



Minerva
Learning Trust



Special Educational Needs and Disability Information Report 2023-24

The governing bodies of maintained schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability regulations 2014 and **must** include the information set out below.

Details of our Trust's Student Entitlement (SEND), can be found here – [Minerva Learning Trust](#).

1.	What kinds of special educational needs are provided for at High Storrs School	<p>We are an inclusive school and currently support students with a range of needs in the following categories:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and physical needs. <p>Students may find it difficult to access the curriculum and need extra support and assistance if they have:</p> <ul style="list-style-type: none"> • Speech Language and/or communication needs, ADHD, Autistic Spectrum Disorder • Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception • Hearing or Visual Impairment • Medical conditions or physical disabilities • Social, emotional and mental health issues • Different cultural experiences or backgrounds • Students who have English as an additional language and/or have recently arrived in England. • Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies
2.	How does the school identify students with special educational needs?	<p>This SEND information report explains the provision that the school is able to provide and provides a guide to the expertise available.</p> <p>We work closely with the primary schools to identify students transitioning with additional needs to ensure that the right support is put in place for new year 7s.</p> <p>In addition to the above, all HSS students' progress is tracked three times each year and there are frequent consultations with parents.</p> <p>Parents and teachers can refer concerns to the SENDCO and the Director of Learning & Inclusion, and they will undertake an investigation into the concerns. It may be that inhouse testing is completed or signposting to external agencies. School will work closely with these agencies to ensure that any difficulties/barriers are identified. Outside agencies may include our link Educational Psychologist, Language Therapist, the Sheffield Autism Team etc.</p> <p>Identification of SEN by the school SENDCO is also aided through the use of the Sheffield SEN Toolkit.</p> <p>SEN are often gleaned through the process of testing for exam access arrangements.</p>
3	Contact details of SENDCO team	<p>Erin Lambert, SENDCO <i>PG Cert Special Educational Need Co-ordination</i> Email: elambert@highstorrs-mlt.co.uk Tel: 0114 267 0000</p> <p>Ian O'Connor, Director of Learning & Inclusion Email: io'connor@highstorrs-mlt.co.uk Tel: 0114 267 0000</p>

4	How many children in the school have special educational needs?	<p>In the academic year 2023-2024, we have 46 (~3%) students with Education, Health and Care Plans. 3 of these students are under the review of the Hearing-Impaired Unit which is situated in Learning Support.</p> <p>In total, we currently have 198 (~12%) students who come under the SEN Support (K) on the SEND register. 152 (~9%) students appear on the SEND register as Monitoring (M). The process of these students is monitored but their needs are met in the classroom by quality first teaching.</p> <p>This includes students in years 7-13. <i>These number are subject to change.</i></p>
5	The Local Offer	<p>A directory of services, the Local Offer, available in Sheffield can be found at https://www.sheffielddirectory.org.uk/localoffer/</p> <p>The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND.</p> <p>The Sheffield Parent Carer Forum is an organisation which was created to bring together the parents and carers across the City of children with additional needs. The organisation is parent-led run by a Management Committee whose members have links with parent support groups across the city.</p>
6	What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?	<p>The parents/carers of students who appear on the SEND register are invited to a review meeting three times per year to discuss the progress of their child. These meetings maybe face to face, virtual or over the telephone. Email updates are also available. This is with the SENDCO or the Lead Teacher of the Deaf for the Hearing-Impaired Unit. At this meeting the one-page student profile is reviewed, and parental input is invited. A review process of plan, do, review is agreed.</p> <p>In addition to the above, many parents have email and telephone contact throughout the year with the SENDCO as a first point of call for supporting the educational needs of their child. Where needs are deemed to be unable to be met by quality first teaching then a My Plan may be completed outlining a support package and steps towards making that progress.</p> <p>Parents and carers have access to the school website and other communication apps. This enables parents and carers to have access to up-to-date information regarding attendance, behaviour and homework.</p>
7	What are the arrangements for consulting young people with SEND and involving them in their education?	<p>Review meetings are student centred, and the views of the student are sought. They have input into the compilation of their student snapshot, which is a one-page profile of their barriers to learning and how to support them.</p> <p>Student views are sought following regular tracking and they are instrumental in developing and creating outcomes to help them achieve their full potential.</p> <p>The Learning Support team work collectively with students of SEND to gather pertinent information around best practice in teaching students with additional needs. This is then disseminated to staff via pupil profiles and SEND snippets in the weekly bulletin.</p>
8	What are the arrangements for assessing and reviewing student progress towards	<p>A process of assess, plan, do, review takes place three times each year to support students who are included in the send register as SEND K. The Sheffield Support Grid is used to assess the level of need and provision.</p> <p>Parents can contact the school via email or telephone and seek advice and support from the SENDCO and the Learning Support team.</p>

