



SEN Information Report

The following information is part of the Local Authority 'Local Offer' and can be found on the Sheffield website at <http://www.sheffielddirectory.org.uk>. Information will be updated annually.

Please state the number of pupils on your roll and your average class size

- 575 pupils on roll (including nursery). Average class size 28 (nursery 39).

How does the setting identify learners with SEN?

- Teacher observation leading to raised concerns
- Discussions with parents/carers
- Data analysis (progress and attainment)
- Referrals to external agencies (Early years inclusion, learning support, educational psychologist, autism team)

Is your setting physically accessible to all learners?

- There are 3 buildings in total. Y2/3 building (1950s) is accessible for wheelchairs. Foundation Stage (FS) and Y1,4,5,6 are in an Edwardian 3 storey building. There is access to the middle floor from the main school entrance, the lower floor (dining halls) is accessed by stairs but wheelchairs can access via the bottom gate. There is no wheelchair access to the top floor (Upper Key Stage 2). An additional modular building (Y4) is accessible to wheelchairs.
- There are no modified classrooms for pupils with significant hearing/visual impairments but some pupils have specialist equipment such as visualisers and hearing loops that can be transferred from one classroom to the next.
- Visual timetables are used where necessary. Specific equipment and additional resources are purchased from the Access and Inclusion budget where needed for individual pupils.
- There are no low sensory environments or alternative eating places other than the 2 large dining halls. There is a disabled toilet in each building but no changing facilities.
- The playgrounds are secured by fences. It is a large site with open stairs linking the 3 playgrounds. Each playground has a 'quiet area' for children to use.

How does your setting adapt the curriculum for learners with SEND?

- The parents/carers along with staff and pupils set targets at termly SEN review meetings.
- The class teacher will plan the education programme for SEN pupils with advice from the SENCO or other external agencies involved. The SENCO will oversee the provision for pupils with SEN.
- Differentiation is used in class to provide a personalised curriculum for children with special needs to enable them to take part in the same activities as other children. Staff pre-empt any potential barriers to learning and use additional resources, staffing where available and teaching strategies to remove barriers.
- A full time learning mentor works throughout the school providing a range of additional support for children with and without SEN. She runs nurture groups and positive behaviour groups. Teachers and teaching assistants do yard duties to support children with SEN at break and lunchtimes.

What training have your staff received to support learners with SEND?

- As a large staff we have had a wide range of training including general strategies to support children with learning difficulties, strategies for supporting children with specific learning difficulties, speech and language difficulties as well as working with children with Autism and social/emotional difficulties.
- All staff use de-escalation strategies for children with behavioural needs and positive handling techniques (used under the authorisation of the headteacher) are used only when necessary.
- Staff have been training in specific intervention programmes and software such as Read, Write, Inc., Accelerated/Acceleratedwrite, Communicate in Print and Stories for Talking.
- There is a class profile document for each class which has an overview of the needs of every child and can be accessed by all staff working within the class.

- For pupils with exceptional needs, all staff throughout the school are made aware of strategies used to support that child. We regularly access specialist expertise by discussions with Learning Support Service, Early Years Inclusion Service, Autism team, Educational Psychologist and Primary Inclusion Unit.

How do you communicate with and involve families?

- There are also 3 parents' evenings throughout the year. Some children also have special arrangements such as home/school communication booklets or email contact with the SENCO.
- All children get an end of year report.
- A review meeting is held every term for pupils on the SEN register. Parents are invited and where they are unable to attend at the allocated time, every effort is made to arrange an alternative date and time that is convenient for everyone. During the review meeting parents/carers share their thoughts about how the child is progressing both in and out of school. Targets are discussed and agreed on together and our review form clearly shows what action school will be taking (additional intervention/resources/support etc.) and recommended actions for parents/carers (e.g. regular homework routine/suggestions of games or activities to use at home etc.).
- There is no specific training for parents/carers of SEN pupils but subject workshops (maths and English) will offer suggestions about how to work with a child who is finding something challenging and we also have booklets of ideas which are sent home regularly.
- Where the family's first language is not English we have 2 members of staff who are able to translate in some cases. If the language is not spoken by anyone in school we would encourage the family to bring an additional adult/friend with them who could translate or look at booking a translator if necessary.

How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?

