

Meadowhead School and Sixth Form



Special Educational Needs Policy and Information Report 2025

This is a policy of Meadowhead School and Sixth Form.

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Date of last review:	January 2025
Approval date:	3 rd March 2025
Date of next review:	January 2026

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

It is our aim that all students with additional needs will make progress in line with their peers. This will be achieved by quality first teaching in the first instance and interventions where necessary. We will make reasonable adjustments wherever we can in order to allow students with SEND to access all areas of school life.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. If a student's needs can be met through Quality First Teaching, they will not be on the SEN register even if there is a recognized need.

Students do not need a diagnosis to be placed on the SEN register.

A student's SEN status does not dictate Exams Access Arrangements available to them.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Kate Miller (millerk@meadowhead.sheffield.sch.uk). The assistant SENDCo is Emma Smyth (smythe@meadowhead.sheffield.sch.uk)

They will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
- › Cognition and learning, for example, general learning difficulties, dyslexia, dyspraxia
- › Social, emotional and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Assessments will include KS2 SATs results; subject specific baseline tests; reading age tests. We will also work closely with primary schools to ensure we have a good understanding of the needs of students at the point of transition.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If students do not attend school regularly because of mental health concerns, they may be added to the SEN register if medical advice has been sought and the student is willing to engage with intervention to improve their attendance.

Students will be levelled on the Sheffield Support Grid according to their level of need and provision required.

[Sheffield Support Grid | Sheffield](#)

Only students levelled as a 3 or above, in most cases, will be on the SEN register. The needs of other students will be met by Quality First Teaching and ordinarily available provision.

5.3 Consulting and involving pupils and parents

We will strive to involve parents and young people in their education and provision as much as possible. We will do this by:

- Involving students in writing their Personal Profile
- Involving parents and their children in decisions about the provision and intended outcomes including any possible changes;
- Providing three SEN reviews a year;
- Using questionnaires to provide students and parents with the opportunity to express their views about school;

- Consulting students and parents as part of Annual Reviews where the student has an Education and Health Care Plan (EHCP);
- Operating an open-door policy;
- Inviting students and their parents to attend meetings whenever appropriate, where their provision is to be discussed

We will notify parents when it is decided that a pupil will receive SEN support or when they will stop receiving SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENDCo and the SEN team will carry out an analysis of needs. This will draw on information from:

- › In-class and formal assessments
- › Their previous progress and attainment
- › Teacher referrals to the SEN team
- › Teacher feedback at reporting points
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Data such as attendance and behaviour
- › In house needs assessments such as; Speech and Language screener; Dyslexia portfolio; sensory audit; learning assessments
- › Advice from external support services, if relevant.

In order to ascertain a student's level of need and provision, all students are mapped against the Sheffield Support Grid. The Sheffield Support Grid levels students on needs on provision on a scale of 1-5. Students who are identified as being on Level 1 or 2 on the SSG may have an identified need but as their needs can be met through Quality First Teaching in the classroom, they will not be included on the SEN register. Students mapped on the SEND register as a Level 3 or above will be on the SEN register as a K if the provision they require is beyond what the classroom teacher can provide. At a level 4, parents may be asked to support the school to complete an extended support plan to allow us to monitor provision and need more closely.

All students will receive three SEN reviews a year to review their needs and assess the provision needed moving forward. Parents will be invited to these reviews although they will be held in the parent's absence if they do not attend.

Depending on the need of a student, or the member of staff who knows the student best, SEN reviews will be held with either the SENDCo, Assistant SENDCo, Learning Mentors, Behaviour managers, Year Teams.

All teachers and support staff who work with the pupil will be made aware of their needs through a personal profile on Class Charts. This will outline the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. The personal profile will be updated accordingly.

5.5 Supporting pupils moving between phases and preparing for adulthood

In Year Transfers: We will request information from previous schools if a student transfers to us. We will send any information we have to other schools once we receive a request.

Year 6 Transition: The SENDCo will liaise with primary schools to share information about all of the children on the SEND register. This may involve attending SEND reviews in the summer term where appropriate and possible.

