



Sheffield Springs Academy

The best in everyone™

Part of United Learning

SEND Information Report 2024-25

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School Mission Statement

We are a sponsored academy within United Learning. United Learning has a Christian ethos where every person is a valued member of our community. As a member of the 'United Learning' family of schools and academies, Sheffield Park Academy shares the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with the intellectual freedom to be creative; confidence to initiate; flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.

Our shared vision for Sheffield Springs Academy is that we aspire to be an 'Outstanding' school in everything we do. It is fundamental to this that all stakeholders in the Academy hold the highest of expectations of our students and an unwavering belief in the potential of each and every one of them. It is our responsibility to support them in every way we can.

"Whatever you can do or dream you can, begin it. Boldness has genius, power and magic in it!" attributed to the German writer, artist and politician, Wolfgang Von Goethe,

Introduction

Welcome to our SEND Information Report which is part of the Sheffield Local Offer for learners with Special Educational Needs (SEN).

Sheffield Springs Academy is an inclusive school where every young person is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of the highest quality, and we also actively work to support the learning and needs of all members of our community.

High quality teaching

Sheffield Springs Academy staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students. They use a variety of methods that are creative and innovative and employ teaching techniques which include a wide variety of differentiated resources. Individual Curriculum Areas are responsible for their curriculum and teaching. Staff adapt their teaching and resources to suit the needs of all learners, including those with SEN.

This adaptation is called differentiation and within each class may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of each student. Every student is regularly assessed in class in all subjects and data *tracking is recorded on Arbour and reported to parents each term. This is done via a tracking report which shows students levels of progress.*

We are starting to use Rank Order Assessment (ROA) with our students. ROA is the process of assessing students through formalised tests and then ranking them from top to bottom percentage achieved in each subject and overall. Each time ROA takes place, students will be able to see how many places up or down the rank they individually have moved. The overall rank will be used to stream students in subjects allowing staff to provide the required support, so all students make excellent progress. No student names will be used - Students are given an anonymous code that they can either keep to themselves or share if they choose.

Where staff identify that a student is not making progress within their subject area despite expected differentiation, they will notify the SENCo who will then work closely with the teacher, student and parents as necessary. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Curriculum Area Leaders, Form Tutor, Heads of Year and the SENCo regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our SEND team.

All students on the Academy's SEN register will have a one-page profile, outlining their needs. Plans are reviewed termly with staff, parents and the student.

Identifying SEN

Despite high quality teaching, some students are unable to make expected progress, and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students, and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCo. At each assessment point the SENCo uses student's reading and progress data to identify those who are not achieving expected progress due to a possible learning need. The first stage in addressing this involves the SENCo working with class teachers to support quality first teaching and interventions within the classroom. If the student continues to not make expected progress the SENCo in collaboration with parents and external agencies, as required, may then identify the student as being in need of SEN Support.

The SENCo will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the Educational Psychologist, Speech and Language Service, Hearing Impaired Service and The Autism team. Recommendations may also be made to parents to visit the GP for a referral to services such as Ryegate and CAMHs. The GP may choose to go through MAST before a referral is made to these services. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting is arranged, including parents, to discuss the student's needs and subsequent actions. At all times parents and the young person are involved in the process and are part of the decision-making protocol. Some students joining Sheffield Springs Academy are already diagnosed with a special educational need and this information will have been passed on by their previous school.

The SEND information from primary schools is gathered during the transition meetings that the SENCo and the Academy's Head of Year 7 attend during May and June of each year. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the students Head of Year or the SENCo to share their concerns. The SENCo will then investigate further, as above. Information is provided on the Academy website detailing how to make contact with the Academy and particular members of staff.

Parents are informed of any decisions and actions taken. When a student is identified as requiring SEND support, parents are invited to meet with the SENCo each term for a formal review of the student's progress.

Students with SEND will be placed on the Academy's SEND register, which is accessible to all staff in school.

See appendix 1 for a flow diagram outlining how the Academy identifies and review students with additional needs.

Supporting SEND students

Where a student is identified as having a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted intervention sessions, in-class support and referrals to outside agencies.

Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions include: Handwriting support, The Big A, 5 point scale, zones of regulation, Talk about for teenagers, Lexonik and bespoke Speech and Language interventions. The Academy has The Bridge provision where students can access additional support during set times. Interventions follow a monitoring cycle involving assess-plan-do-review. Where an intervention with a student is not found to be effective, the Academy

will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the Academy continually strives to improve their intervention programme.

For students with hearing and visual impairments the Academy regularly liaises with Sheffield Hearing Impairment Team and Sheffield's Visual impairment team.

Parents/Carers of students with SEND will have regular meetings with Academy staff to discuss their child's progress, support needs and any concerns they may have. Parents/carers are invited in once per term, in line with the Send Code of Practice (2015). However, parents/carers are welcome to request a meeting or discussion with Academy staff at any time, including the SENCo, if they have a concern. They are informed of this provision and are advised how to contact the appropriate person.