	<p>outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?</p>	<p>The SENDCO seeks specialist support from within school and from outside agencies. There is a large, experienced pastoral team who support students, working closely with the Director of Learning & Inclusion through weekly pastoral support meetings. Both teams come together each week to discuss the needs of individual students where there are challenges which are not being met by quality first teaching and not through the regular pastoral route.</p> <p>There are termly reviews with the school link Educational Psychologist and he works closely with identified students where further support and avenues of support are required.</p> <p>At High Storrs we have access to a wide range of professionals including speech and language therapists, visual impairment teams, autism services, ADHD nurses etc.</p> <p>The school has a Hearing Impairment Unit on site which provides a rich source of advice to our students and families with hearing difficulties.</p> <p>Staff work hard to ensure that all reviews are pupil centred and their parent/carers' voices are heard and respected.</p>
9	<p>Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.</p>	<p>As young people move towards adulthood, outcomes should reflect steps towards achieving long-term goals. This could include higher education, employment, independent living and participation in society.</p> <p>Detailed planning and execution ensure a smooth transition across each transition phrase. Teaching Assistants from HSS are sent into primary schools so that there is a link between the most vulnerable Y6s prior to transition. As well as this, some of the Y6s have additional visits to the school in the summer term prior to transition. The HSS SENDCO and/or Director of Learning & Inclusion join the review meetings with parents of Y6 students so there is a link which allays any fears and concerns. This is all in addition to the school transition days and summer school.</p> <p>Transition to post 16 provision is also carefully managed starting with an early supported careers interview. Accompanied visits to colleges take place for the most vulnerable students and college SENDCOs are invited to annual review meetings.</p> <p>Professionals from Sheffield Futures join the annual review meetings of students with Education, Health and Care Plans from Y9 onwards with the intention of providing information, advice and guidance to some of our most vulnerable students. They are instrumental in formulating steps to outcomes for students post 16.</p> <p>At HSS, we have strong links with the Independent Travel Training team helping students gain greater independence in moving across the city by themselves.</p>
10	<p>What is the approach to teaching children with SEND?</p>	<p>As a school we aim to be inclusive and treat students as individuals, considering their additional needs.</p> <p>All teachers have responsibility to ensure that all students in their lessons progress and achieve their potential in that subject.</p> <p>Lessons are planned to ensure that the needs of all students are met. Quality first teaching includes differentiation and personalised teaching programmes and lessons are monitored to ensure this happens. Teaching staff are monitored regularly on their inclusivity and planning.</p>

		<p>We seek to promote good relationships between staff and students.</p> <p>We welcome contact from parents on any aspect of their child's education.</p> <p>We appreciate that the "one size fits all" approach does not work for our students and bespoke packages of education and timetable are sometimes needed.</p> <p>Support may include additional adults in the classroom, a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. Classroom teachers and support staff have half-termly teaching and learning continual professional development to ensure that quality first teaching is maintained.</p> <p>All class teachers and support staff feedback both social and academic information to the school SENDCO prior to the review process.</p> <p>Learning takes place in many contexts. Our PSCHEE/SMSC and form time programmes aim to give students the skills and knowledge required to make informed decisions and develop independence.</p>
11	<p>What adaptations are made to the curriculum and learning environment for students with SEND?</p>	<p>The number of adaptations that are made to support students are made in line with the Sheffield SEND Support Grid. This is split into five levels being:</p> <p>Level 1</p> <p>Students progress through quality first teaching and differentiation of the curriculum by the classroom teacher.</p> <p>Level 2</p> <p>This is mainly through small groups withdrawn to have intervention which may be around reading/spelling/numeracy.</p> <p>Level 3</p> <p>This includes individual/small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing/visual impairment input. Other agencies could include, physiotherapy, Educational Psychology, CAMHs etc.</p> <p>Level 4</p> <p>Access to appropriate specialist support and which includes a significantly modified curriculum and will usually require a high level of additional adult support.</p> <p>Level 5</p> <p>This usually requires an alternative specialist educational provision.</p> <p><i>Students may move within these levels whilst at the school and all our students with SEND are closely monitored.</i></p>
12	<p>How does school ensure that staff have the relevant training to support students with SEND?</p>	<p>Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND.</p> <p>All new teaching staff and trainee teachers have an SEND induction session with an opportunity to share detailed information about a student's particular needs.</p> <p>Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Teachers are targeted with putting strategies into practice and being observed teaching by the peers.</p>

