

**Sheffield Inclusion Centre (Pupil Referral Unit) SEND Information Report
Spring 2026**

1.	What kinds of special education needs are provided for?	Currently we provide for pupils with a diagnosis of Autism, Hearing impairment, Mobility problems, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD) Visual impairment, Mental Health Difficulties, Learning Difficulties, Physical Disabilities, Emotional & Behavioural Difficulties, Communication Difficulties and PDA. We also have a number of pupils who are being assessed for additional needs but do not yet have a diagnosis.
2.	How does the school know if pupils need extra help with learning?	<p>Where concerns are raised Sheffield Inclusion Centre has a rigorous plan, do, review cycle. Early identification is key and we aim to identify pupils who have any difficulties as soon as possible so that appropriate support can be given.</p> <p>The SEN Code of Practice states: “Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"> ● is significantly slower than that of their peers starting from the same baseline; ● fails to match or better the pupil’s previous rate of progress; ● fails to close the attainment gap between the pupil and their peers; ● widens the attainment gap.” (6.17) <p>“It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.” (6.18)</p>
3.	How does the school identify pupils with special educational needs?	Some pupil’s needs are identified by their previous school and shared with us. We also complete baseline assessments on entry in core subjects and carry out a reading age screening test. Every pupil has their progress, academic and their readiness for learning, closely monitored. Through this we are able to identify additional needs that a pupil may have.

		<p>The school uses SNAP assessments for learning and behaviour to explore additional needs where barriers have been identified.</p> <p>Following further monitoring and reviewing the school can then seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc. as appropriate to the pupil. Concerns from parents are discussed and recorded and the pupil monitored further by the SENDCo following the graduated response approach. All parental concerns are acted upon.</p> <p>The named SENDCo at the Sheffield Inclusion Centre is Ashley Newton. She can be contacted on 0114 2531988.</p>
4.	How many pupils in the school have special educational needs?	<p>Currently 78% of pupils at Sheffield Inclusion Centre are on the special educational needs register. Pupils are put on the Special Needs Register through information received from the last school and any identified needs whilst being at the Inclusion Centre. 30% of our special educational needs register have an educational health care plan (EHCP)</p>
5.	What specialist services and expertise are available at or accessed by the school?	<p>We have excellent links with all support services provided within our Local Authority and their support is called upon when needed. All services involved with the school are regarded as being part of a working partnership whose aim is to provide high quality, holistic support which focuses on the needs of the pupil. The following services/agencies are available to school:</p> <ul style="list-style-type: none"> • Speech and Language • Educational Psychology Service • Autism Team • Hearing Impaired Service • Visually Impaired Service • Education Welfare Services • Social Services • Health Services • Child and Adolescent Mental Health Services (CAMHS) and Ryegate • Vocational Training Providers • Others as deemed appropriate

6.	What are the arrangements for consulting parents of pupils with SEND and involving them in the pupil's education?	<p>Communication with home is very important to the school and we try to promote good communication between all members of staff and parents/carers. Parents/carers can contact staff members directly by email or phone to discuss the progress of their pupils.</p> <p>All pupils with SEND have regular reviews and updates, this includes a review of the pupil's Extended Support Plan or Educational Health Care Plan (EHCP). At this review we discuss with parents the progress the pupil has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets.</p> <p>All pupils at the Inclusion Centre have an Individual Education Plan or POP (pupil on a page), some pupils arrive to the Inclusion Centre with an Extended Support Plan (ESP) via their previous school. As part of the plan, do, review cycle, where concerns continue an ESP will be started for pupils not arriving with one. The review is completed with the form tutor where the parent and pupil are able to express their views and help form the targets.</p> <p>Parents/carers can also contact the school SENDCo if they wish to discuss anything further. We also have a cohort of pupils permanently excluded with an EHCP, those pupils Plans are reviewed in line with the Code of Practice with a view to request a change of placement.</p>
7.	What are the arrangements for consulting young people with SEND and involving them in their education?	Pupils' views are collected on the review notes, Pupil's targets are created and shared with them at the review meeting.
8.	What are the arrangements for assessing and reviewing pupils progress towards outcomes?	We follow the graduated response (as detailed in the SEND Policy) where we Assess, Plan, Do and review the programme for each individual pupil, increasing or decreasing the SEND support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to for an individual pupil.
9.	How many pupils have met the exit criteria and no longer need this support?	SEND can be a very transient state; some pupils may need support for their entire time at the Sheffield Inclusion Centre. Some may make good progress so that their attainments are in line with their peers and no longer require SEND support. We liaise with parents to decide whether SEND is to be continued.

