



**SHEFFIELD
INCLUSION
CENTRE**

Building Brighter Futures

**Special Educational Needs &
Disability Policy**

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Date of next review	Autumn 2027
Signed	Rhona Dodds

Sheffield Inclusion Centre Special Educational Needs Policy 2026-27

This policy outlines the framework for Sheffield Inclusion Centre to meet its obligation to provide high quality education to all pupils. This must include all pupils with special educational needs and disabilities (SEND), and do everything it can to meet the needs of students with SEND.

Our intent for all students with SEND is to:

- Eliminate discrimination
- Remove barriers to learning
- Promote equal opportunities
- Enrich the experiences of students with SEND
- Foster good relationships between all students

Sheffield Inclusion Centre will work with external agencies to ensure the following principles underpin this policy:

1. Involving children, parents and carers in decision-making
2. Identification of children's needs
3. Collaborative approach for children with SEND between education, health and social services
4. High quality provision that meets the needs of all children with SEND
5. Choice and control for children and parents regarding their support and provision
6. Successful preparation for the next stage of education, employment and life

This policy was created in collaboration between the SENDCo and SLT.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. At the heart of Sheffield Inclusion Centre are clear intentions that underpin success and achievement for all to ensure all our young people leave able and qualified to make their next steps. The intentions make up the core elements of all SEND provision and support.

Our core elements rests on REAL STEPS

- Recovery – attendance, mental health, SEND support, family support
- Entitlement – reading, spelling, EAL, cultural capital, enrichment
- Academic rigour
- Learning school
- Staff well being
- Transitions – short stay school
- Excellent teaching and learning
- Pathways – a curriculum that provides a route to a brighter future
- Stakeholder voices

This policy has been written with reference to the following guidance and documents:

- Children and Families Act 2014

- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2016) 'Keeping children safe in education'
- DfE (2015) 'Working together to safeguard children'
- DfE (2014) 'School admissions code'

1. Introduction

The SIC provides a full-time education focused on improving life chances for pupils permanently excluded from mainstream schools in Sheffield. We do this by:

- Addressing significant delays in learning and progress
- Increasing engagement and improving attitudes towards education
- Delivering qualifications, life skills and placements as gateways to a wide range of post 16 options.

Every teacher is a teacher of every young person including those with SEND. All pupils are provided with a personalised curriculum towards equal learning opportunities.

The SENDCo at the Sheffield Inclusion Centre is Katy Hodges. In her absence her duties are carried out by Tuesday Rhodes. Phone numbers and emails are available through the school switchboard. Katy has completed the National Award for SEN (NASENCo award) and is part of the senior leadership team as assistant headteacher for curriculum and learning.

2. Aim

2.1 Our aim is that no cohort of pupils is left behind. We have a higher than average number of pupils on Free School Meals, with historical attendance difficulties, Safeguarding issues, oppositional and criminalised behaviours. Thus, we need to work more flexibly and creatively in order to meet the diverse needs of all pupils.

2.2 Pupil turbulence is around 50% during the academic year. All pupils are permanently excluded for behaviours which reflect a diversity of underlying needs. Successful progress and engagement are only possible by:

- Accurate baseline assessments
- A rapid process of holistic awareness, historical research, and rapport
- Deployment of a wide variety of expertise in SEND, outreach work, Safeguarding and strategic leadership
- High quality teaching and learning

2.3 All pupils have an individual education plan (IEP/POP) detailing strengths, barriers, strategies and an attendance, academic and readiness for learning targets. The IEPs help inform a personalised programme which is matched against long term expected outcomes.

2.4 The aim of the SEND provision provided at Sheffield Inclusion Centre is to ensure that we raise the aspirations of and expectations for all students with SEND. Our approach to working with students with SEND is to support the quality first teaching provided in the classroom with focused intervention for our students with SEND to ensure they achieve the best possible outcomes throughout their time at our school.

3. Objectives

- To identify and provide for students who have special educational needs and disabilities and those students that at some point during their school life may have additional needs.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Needs Co-ordinator (SENDCo) whose work will be guided by the SEND need within the school.
- To provide support and advice for all staff working with students with special educational needs and disabilities.

4. Identifying Special Educational Needs (SEND)

4.1 At Sheffield Inclusion Centre we have a strong approach to identifying and responding to SEND. There are clear benefits to early identification to ensure that effective provision improves long-term outcomes for pupils. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The SIC always considers what is **NOT SEND**, but which may impact on progress and attainment, such as:

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour are described as an underlying response to a need which the SIC will be able to recognise and identify clearly.

4.2 SEND identification places pupils who have needs in the following broad areas identified by the statutory Code of Practice. This allows us to plan what action we need to take to support their achievement:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), specific learning difficulties (SpLD), where one or more specific aspects of learning are affected including dyslexia, dyscalculia and dyspraxia and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. This is also through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

Sensory and/or Physical needs.

