

<p>What is SEND?</p>	<p style="text-align: center;">SPECIAL EDUCATION NEEDS AND DISABILITIES</p> <p><i>A number of our children through school have a range of different needs. Some of these needs require additional support to enable the child to make good progress. Need can be broken down into different areas or categories. Special needs can be as a result of a specific diagnosis, a learning difficulty or disability. The level of support will depend on the individual child and degree of need.</i></p> <p><i>Areas of need included...</i></p> <ul style="list-style-type: none"> • <i>ASD (Autism Spectrum Disorder)</i> • <i>SLCN (Speech, Language and Communication Needs)</i> • <i>Cognitive and Learning</i> • <i>Emotional Needs</i> • <i>Visually Impaired</i> • <i>Physical Needs</i> • <i>Specific Learning Difficulty</i> <p><i>Our named Governor for SEND is Mrs McKie. Our SENCO is Mrs Jones.</i></p>
<p>Numbers of SEND at HGPS</p>	<p><i>We currently have approximately a quarter of our children on the SEND register; who are receiving support for a specific need or disability. Our percentage of SEND children currently is above national figures. This is due to a number of reasons.</i></p> <ul style="list-style-type: none"> • <i>As a result of a caring, supportive and nurturing ethos, parents of SEND children are choosing to send their children to HGPS. Over half of all our SEND children are from out of catchment.</i> • <i>Staff training and CPD ensures that all our staff are competent and knowledgeable about different SEND needs. This has resulted in quick referral to our SENCO with needs being addressed and met appropriately.</i> • <i>Over 6% of our children have a recognised diagnosis for ASD, with another two boys and three girls currently undergoing assessment.</i> • <i>All staff in school have close working relationships with parents, carers and the children. Attendance at SEND reviews is around 95% and parents see this as a real partnership between them and school. Termly review meetings and an 'open-door' policy mean that parents are able to ask questions or for advice when they need it. Review documents are sent prior to reviews so that the views of children and parents are known.</i>
<p>How are SEND children supported?</p>	<p><i>Whilst we ensure we follow our own Inclusion Policy and other relevant documents, including the 2010 Equality Act, we firmly believe that all children are unique and have different needs and abilities. Consequently, we don't follow a 'one size fits all' approach. We work closely with families to gain a deeper understanding of each child to ensure that their needs are effectively met.</i></p> <p><i>Using the Sheffield Support Grid, we allocate support depending on specific need. The range of support may include...</i></p> <ul style="list-style-type: none"> ○ <i>Adult reinforcement or scaffolding during daily lessons.</i> ○ <i>An intervention programme which may involve the child being taught in a small group or 1:1.</i> ○ <i>My Plan</i> ○ <i>EHCP (Educational, Health and Care Plan)</i> ○ <i>Transition Programme</i>

	<ul style="list-style-type: none"> ○ Termly review meetings attended by the SENCO and key members of staff. Pupil voice is also taken into consideration during these reviews. ○ Adaptations made to improve access to statutory tests; Y1 Phonics, Y2 and Y6 SATs. ○ 1:1 support for mental & emotional health ○ Range of effective support from external professionals: Speech & Language, Autism Team, MAST. ○ Through teacher assessment, SEND children work towards objectives appropriate to their level of ability to ensure that each stage is consolidated with no gaps in learning.
<p>How do we evaluate and monitor the quality of our provision for and impact of SEND children?</p>	<ul style="list-style-type: none"> ○ Review of targets at regular SEND review meetings. ○ Evidence Trails. A sample of children's work is closely monitored and reviewed against their peers to ensure effective support is in place. ○ Marking and Feedback Policy is reviewed by SENCO and SLT to monitor the use of support and to ensure progress. ○ At regular Pupil Progress meetings, progress is closely monitored and discussed. Where progress has slowed, actions are put into place to impact on progress for the following half term. This is reviewed each half term. ○ Regular drop ins by SLT and governors. ○ Leadership of SEND was reviewed in depth by PIE (Partners in Excellence). Outcomes were extremely positive and it was recognised that there is a clear sense of whole school responsibility taken for the provision and progress of pupils with SEND.
<p>What are the strengths in our provision for SEND?</p>	<ul style="list-style-type: none"> ○ School/parent partnership, including an experienced and trusted SENCO and approachable, caring staff. ○ Strong leadership including passionate named governor who ensures SEND children remain high profile and who regularly challenges the school leadership to ensure the best provision and outcomes for our SEND children and families. ○ SEND children have the opportunity to work independently, as well as with support. They are encouraged to challenge themselves and as a result develop some resilience, self-confidence and independence. ○ Working in mixed ability groups gives all children the opportunity to challenge themselves and excel in areas where they are more confident. There are no limits or ceiling to their learning. ○ All our SEND children have access to a full, broad curriculum and have the opportunity to develop a range of skills across the curriculum. ○ Instead of focusing on disabilities, we have a whole school approach to focusing on abilities and strengths. During Autism Awareness Week, a number of children had the confidence to speak in front of others to share what life is like with autism. They were proud of their 'super power' and were happy to contribute their thoughts and stories to our whole school book 'At Rainbows Edge' to help educate others about autism.
<p>What areas require improvement?</p>	<ul style="list-style-type: none"> ○ Continue to monitor the effectiveness and impact of interventions across school. ○ SENCO to attend training sessions and cascade training information on all the new paperwork for My Plan, Sheffield Support Grids and graduated approach to SEND provision. ○ Continue to work with other SENCOs from Northfield and Athelstan schools. ○ SLT to identify admin support for SENCO.

If you have any queries about SEND, please contact the SENCO or HT for further information.