10.	What are the arrangements for supporting pupils in moving between phases of education and preparing for adulthood?	<p>Pupils who attend the Inclusion Centre are either reintegrated into another mainstream through a head teachers' panel, this is based on a high reintegration score, this transition is supported by staff from the Inclusion Centre and a FIS/CILS worker to support pupils in their new setting. Some pupils who require therapeutic support in their new setting are provided this by the Inclusion Centres Mentoring team.</p> <p>The year 6 transition is carried out between the Primary allocated transition coordinator and the new school. All pupils have a transition plan created for the school to use.</p> <p>Those with EHC Plans are transitioned into Specialist provisions, Mainstream or Mainstreams with an integrated resource (IR). Those pupil's transition is carried out between the specialist setting, SENDCo and any workers who support the family into phasing the pupil into their new setting.</p> <p>For pupils with SEND the SENDCo will endeavour to attend transitional reviews to gather as much information about the pupil as possible and will pass this information to all relevant school staff to help prepare for the pupils needs.</p> <p>If appropriate, school staff will meet with outside agencies that are involved with the pupil.</p>
11.	What is the approach to teaching pupils with SEND?	<p>Sheffield Inclusion Centre is an inclusive school with quality first teaching at the heart of all learning.</p> <p>We are committed to ensuring that all pupils have the best educational experience possible. We want all the pupils to grow into confident, caring and well-educated adults. We aim to send all young people into an ever-changing world able and qualified to play their full part in it.</p> <p>Quality first teaching is adapted and responsive teaching that will meet the individual needs of the majority of pupils in the classroom. It includes good planning of well-sequenced and manageable lessons and class work, coupled with effective pedagogical choices, and robust assessment for learning which was used to inform the next steps in the teaching sequence for pupils.</p>

		<p>Quality First Teaching aims to engage and support the learning of all pupils and places a strong focus on pupil participation in learning.</p> <p>Pedagogical content knowledge – how well teachers know the subjects they teach and how well they understand how pupils learn Quality of instruction – practices such as effective questioning and use of assessment, reviewing previous learning, and providing model responses</p> <p>Classroom climate – the quality of interactions between teachers and pupils, and teacher expectations</p> <p>Adaptative teaching strategies are used to meet the needs of the pupils. All teachers have a quality first teaching toolkit of strategies, adjustments and approaches to help remove barriers that, if left unchallenged, will limit the progress, engagement and development of pupils who access our curriculum.</p> <p>These adaptations link to a pupil’s POP, ESP or EHCP and is reflected in the class teacher’s module planning document. Some pupils with SEND receive learning through interventions and this can be ongoing or for a block of support. This includes mentoring support for behaviour and emotions, literacy and speech and language.</p> <p>The staff at the Inclusion Centre also use the Sheffield Support Grid Exemplification as a support tool.</p>
12.	What adaptations are made to the curriculum and learning environment of pupils with SEND?	<p>As part of a national effort to improve inclusivity in all educational settings, the 'Three Waves of Intervention' model was introduced. This three-tiered model provides a framework for teachers to follow in order to make their teaching more accessible and inclusive whilst reducing underachievement. Sheffield Inclusion Centre’s graduated response details how additional support for pupils</p> <p>Wave 1: Universal This first step is simply Quality First Teaching. Wave 1 encourages teachers to thoroughly plan each lesson so that there are clear learning objectives alongside worksheets, exercises and</p>

		<p>other pedagogical choices to help them meet the learning outcomes.</p> <p>Wave 2: Targeted - Additional Interventions Wave 2 interventions are designed to support pupils who need some additional focused teaching to get there. Wave 2 interventions tend to be small group, time limited interventions. Class teacher need a full understanding of the intervention and how to integrate learning into the classroom. It should not be considered a stepping stone to Wave 3.</p> <p>Wave 3: Personalised and bespoke intervention</p> <p>In addition, the SENDCo works closely with external agencies to ensure pupils with SEND are assessed and the school has a good range of strategies to use. The strategies are shared with all staff who adapt their lessons accordingly. Some pupils who struggle with the learning environment are also given alternative provision as part of their timetable, however this is done after a review has been completed with parents and everyone is in agreement.</p> <p>The Centre also has strong links with Specialist schools and external agencies who support the Inclusion Centre in adapting the environment for pupils.</p> <p>The school ensures that all lessons are appropriately adapted so that the curriculum meets the needs of all pupils with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our pupils with SEND.</p>
13.	How does school ensure that staff have the relevant training to support pupils with SEND?	<p>The staff at the Sheffield Inclusion Centre have regular training slots, including INSET days. This is done by specialist staff in the centre or by external agencies or specialist schools.</p> <p>All staff are provided training by the schools SENDCo. In addition, all staff have access to SEND toolkits and resources to support quality first teaching for SEND pupils.</p> <p>A staff audit is also completed which gives staff the option of stating further training they feel is needed, this is then implemented by the SENDCo or other professionals are used.</p>

