

**Sheffield Inclusion Centre (Pupil Referral Unit) SEND Information Report  
September 2021**

1.	What kinds of special education needs are provided for?	Currently we provide for children 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 children who are being assessed for additional needs but do not yet have a diagnosis.
2	How does the school identify children with special educational needs?	Some student's needs are identified by their previous school and shared with us. We also complete baseline assessments on entry. Subject baseline assessments are also completed. GL and CAT learning assessments which includes Maths, English and Reading baseline. Speech and Language screening is completed on entry. Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can 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 child. Concerns from parents are discussed and recorded and the child monitored further by the SENCo following the graduated response approach. All parental concerns are acted upon. The named SENCo at the Sheffield Inclusion Centre is Safeena Bahar. She can be contacted on 0114 2531988.
3	How many children in the school have special educational needs?	We currently have 140 students on roll on the Special Needs Register. Students are put on the Special Needs Register through information received from the last school and any identified needs whilst being at the Inclusion Centre. We currently have 14 students on roll with an EHCP and others at draft stage.

4	What are the arrangements for consulting parents of children with SEND and involving them in their child's education?	All children with SEND have 3 reviews per year (My Plan Reviews) where we discuss with parents and the progress their child has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets. All children at the Inclusion Centre have a SEND support plan, some children arrive to the Inclusion Centre with a My Plan via their previous school. Those that do not come with a plan automatically have one written collaboratively with the parents/carers/ SENDCo and form tutor. The review is completed with the form tutor where the parent and child are able to express their views and help form the targets. Parents/carers can also contact the school SENCo if they wish to discuss anything further, meetings 1:1 are also available. We get a cohort of students permanently excluded with an EHCP, those students Plans are reviewed in line with the Code Of Practice with a view to request a change of placement.
5	What are the arrangements for consulting young people with SEND and involving them in their education?	Pupils' views are collected on the review notes, and on a One Page Profile if this is an appropriate tool for the child. Student's targets are created on their My Plan or alternate support plan and shared with them at the review meeting.
6	What are the arrangements for assessing and reviewing children's 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 child, 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 child.
7	How many children have met the exit criteria and no longer need this support?	SEND can be a very transient state; some children 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.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners 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 MAST/CILS worker to support students in their new setting. Some students who

		<p>require therapeutic support in their new setting are provided this by the Inclusion Centres Drama Therapist.</p> <p>The year 6 transition is carried out between the Primary allocated transition coordinator and the new school. All students 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 IR. Those students transition is carried out between the specialist setting, SENCo and any workers who support the family into phasing the student into their new setting.</p> <p>For learners with SEND the SENCo will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner.</p>
9	<p>What is the approach to teaching children with SEND?</p>	<p>We strive to be as inclusive as possible at Sheffield Inclusion Centre and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access.</p> <p>Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEND receive learning through interventions and this can be ongoing or for a block of support.</p> <p>Class teachers are involved in the SEN reviews and feed their opinions into the targets set for each child. The staff at the Inclusion Centre also use the new Sheffield Support Grid Exemplification as a support tool.</p>

10	What adaptations are made to the curriculum and learning environment of children with SEND?	<p>The SENCo works closely with external agencies to ensure students 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 students 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. The Centre also has strong links with Specialist schools and external agencies who support the Inclusion Centre in adapting the environment for learners.</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.</p> <p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND.</p>
11	How does school ensure that staff have the relevant training to support children with SEND?	<p>The staff at the Sheffield Inclusion Centre have training weekly and on INSET days. This is done by specialist staff in the centre or by external agencies or specialist schools. All staff are provided training by the schools SENCo. 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 SENCo or other professionals are used.</p> <p>The staff training is ongoing and personalised to all students as SEND is forever changing, to keep up with this we have weekly staff training sessions.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>Feedback is taken at SEND review meetings from parents and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils.</p> <p>The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.</p>
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p>

		Where necessary school will make physical adaptations to allow learners with SEND to be included.
14	What support is available for improving social and emotional development?	Curriculum topics are linked to SEAL (Social and Emotional Aspects of Learning) which cover a broad range of issues. Where a child requires a higher level of support than this, school will plan a programme of support written around an individual child's needs. School seeks additional support and advice from external agencies too when relevant.
15	How does the school involve other agencies in meeting children's SEND and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response. The Inclusion Centre has a Speech and Language Therapist who is on site weekly and also access to the Educational Psychology Service where referrals can be made. Every term the Inclusion Centre has Professionals meetings where a range of professionals work collaboratively in implementing the most appropriate support for students.