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time. A student with a disability is covered by the definition of SEND if they require special educational provision.

5. A Graduated Response to SEND Support

5.1 In recording pupils needs on the SEND register, our criteria for “entering” a pupil on this will include;

- What work has to be done prior to the permanent exclusion, and by whom – the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg. 88 Section 6.37 onwards).
- All pupils are tracked and monitored on the SEND register as V vulnerable learner, K SEND support or E Educational Health and Care plan.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, adapted and adjusted for individual pupils, is the first step in responding to pupils who have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching. This is why all pupils have a target of access to 25 hours of quality teaching.
- The SIC regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement and disengagement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- The teachers and SENDCo at the SIC consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials, such as SNAP and Boxall Profiles.
- For higher levels of need, the Inclusion Centre draws on more specialised assessments from external agencies and professionals. The Inclusion Centre also completes Extended Support Plans (ESP) or alternative SEND support plan for all pupils where barriers are significant. The ESP helps to outline the outcomes being worked towards and the support needed to meet these outcomes.
- Parents/carers and pupils are fully consulted at all stages. Pupils who continue not to make progress, or who exhibit undiagnosed needs or increased severity or complexity of need, will be formally assessed for an EHC plan and other specialist settings will possibly be considered.

5.2 The first response is high quality teaching targeted at areas of weakness. Where progress continues to be slower than expected, the class or subject teacher, working with the SENDCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress as appropriate. A pupil’s response to such support can help to better identify their particular needs.

5.3 At all stages of our work with students, the teacher is responsible and accountable for the progress and development of the students in their class. This includes where pupils access support from teaching assistants or specialist staff.

5.4 Additional intervention cannot compensate for a lack of good quality teaching and we believe that the key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with clear outcomes.
- High levels of students' involvement and engagement with their learning.
- High levels of interaction for all students.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups.
- An expectation that students will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.

5.5 We monitor the quality of the provision received by all pupils through quality assurance procedure. This process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.

The Sheffield Inclusion Centre uses IEPs, positive handling plans, subject targets, ESPs, support plans and termly analyses to outline needs and measure progress towards removing barriers. These focus on what works, the clear outcomes to be achieved within an agreed time frame, and who is responsible for maintaining and updating the record/plan.

Lines of accountability are made clear including the core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan

All staff are involved in maintaining records and plans are reviewed regularly. The level of provision is decided according to need and resourcing priorities. The process for engaging additional support/engaging specialist services is agreed through SLT based on evidence supplied by all staff.

The Inclusion Centre uses ASC, CYT, Educational Psychologists, Speech and Language Therapists and other local referral systems to ensure personalised support and additional targeted resources.

Parents/carers and pupils are involved and informed at all times and key events.

5.6 If a pupil participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress using the Ready for Learning criteria. This follows the 'assess, plan, do, review' framework outlined in the new statutory Code of Practice.

5.7 A pupil is placed on the SEND register following work by staff in school that involves the work with the pupil being planned within the following cycle:

- Assess - the student's learning problems are investigated; observations and standardised tests may take place.
- Plan - support or intervention is planned.
- Do - the support or intervention is carried out with the student.
- Review - the support or intervention is evaluated and it is decided whether to continue on the 'assess, plan, do, review' cycle or whether at this point quality first teaching would be sufficient to meet the student's needs.

Pupils and parents/carers are fully involved in the process of identification of a student with SEND.

Parents/carers of students with an Education, Health and Care Plan or who are experiencing major difficulties within the school are invited into the school on when targets are set and progress towards them is discussed. This meeting is with key staff involved in the support of the young person, either the SENDCo, the lead worker who works closely with a student, or a key member of the pastoral staff.

All parents/carers of students identified with an additional need are invited into the school to meet with the SENDCo or assistant SENDCo (by arrangement and on parents' request) on at least 2 occasions. Parents can request our presence at any meeting that they are invited to and, if appropriate, we will attend or send a report in lieu of attendance.

6: Criteria for Exiting the SEND Register

The SEND register is reviewed termly and pupils may exit if:

- Their needs are being met by quality first teaching in the classroom.
- They are working at their expected level of progress.
- When provision provided is reviewed, it is not felt that they require any additional SEN support for their learning
- Pupils may exit the SEND record on readmission to a mainstream or special school following a period of transition.