		The staff training is ongoing and personalised as necessary and appropriate.
14.	How does the setting evaluate the effectiveness of its provision for pupils with SEND and how often does it do this?	Feedback is taken at SEND review meetings from parents and pupils. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils. The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.
15.	How are pupil with special educational needs included in activities outside the classroom including school trips?	All pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils to be included on school trips through making reasonable adjustments. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
16.	What support is available for improving social and emotional development?	All curriculum topics are linked to Spiritual, Moral, Social and Cultural (SMSC) which covers a broad range of issues. All pupils have Ready for Learning targets which are used to develop their personal, emotional well-being. These are supported by the form tutor in the first instance. Where a pupil requires a higher level of support than this, school will plan a programme of support written around an individual pupils needs. This draws on emotional mentoring, emotional literacy support (ELSA) and Zones of Regulation. The Safeguarding Officer and Deputy Safeguarding Officer deal with issues linked to pupils' welfare and safety. They ensure that the school's Child Protection policy is followed and are the point of contact for any member of staff who has a concern about a pupil's safety or welfare. Physical Support Staff are trained in moving and handling procedures and provide support in practical and physical lessons.
17.	How does the school involve other agencies in meeting	Each pupil's needs are managed on an individual basis, with school involving other agencies as and

	pupil's SEND and supporting their families?	<p>when appropriate. School has excellent links with a wide range of professionals including the Family Intervention Service (FIS) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.</p> <p>The Inclusion Centre has a Speech and Language Therapist who is on site weekly and also access to the Educational Psychology Service and Autism Team Service where referrals can be made.</p>
18.	What policies support pupils with special educational needs?	<p>SEND policy Equality and Diversity policy</p>
19.	The school's contribution to the local offer and where the LA's local offer is published	<p>A local offer gives pupils and young people with special educational needs and disabilities (SEND) and their family information to help them find the right help and support in their area.</p> <p>It has two main purposes:</p> <ol style="list-style-type: none"> 1. To provide clear, comprehensive and accessible information about the support and opportunities that are available. 2. To make provision more responsive to local needs. <p>The Local Offer brings together information about education, health and care services, voluntary agencies, leisure activities and support groups in one place. It includes:</p> <ul style="list-style-type: none"> • Education – support in early years, schools and college, including transport • Health – specialist clinics, support and advice for pupils and young people with medical needs. • Social care – support for personal care and practical assistance, short breaks and personal budgets. • Transitions – moving between phases of education and preparing for adulthood. • Education, Health and Care Plans (EHCPs) – the statutory explained, including applying for a plan, transfers and reviews. • Information, advice and support – where to get impartial and confidential information, • advice and support. <p>It also allows pupils and young people with SEND, their families and service providers to get</p>

		<p>involved in reviewing and developing services and support in order to make the offer more responsive to local needs and aspirations</p> <p>Sheffield's local offer can be found here https://www.sheffielddirectory.org.uk/localoffer</p>
20.	How are the school governors involved and what are their responsibilities?	<p>The Governing body review the progress of SEND pupils as part of the whole school data review that takes place on an annual basis. This allows the Governing body to assess the success and impact of the school on SEND pupils. Furthermore, the Governor's Policy and Safeguarding committee meet once a term to review the school's policies and ensure they are fit for purpose.</p>
21.	What should parents of pupils with SEND do if they wish to make a complaint?	<p>Talk to the school's Special Educational Needs Co-ordinator (SENDCO) Ashley Newton.</p> <p>Follow the school's complaints procedure which is found on the school website. Complaints Procedure Parents (Advice) Sheffield</p> <p>Who can I contact for further information</p> <p>Tuesday Rhodes - Headteacher</p>