Feeder primary schools will be offered extra visits in the summer term for their most vulnerable students. These students will be decided by their primary school. Non-feeder primary schools will be offered a visit to school for their SEND pupils prior to the main transition days.

The information gathered by the SENDCo will be shared with class teachers and support staff through personal profiles on class charts.

Y11 Transition: We will share information with the school, college, or other setting the pupil is moving to as requested. This information will only be passed on when the setting confirms the student is on role with them.

All students will access a taster day in year 10 to a post 16 provider.

Those students on the SEN register will be supported by the SEND and careers team to enable them to make appropriate choices of post 16 courses.

Those students with an EHCP will have an annual review in the Autumn Term of Y11 with a careers adviser present to advise of available and suitable settings. A specialist SEN Careers lead will be invited where appropriate

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Some students will have an adapted curriculum in order to meet their needs but this is only for the most complex cases. Some students will receive an extra literacy lesson in place of one of their languages lessons at Key Stage 3.

We will also provide interventions in all of the broad areas of need as appropriate. This may be individually or in small groups. Students will be withdrawn from lessons for these interventions which will be timely in order to optimize time with a qualified teacher.

It is expected that all students will be taught in mainstream lessons and withdrawal from any curriculum area is a last resort at the discretion of the Senior Leadership Team. Parents will be made aware if their child is withdrawn from lessons for intervention.

Some classes will have a teaching assistant to support. This is at the discretion of the SENDCo and will be prioritised to those with an EHCP or the most complex needs. It is the teacher's responsibility to decide how best to utilize this support in the classroom.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

To improve access in line with legislation, the following modifications have been made to the school building:

- Disabled access doors;
- External Ramps as alternatives to steps or stairs;
- Reception Desk design for disabled students/visitors in wheelchairs;
- Lifts to all floors;
- Designated toilets with disabled provision.

Passes: Sometimes, a student's needs may require a pass to help them manage the school environment. Passes will be given at the discretion of the Year Team and SENDCo where we consider a pass to be a supportive short-term measure. We do not want any student to be disadvantaged by not accessing the education they are entitled to, so our policy is that passes should be regularly reviewed and there must be clear evidence as to why a pass is necessary.

Below are examples of passes that a student may be given, and the criteria they would need to meet to receive the pass:

Toilet passes: Up to date medical evidence, from a medical professional, is required each year, to allow a student to leave lesson to use the toilet outside of what the teacher would usually permit.

Leave Lesson Early Passes: These are given to students at the discretion of the year and SEN teams. They allow a student to leave 2 minutes early to allow more time for transition, but does not include year 7, 8 and 10 lunch or the end of the school day in most circumstances. If students do not arrive on time for their next lesson, the pass may be removed.

Out of Lesson Pass: These are to allow students a 2 minutes break outside of the classroom to regulate. Again, they are at the discretion of the SEN team.

Bridge Passes: Bridge passes given other than to the highest needs students. The vast majority of students will not be given a Bridge pass because they risk missing out on essential learning in class, which puts them at a disadvantage. Teaching assistants are available to support students with self-regulation in class when the teacher believes it is necessary.

Social Passes: These passes will only be given to year 7 students to use an area of the Rosling as a quiet space. Only students with Bridge provision on their EHCP will be permitted to be on the Bridge at social times in order to ensure it is a quiet space for those who need it and to allow the Bridge to be used for intervention during social times.

5.8 Additional support for learning

We have 5 learning support mentors who are trained to deliver interventions such as but not limited to Lexia Power Up; FRIENDS for Life; Zones of Regulation; Rapid Reading, Drawing and Talking, Flower 125.

Teaching assistants will support pupils on a 1:1 basis when on an intervention that calls for this or when it is outlined as provision in an EHCP.

Teaching assistants will support pupils in small groups when directed by the teacher or when the students are on a group intervention.

Teaching assistants are available to support students with self-regulation in class when the teacher believes it is necessary.