- Senior leaders undertake regular 'learning walks' to look at the classroom and wider school environment to ensure provision for learners with SEN is of a high quality.
- A classroom checklist helps teachers ensure they are catering for the needs of all pupils and providing additional resources or prompts where needed.
- Lesson observations have a strong focus on the progress of **all** pupils.
- Provision for vulnerable groups such as those with SEN is marked on teachers' planning and shows clear differentiation.
- Termly data analysis and pupil progress meetings help us identify pupils who are working below the level expected for their age or who are not making expected progress. Interventions or additional support can then be put in place following conversations with parents/carers to clarify the expected outcomes of the intervention.
- Pupil voice is also important for us. Children are asked for their comments before each review meeting and the older children (KS2) are invited along to part of the review meeting wherever appropriate.

What support do you provide for the learners' overall wellbeing?

- The learning mentor has a base in school where all staff and pupils know where to find her. She offers 'drop in' sessions for parents/carers before school and has a flexible timetable to deal with issues arising throughout the school day. Each term, teachers identify children who would benefit from additional support from the learning mentor. Groups are flexible so children move in/out as needed and all additional work is recorded on an individual pupil record for the teacher to access.
- School assemblies and PSHE lessons are used to raise awareness of different disabilities.
- The learning mentor and other teaching assistants provide support to children at break and lunchtime with cooperative play and friendship groups.
- Children for whom school is a cause of anxiety have a variety of support strategies such as the use of visual timetables, timetables sessions with the learning mentor, 'worry books' or other agreed system to use in class to let someone know if they are feeling worried or upset.

What kind of behavioural interventions do you use?

- There is a clear behaviour policy and reward/sanction system in place throughout school.
- Children draw up their class rules together at the start of the year and set themselves individual and class targets to achieve. They also agree on the reward for achieving the class target.

- Children follow the Carfield 5Cs (Co-operative/Considerate/Caring/Creative/Can do!) and each class has a behaviour book where incidents are logged.
- If a child was at risk of exclusion, regular meetings would be held with the pastoral team and a home/school behaviour agreement would be drawn up. We strongly believe in consistency and everyone treating children the same way and using strategies that work best for that individual.
- All staff use a range of de-escalation strategies to try and avoid conflict. Individuals with more challenging behaviour would have class charts and home/school communication books. In the past we have drawn on expertise from a range of external agencies to offer advice and observe teachers and pupils to ensure we are doing our very best for any children with challenging behaviour.
- There is a clear card system used by lunchtime supervisors to deal with incidents arising at lunchtime and also a 'star of the week' system to reward those children who are following the 'Carfield 5Cs'.

How do you ensure learners with SEND are included in non-classroom based activities?

- Breakfast club is open to any child (a waiting list system operates due to a limited number of places).
- After school clubs are mainly open to pupils from a specific year group due to large numbers in the school and wanting to ensure a range of activities are available across the school.
- All children attend school trips and visits accompanied by additional adults or the parents if necessary.

Do you offer Breakfast Clubs, After School Clubs or Holiday Clubs? Please specify.

- Breakfast Club
- After School Club (Meersbrook Park)

How do you consult with and involve learners in their education?

- Pupil voice is very important to us. Children are asked for their comments before each review meeting (the teacher or a teaching assistant would scribe this for the child where needed) and the older children (KS2) are invited along to part of the review meeting wherever appropriate. Prompt questions are used to help children talk about how they feel they are doing towards their targets and what areas they would like to focus on next.

How do you prepare learners with SEND to progress to, from and within your setting?

- Each year a clear transition timetable is drawn up to ensure consistency across the school. Children are informed of which class they will be in and spend time in their new classes before the end of term.
- The learning mentor supports children at transition times and some children make a booklet of photographs of their new classroom, teachers etc.
- New teachers attend the final review meeting wherever possible and we also contact the SENCOs of the secondary schools to involve them in the transition process for our Y6s.
- Friendship groups are taken into account when setting up new groupings. Classes are mixed whenever necessary to try and ensure a balance of gender and ability across the classes.
- Most pupils who leave go to mainstream secondary school although occasionally a pupil will move on to a specialist school.
- For new pupils joining the school we have a 'buddy' system and a welcome booklet which is used to help make the transition process as smooth as possible.

Do you have an online prospectus? Are there open days for families and learners?

- The [school website](#) has all our policy and other useful documents. Paper copies are available from the school office.
- There are a range of open days such as 'new parents' nights for children joining the school in nursery or reception and also 'Meet your new teacher night' held at the end of the summer term so children can bring their families to see their new classroom and meet their teacher for September.
- Parents/carers are invited to a number of events throughout the year such as concerts, work sharing assemblies and other performances and also to see children's work at the end of a topic.