Parents may wish to consult the Local Offer at <https://www.sheffielddirectory.org.uk/localoffer>

7: SUPPORTING PUPILS AND FAMILIES

- The Sheffield Inclusion Centre maintains its statutory requirement to provide a SEND Information Report; *Regulation 51, Part 3, section 69(3)(a) of the Act*
- Links with other agencies to support the family and pupil are open to discussion with the SENDCo and referral at any time.
- All pupils are able to access appropriate exams and other assessments – the teacher with responsibility for this in Primary Inclusion is Tom Fuller, in Secondary Phase is Rakib Ahmed
- Please ask for information on managing medical conditions (*this a new requirement placed on schools from September 2014*)
- SIC reports on student progress and effort at least 3 x a year across all key stages.
- Parents and carers have access to the school website. This enables parents and carers to access up to date information regarding attendance and homework.
- 'Keep Kids Safe' text message services is used to report first day of absence. However, it is also used to communicate important messages for example reminders of school trips, events, reports directly to parents and carers.
- Some parents and carers use email communication directly with individual staff members. This includes subject teachers and pastoral staff.
- All pupils have a tutor or base lead who communicates with families on a weekly basis via telephone or email.
- To improve communication with our families where English is not the first language we have in school we have staff who are Slovakian speakers who help to translate in meetings with parents and carers.
- Parents are involved in all stages of the EHC Plan process and are invited to attend the EHC Plan meeting.

8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- All pupils have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Arrangements are in place in school to support pupils at school with medical conditions through our outreach team and flexible offer of support.

9: MONITORING AND EVALUATION OF SEND

9.1 We monitor the quality of the whole school provision received by all pupils (as part of our Quality Assurance systems. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best outcomes. Our rigorous evaluation and monitoring of teaching and learning and pupil progress promote an active process of continual review and improvement of provision for all students.

10.2 If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress. Regular audits, sampling of parent views, pupil's views, staff views and a careful analysis of all data allows the school to offer flexible and personalised support and provision at all times. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Regular reports to the Management Committee allow for scrutiny and accountability within the formal meeting schedule throughout the year.

10: TRAINING AND RESOURCES

10.1 All staff have received training in working with pupils with SEND. This is part of our ongoing CPD programme.

10.2 In order to maintain and develop the quality of teaching and learning and ensure classroom provision responds to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place for students with SEND. It also outlines provision and practice that support these learners and outlines the needs of individual learners.

The SENDCo regularly attends network meetings and is a member of relevant professional bodies to ensure she is up to date with local and national updates in SEND.

11: ROLES AND RESPONSIBILITIES

- The Designated Teacher with specific Safeguarding responsibility is Trudi Eldridge, deputised by Ashfaq Khan.
- The member of staff responsible for managing PPG/LAC funding is Tuesday Rhodes.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Tuesday Rhodes.

The Management Committee has a responsibility to:

- Fully engage parents and / or young people with SEND during all decision making.

- Designate an appropriate member of staff (SENDCo) as having responsibility for co-ordinating provision for students with SEND.
- Appoint a designated teacher for 'looked after' children.
- Ensure Identification, assessment and make appropriate provision for all children and young people with SEND.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the SEND Policy and available facilities to support students with SEND including a review the accessibility plan every three years.
- Ensure that complaints/appeals procedures are made known to parents and students through a single point of access including SEND tribunal.

The Head teacher has a responsibility to:

- Ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- Ensure that teachers monitor and review the student's progress every half term.
- Ensure that the SENDCo has sufficient time and resources to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for students at risk of disengagement or underachievement, as a core part of performance management arrangements.
- Ensure that teachers are skillful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher with an appropriate postgraduate qualification or working towards this.
- Collaborate with the Management Committee and head teacher as part of the leadership team, to determine the strategic development of SEND policy and provision. Ensuring that SIC meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy and ensure all records are up to date.
- Coordinate the specific provision made to support individual children with SEND.
- Liaise with the relevant designated teacher where a looked after student has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of children with SEND whenever necessary.
- Liaise with schools, Academies, Educational Psychologists, health and social care professionals, as well as other appropriate support agencies.
- Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- To add specific information to children's individual learning plans which identifies additional learning needs.
- To ensure all children with SEND have an IEP or ESP as appropriate which is regularly reviewed.

- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure that children with SEND are provided with equal opportunities to peers and are able to participate in all activities.
- Keep up to date with national and local initiatives and regulations.

Class / subject teachers/base leads must:

- Create an accessible and engaging learning environment.
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the student themselves. This includes overseeing the IEP and ESP documents for pupils in their care.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- Undertake INSET courses relating to SEND issues and other relevant CPD.
- Prepare lessons which are personalised to meet the learner's needs, using the support of a Teaching Assistant where needed.
- The form tutor or base lead is the first point of contact for the parent; the teacher will call parents on a daily basis.
- Participate in staff learning walks, formal lesson observations, and department lesson observations.
- New students complete baselines and have a reading age assessment to assess current learning level, this is used to personalise students learning to their level.
- Data is accessible on the school staff shared drive for all staff to access at any time.

12: STORING AND MANAGING INFORMATION

Documents are stored in line with a school and Local Authority policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy. This is monitored by Debra Blackburn.

13: REVIEWING THE POLICY

This policy will be reviewed annually.