We work with the following agencies to provide support for pupils with SEN:

- Autism Team
- Educational Psychologist
- Speech and Language Team
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapists

- › CAMHs
- › Ryegate
- › MAST
- › Attendance and Inclusion
- › Social Care
- › Epilepsy Team

Exam Access Arrangements

Students requiring additional support are assessed to demonstrate whether they require special arrangements to be made for them during internal and external exams and assessments, so that they are not unfairly disadvantaged. These arrangements may include:

- Extra time;
- Access to a scribe;
- Access to a reader;
- Access to a laptop;
- Access to a prompt.
- Supervised rest breaks

These assessments are conducted to identify the support a student requires using formal assessments and information regarding a student's "normal way of working." The school ensures that these arrangements happen in all formal exams. Where this is not possible in internal tests, teachers will take this into account when awarding grades.

Assessment for Access Arrangements will take place from year 10. Students with a diagnosis of ASC or ADHD do not need to be tested but can be given 25% extra time if teachers can show they would benefit from it.

The school follows the guidance for Exams Access Arrangements laid out by the Joint Council for Qualifications (JCQ).

https://www.jcq.org.uk/wp-content/uploads/2023/09/AA_regs_Revision_One_Sep23_FINAL.pdf

In Key Stage 3 it is not logistically possible to put in all exams access arrangements. Teachers will read for students when asked to do so and prompt as necessary. Key Stage 3 assessment weeks will be used to gather evidence for testing and application in Key Stage 4. In most cases, students cannot be awarded exams access arrangements without testing and/or substantial evidence and so arrangements made in Key Stage 3 could not be guaranteed for GCSE and A Level examinations.

5.9 Expertise and training of staff

Our SENCO has the NASENCo qualification and is a member of the Senior Leadership Team. They have twenty years of teaching experience and also hold the CP3TA qualification an Exams Access Assessor.

We have an Assistant SENDCo who is a member of support staff.

We have a team of 15 teaching assistants, including 5 Learning Mentors who are trained to deliver SEN provision. The learning mentors are specialists in a specific area of need.

CPD is delivered throughout each year covering a range of SEN needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions in a timely manner
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Taking into account the views of all stakeholders;
- Tracking data, including achievement, progress, behaviour and attendance;
- Multi Agency meetings.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our day/residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- The school's accessibility plan can be found [here](#).
- . It covers
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Learning Mentors are trained to carry out interventions such as:
 - Zones of Regulation
 - Dove Self Esteem
 - FRIENDs for Life
 - Drawing and Talking
 - Anxiety Gremlin
 - Flower 125 Program
- We have a team of school pastors who provide emotional support for students
- We have a team of trained 6th form mentors who provide peer support
- All form tutors are trained in Zones of Regulation and students receive this intervention through our tutor program in year 7.
- Where appropriate we work with external providers to deliver programs such as Door 43 and The Gold Digger Trust.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Where appropriate we employ the services and expertise of external agencies. These agencies are invited to SEN reviews and Annual Reviews where appropriate. We support these agencies to work with our students in school when required.

These agencies include but are not limited to:

- Educational Psychology Service;
- LSCB (Child Protection and Child Guidance Services);
- MAST (Multi Agency Support Team) including re-engagement for learning teacher
- Special Educational Needs Assessment and Review Service (SENDSARS);
- Learning Support Team;
- Speech Therapy;
- Physiotherapy;
- Occupational therapy;
- Special Educational Needs Team, Local Authority;
- Special Needs Teaching Team - staff specialising in supporting pupils with:
 - hearing impairment;
 - speech, language and communication difficulties;
 - ADHD;
 - autism;
 - specific learning difficulties;
- Police;
- Social Services;
- School Nurse/Doctor;
- Sheffield Futures;
- Sheffield SEN and Disability Information Advice and Support (SENDIAS).

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. If the complaint cannot be resolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents who require objective and impartial support for their child's needs should make a referral to SENDIASS

5.17 Contact details for raising concerns

If a parent has concerns around their child, they should contact their year team in the first instance. If the concern is specific to the educational needs, they will then be referred to the SENDCo.

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Kate Miller, SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- › Accessibility plan
- › Behaviour policy
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Anti-Bullying Policy