



## SEND Information Report

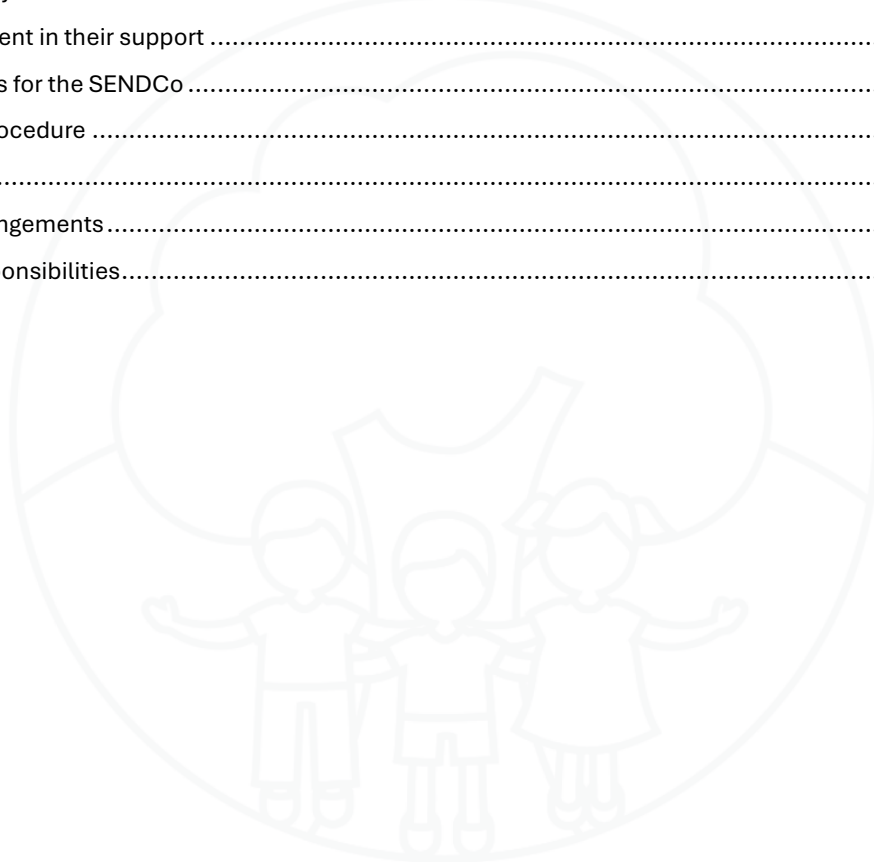
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## DOCUMENT CONTROL

*Unless there are legislative or regulatory changes in the interim, this report will be reviewed every year. Should no substantive changes be required at that point, the report will move to the next review cycle.*

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## Mercia Learning Trust SEND Pledge

Our trust mission is:

'To empower everyone in our communities, especially the most disadvantaged, to succeed.'

Our approach to SEND is central to achieving this aim. Every decision we make is taken through the lens of our most vulnerable learners, especially those with SEND.

### Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## 1. The kinds of SEND provided for at Totley Primary School

We provide for children with a wide range of special educational needs and/or disabilities, including (but not limited to):

### 1. Communication and Interaction

This includes children with speech, language and communication needs (SLCN), and those with conditions such as Autism Spectrum Condition (ASC) who may have difficulty with social interaction and understanding verbal and non-verbal communication.

### 2. Cognition and Learning

These children may learn at a slower pace than their peers even with appropriate differentiation. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

### 3. Social, Emotional and Mental Health (SEMH)

Pupils with SEMH needs may struggle with emotional regulation, anxiety, depression, or display challenging behaviours. This includes children with attention deficit hyperactivity disorder (ADHD) and other related needs.

### 4. Sensory and/or Physical Needs

This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disabilities that require additional ongoing support and equipment.

## 2. Identifying pupils with SEND

Concerns about a child may be raised by:

- the class teacher
- a teaching assistant
- parents or carers (in person, via email, or through informal conversations such as at the school gate)
- the SENDCo through class observation or other members of school

We follow the graduated response to identification and support, as outlined in the SEND Code of Practice. This involves:

- Assess – gathering information and observations
- Plan – outlining intended support
- Do – implementing support
- Review – evaluating effectiveness and deciding on next steps

## 3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child

- everyone is clear on what the next steps are

Parents and pupils are consulted regarding individual learning plans. Progress of pupils with an Educational Health Care Plan are monitored by the SENDCo in liaison with other named staff. These named staff will review progress in consultation with parents on a regular basis. All SEND pupils receive 3 reviews per year.