		<p>Along with this, we hold carousel type sessions on different aspects of SEND which are tailored to the SEND make-up of a particular class. (e.g., Know Your Learner Sessions)</p> <p>Teachers around the child meetings are frequently held to share and develop strategies to support our students with the most complex needs.</p> <p>Support and advice are provided by the SENDCO daily and strategies are incorporated into the student snapshot.</p> <p>The weekly bulletin holds a SEND snippet to drip feed knowledge.</p>
13	How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	<p>The Senior Leadership, SENDCO and HSS Governors review the effectiveness of SEND provision on a regular basis. The senior leadership team review progress following each tracker. Provision and mentoring are put in place to support students underachieving.</p> <p>Parental feedback is sought following parents evening and at triannual review meetings.</p> <p>Interventions and support are evaluated throughout the year using assessment data.</p> <p>If students with SEND are not progressing in line with expectations, then their case is brought to the Pastoral Support Meeting which is attended by the Director of Learning & Inclusion, Directors of Key Stage, DSL and Pastoral Leads. Strategies are developed to support these students.</p>
14	How do you ensure that learners with SEND are included in non-classroom based activities?	<p>All activities are fully accessible to all learners including those with SEND. Consultations occur between staff and parents to ensure that reasonable adjustments are made and that SEND is not a barrier to participation.</p>
15	What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying?	<p>A nurturing environment within the classroom is the responsibility for the class teacher. Respect of difference and diversity is encouraged and forms a large part of the school ethos. It is reinforced through the curriculum and in directed form time discussions.</p> <p>A strong House system (pastoral team) coupled with an experienced and welcoming SEND team ensure that students can thrive, feel valued and are not marginalised. The school has a Learning Support area which provides students with SEND, a place to re-centre and be away from noisier and busier areas of the school.</p> <p>HSS is working closely with professionals from CAMHs and has become a Healthy Minds school. This has provided the school with a bespoke package of training tailored to the needs of our students, including those with SEND. As a result of being a Health Minds School we have a Mental Health Practitioner in school who has delivered a mental wellbeing and self-esteem package to some of our students with SEND.</p> <p>The school has Pastoral Support Meetings every week which are staffed by a team of inclusion and pastoral specialists within the school.</p> <p>Our most vulnerable students are supported by key individuals. HSS runs a multitude of lunchtime clubs, many of which are held in Learning Support to support our students who are vulnerable and/or have complex needs.</p> <p>Our Anti-Bullying Policy can be found on our website: https://highstorrs.co.uk/our-school/policies-and-Forms</p>

16	How does school involve other agencies in meeting students' SEND and supporting their families?	The support of outside agencies is sought on an individual basis. The SENDCO has strong links with professionals in the Educational Psychology service along with MAST, The Sheffield Autism Team, Speech and Language service, Hearing Impairment and Visual Impairment services and the SEND locality team of schools.
17	What arrangements are there for handling complaints from parents of children with SEND about the provision?	<p>Initial concerns should be forwarded to the Director of Learning & Inclusion and the SENDCO. If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.</p> <p>In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. This is Sarah Evans. They would also be able to advise on further procedures and can be contacted via school.</p> <p>The Minerva Trust Complaints Policy can be found https://minervalearningtrust.co.uk/about-us/statutory-information</p>
18	What arrangements are made for those students who are looked after by the local authority and have SEND?	The Director of Learning & Inclusion is also the Designated Teacher and has a clear picture of the SEND challenges of some of our children who are looked after. There are termly Looked After Children meetings and Personal Education Plan meetings for each child in which there is a cycle of plan, do review. These are attended by the Social Worker, Independent Reviewing Officer, Director of Inclusion, Learning Mentor and the student.