to support access to curriculum and success in mainstream school.

School led interventions may include but not limited to:

- Social Skills development – Zones of Regulation
- ICT training - Touch typing / file management/dictation
- Literacy -Reading/Spelling skills
- Study skills support – Pre/ Post tutoring
- Homework organisation support

- Life skills - Functional Maths money/time

#### Outside Agency interventions

- Short term interventions with external professional such as Autism Teacher/ MAST/ Door 43/ Think for the Future mentoring.
- Speech and language, Physio or Occupational Therapist programme

Where necessary the school seeks advice and support from a range of specialist service, either to carry out further assessment, offer advice and consultation, direct work with students or training.

#### **Working with External Support Services and Agencies**

At all times we work collaboratively with all multi-agency teams. The SENDCo is key to coordinating this approach and ensuring the right people are involved at the right time and signposting parents to the right services. We aim to provide a joined up approach to meeting the need of our students with SEND.

Some of the Services we work with are listed below but not limited to:

SEND Assessment and Review Team

Educational Psychology Service

Autism Support Team

FUSION Learning Support service

Inclusion and Attendance Service

Multi Agency Support Team (MAST)

Children's Youth Team (CYT)

CAHMS

Speech and language Service

Vision and Hearing Impairment Service

Information about services available to support children with SEND can be found on the Sheffield Local Offer.

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

#### **Access to Curriculum**

The school aims to offer a broad and balanced curriculum to all students offering a full range of lessons. This may mean that reasonable adjustments to learning, use of assistive technology or adaptation to the environment may be needed. These considerations will need to be agreed in consultation with SENDCo, the student, parents, and in some cases the School's Senior Leadership Team and external specialist services.

## **Transition and Preparation for Adulthood**

There are two key transition points during Secondary Education, the move from Primary to Secondary phase and Secondary to Post 16. Careful planning towards these transition points is crucial to success for students with SEND. The SENDCo will always be the key person in liaising between settings, they will use knowledge of the student to determine a transition plan to ensure that they student has the right level of support, and additional arrangements can be made such as additional visits to the setting to familiarise the student, getting to know key staff before attending, in addition to the programme of transition plans in place by the setting.

Preparation for adulthood is an ongoing process throughout a child's education and for some students with SEND additional intervention teaching and support is needed to ensure the students are ready for each stage of this journey. Independence is a key part of preparing for Secondary school and Post 16 education and the SEND team aim to support student independence at all times through supporting students to achieve planned outcomes, timely intervention support and facilitating independent learning in the classroom.

## **Evaluating Effectiveness and Quality of Provision for Students with SEND**

The responsibility of teaching students with SEND must be a whole school responsibility. The core of teachers work involves a continuous cycle of planning, teaching and reviewing progress, setting targets taking into account individual differences in abilities and needs, to include any adaptation, differentiation or additional support that may be needed to support the access to learning of individual students.

All teachers are responsible for identification of additional needs in partnership with and under the guidance of the SENDCo. Continual evaluation of progress means that any difficulties can be identified at an early stage and intervention put in place to form a graduated response to meeting need.

If short term, group intervention or bespoke outcomes are needed to support learning, develop skills and ensure the student makes good progress then outcomes will be agreed with the student and parents and shared with school staff. Small steps of progress will be monitored termly to measure success and impact of the intervention, which then means that the provision stays relevant to the child's needs.

The SENDCo in conjunction with the Senior Leadership Team are responsible for monitoring the quality and effectiveness of provision for students with SEND and therefore use a variety of systems to review the impact of the SEND provision through data monitoring, observation and feedback from students, staff and self-evaluation processes.

## **Consultation with Parents**

Parents will be informed of students' progress through the school's reporting systems. Any additional information that needs to be shared may be done through phone contact or

email. Open communication is encouraged and parents are welcome to contact the SENDCo via telephone or email as the need arises.

Student progress will be discussed in 3 termly review meetings each year for students with a Support Plan, My Plan or EHCP (One of these meeting may be held during a Parents evening, and in some circumstances may be a telephone consultation). For students with an EHCP one of these meetings will be an Annual Review.

### **Student Wellbeing**

We strive to ensure a person-centred approach to support that is responsive to student needs, wishes and aspirations. Students are at the centre of all planning and review processes and making decisions about their provision in school.

We have a number of strategies to support student wellbeing. As a department we provide access to a nurture area during social times for students who need additional support at these times and may need a quieter or more structured area at break or lunchtime. We run weekly nurture intervention groups for students at risk of social isolation or students with social and emotional development needs, where students have opportunity to develop their social skills, and have access to a nurturing environment to support their wellbeing. As a school we actively seek to support positive mental health and wellbeing raising awareness of mental health issues and support available.

### **Further Information**

If you require further information on school's SEND policy, you can access this through the 'School Policy' section of the website. Alternatively, you can contact the SENDCo via email [jhogg@bradfield.sheffield.sch.uk](mailto:jhogg@bradfield.sheffield.sch.uk)