We additionally involve parents/carers through:

- termly meetings to review support plans
- regular communication via meetings, email or at the school gate
- opportunities to contribute to and review Learner Profiles and support plans

#### **4. Assessing and reviewing progress**

Children on the SEND register will have learner Profiles (for those with some need):

- created in collaboration with teachers and parents/carers
- reviewed at parent/carer meetings
- renewed annually
- outcomes based on school interventions or external advice (e.g. speech and language therapy)

Extended Support Plans (for higher levels of need, including Sheffield Support Grid levels 4/5):

- tailored to individual needs.
- reviewed termly with the SENDCo, class teacher, and parents/carers.

Education, Health and Care Plans (EHCPs):

- statutory plans for pupils with the highest level of need.
- applied for by the school via the Sheffield locality process, or by parents via the local authority.

For advice, parents may contact SENSARS (Sheffield SEN Assessment and Review Service) at: 0114 273 6394.

#### **5. Teaching approach for pupils with SEND**

We use adaptive teaching to ensure all pupils access the curriculum. This includes:

- adapted tasks and outcomes
- adjusted teaching pace
- use of additional resources and adult support
- flexible groupings and seating arrangements

#### **6. Curriculum and learning environment adaptations**

- accessible classrooms and resources
- visual timetables and supports
- use of assistive technology
- sensory breaks and quiet spaces

#### **7. Staff training and expertise**

Our staff receive regular training in:

- SEND awareness
- specific intervention strategies (e.g. Zones of Regulation, phonics support, Makaton, PDA, EBSA etc.)
- supporting pupils with ASD, ADHD, and other needs

Specialist expertise is secured through:

- educational psychologists

- speech and language therapists
- the Autism Team
- Fusion
- the 0-5 SEND Team
- the ADHD Nursing Team
- the Inclusion and Attendance Team
- the local authority advisors and outreach services

## **8. Evaluating SEND provision**

SEND provision is reviewed regularly through:

- pupil progress meetings
- individual plan reviews (Learner Profiles, Extended Support Plans and EHCP reviews)
- monitoring by the SENDCo and SEND Governor

## **9. Inclusion in wider school life**

All pupils with SEND are supported to participate fully in:

- school trips and visits
- sports events and competitions
- after-school clubs
- assemblies and special events.

This is achieved by making reasonable adjustments to ensure full inclusion.

## **10. Intervention Programmes Offered**

We provide evidence-based interventions tailored to pupil needs, including:

- academic interventions
- handwriting support programmes
- reading boosters
- phonics interventions
- maths catch-up sessions

Additional Needs-Based Interventions:

- Speech and language therapy (external and in-school delivery)
- Social stories
- Sensory circuits
- Regular emotional check-ins
- Zones of Regulation
- Meet and Greet routines
- Regulation/Calm time

We firmly believe that provision that is good for SEND benefits all our children and so in addition to this, we have worked hard to ensure that our classrooms, routines and expectations are SEND friendly and promote a calm, nurturing and predictable learning environment.

## **11. External agency involvement**

We work with:

- Sheffield educational psychology service

- speech and language therapy services
- the Autism Team
- occupational therapy
- CAMHS
- the locality SEND team

## 12. Pupil involvement in their support

Pupils are encouraged to:

- contribute to their Learner Profiles
- reflect on their progress toward personal targets
- participate in review meetings where appropriate

## 13. Contact details for the SENDCo

Bronwyn Cooper – SENDCo

Ben Paxman – Headteacher

Contact email: [enquiries@totley.school](mailto:enquiries@totley.school)

## 13. Accessibility

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the opportunities on offer to disabled pupils in all facets of school life.

Totley Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please read our Accessibility Plan for details.

## 14. Complaints procedure

If you have concerns about your child's SEND provision:

- Speak to the class teacher or SENDCo. If unresolved, contact the Headteacher.
- Further concerns may be directed to the Governing Body in line with our Complaints Policy.

## 15. Local Offer

Our provision forms part of the Sheffield Local Offer for SEND, which outlines the full range of services and support available to families: <https://www.sheffielddirectory.org.uk/localoffer>

## 16. Transition arrangements

We provide:

- enhanced transition meetings and visits
- social stories and transition booklets
- liaison with new settings and receiving schools
- additional support in Year 6 for secondary transition

## 17. Roles and responsibilities

**Headteacher:** Ensures SEND provision is high-quality and meets statutory requirements.

**SEND Governor:** Oversees the school's SEND policy and holds leaders to account.

**SENDCo:** Coordinates day-to-day SEND provision, liaises with staff, external agencies and families.

**Class Teachers:** Responsible for the progress and development of all pupils, including those with SEND. Implement adaptive teaching and targeted interventions.

