

SEND Progress Report

Sheffield Inclusion Centre

2nd February 2023

- Leadership of SEND has been strengthened and SEND provision at the school is now well led. The new SENCO is a member of SLT and has made very good progress with a number of the recommendations. This includes ensuring robust systems and processes are in place to deliver the school's vision for pupils with SEND.
- A detailed SEND action plan provides a comprehensive and clear summary of key priorities. Leaders of SEND have a good understanding of the school's strengths and areas for development.
- The SEND governor is highly experienced and provides both support and challenge to the school. The governor attended this Review and was present at feedback.
- The school has developed its graduated approach to provision. Pupils with SEND are now able to access intervention and support targeted at specific areas of need beyond SEMH support.
- The school has now mapped its intervention offer so that it has a clearer understanding of its core offer and the impact this support has on pupils.
- The new phonics strategy has been implemented at pace from September 2022. Initial screening highlighted the significant literacy needs of the pupil population. Training for key staff has been implemented effectively and is already having a positive impact on pupil outcomes.
- Staff are positive about the changes to SEND provision at the school:

We feel we've got more tools as a group of staff to support [our pupils] now. We are able to give them the structure, boundaries and positive experience that they need to flourish.

HLTA

For me, it's really easy to find the information I need on a student now. It's a lot better. Identification seems to have improved massively this year.

Teacher

- Pupils with SEND now have individual plans that clearly set out their individual needs, which are additional to or different from the standard curriculum offer in the school. These plans contain practical and relevant information for staff.

The IEPs are very useful. It means we know the support they need and using this information can mean the difference between a good and a bad day for our students.

Teacher

- The school now has a good understanding of the needs of its pupils, the pattern and profile of SEND identification and how this information compares to schools locally and nationally.
- The school has worked closely with the LA adviser (previously Ofsted HMI Specialist Adviser, SEND) to redesign the curriculum so that it is sequential and designed to fit the transient cohort. Progress is assessed against the learning made within each

- module, carefully taking into account each pupil's starting point. This approach to assessment is supporting pupil confidence and well-being.
- During this review, pupils with SEND behaved well in classrooms, demonstrating some good levels of self-control and positive attitudes to their education.



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