Education, Health and Care Plans

Where a student with SEND is failing to make progress, despite high quality teaching and support through their SEND support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. If a decision is made to apply for an Education, Health and Care Plan, a multi-agency meeting will be held.

Working with outside agencies

Where a student with SEND is not making progress and Sheffield Springs Academy feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Referrals may be made to the Educational Psychology Support Service, the Virtual School for Sensory Support, Child and Adolescent Mental Health Services (CAMHS), Ryegate, Sheffield Speech and Language Service, Sheffield Hearing impaired Service, Sheffield Visual Impairment Service and Occupational Therapy Services.

Parent and child involvement

Sheffield Springs Academy puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students are encouraged to be involved in all of their reviews. Prior to reviews taking place, students will work with a member of staff on a one- to- one basis to discuss their feelings and needs. Students are also encouraged to attend their reviews and give their views.

Students with SEND are encouraged to express any concerns they may have to the SENCo, Support Staff, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at the Academy if they have any concerns about their child. The SENCo is always pleased to discuss any concerns involving SEN with parents and carers.

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' *'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations'* *(Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)*

Sheffield Springs Academy is an inclusive Academy and actively seeks to promote the inclusion of students with SEN and disabilities. The Academy's facilities allow access to all parts of the building for people with disability. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the Academy, both in their learning and in the wider provision and life of the Academy. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all trips and other out of class activities. This includes a fully accessible kitchen in the food and nutrition room, as well as height adjustable science tables in the Science labs. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. Current students with SEND have been involved with the following activities: lunchtime, breakfast and break time clubs, homework club, sports clubs and events, Bridge club, library volunteers and involvement at charity events. SEND students have also participated in student panels for new members of staff, Year 6 transition support, participated in the annual Academy dance show and representing the Academy in SEN sports events.

School Admissions

No pupil will be refused admission to school based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Pupils whose Education, Health and Care (EHC) plan names the school will be admitted accordingly.

Transition

Sheffield Springs Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND.

For students coming into Year 7 at Sheffield Springs Academy, the Head of Year 7 and the SENCo will visit all primary schools where there are three or more students coming to the Academy. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND requirements. We have a structured approach to this process, so we ensure consistency of information sharing across the schools.

The Head of Year 7 contacts other primary schools by telephone to gain the same information. For students with SEND, the SENCo at Sheffield Springs Academy has contact with key staff from our partner primary schools, who pass on all relevant information, including SEN files.

Parents/Carers of students with SEND in primary schools whose child will be coming to Sheffield Springs Academy are always welcome to contact our SENCo who will discuss the child and their provision on the telephone or arrange a meeting.

All Year 6 students who will be attending Sheffield Springs Academy, are invited to the Academy for a transition period during the summer term, where they take part in activities to help them adjust to life at Sheffield Springs Academy. Many students with SEND are invited in for extra transition sessions to introduce them to life at Sheffield Springs Academy aimed at allaying any anxieties as much as possible, this is called "Spring and Shine". The SENCo at Sheffield Springs Academy has regular contact with the SENCo's of local primary schools, through information sharing, attendance at courses and conferences and having a close liaison when students are transitioning to year 7.

Sheffield Springs Academy creates its form groups for Year 7 with great care and the Head of Year 7 places students with SEND in form groups in conjunction with the SENCo, using all the information they have available. For students with an Education, Health and Care Plan, the SENCo will attend Year 6 statutory annual Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCo will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a place at Sheffield Springs Academy are very welcome to contact the SENCo at Sheffield Springs Academy at any time to discuss their child's needs, arrange a meeting or visit to Sheffield Springs Academy.

For students leaving Year 11, the SENCo works with the school's careers lead to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with an Education, Health and Care Plan will have access to our Guidance Advisor from Year 9 onwards.

Funding for SEND

We use our professional judgement to ensure that the funding is distributed to have the greatest impact on our students with SEND. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the academy and ensure this clarity allows governors to understand the allocation of resources and to assist in their decision-making process.

The majority of SEN funding is spent on additional support staff. There is an allocation of funding for capitation. The Academy is aware that there are evolving needs and additional funding can be sought if required, for example purchasing a new reading scheme.

Anti-Bullying

Sheffield Springs Academy is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

Staff

Key staff working with students with SEN are as follows:

SLT Advocate for SEN: Chris Howard

SENCo: Erica McCabe

Deputy SENCo: Astrid Griffiths

Responsible for implementation of the school's SEN policy, management of the support, progress and inclusion of all students with SEN, identification of students with SEN, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEN needs and liaising with feeder schools.

SEN Administration: Cheryl Barnett

SEN TAs/HLTA (7 in total)