

Sheridan School

'A unique service for unique young people'

SEND Information Report

Applies to:	Sheridan school
Associated documents:	SEND policy Behaviour policy Equality and accessibility Curriculum policies Safeguarding policy Complaints procedure Information reports on medical conditions and admission arrangements
Key external services:	SENDIASS, Just one Norfolk, SEND local offer (Norfolk).
Implementation date:	November 2024 Updated January 2025
Review date	November 2025
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups.</i>	

Contents page

- 1. Aims**
- 2. Legislation and statutory requirement**
- 3. Roles and responsibilities**
- 4. SEND information report**
 - 4.1 SEND is provided for**
 - 4.2 Consulting and involving students and parents**
 - 4.3 Assessing and reviewing students progress towards outcomes**
 - 4.4 Supporting students between phases and preparing for adulthood**
 - 4.5 Our approach to teaching students with SEND**
 - 4.6 Adaptations to the curriculum and learning environment**
 - 4.7 Evaluating the effectiveness of the SEND provision**
 - 4.8 Working with other agencies and therapeutic input**
 - 4.9 Improving the emotional, mental and social development of pupils with SEN**
 - 4.10 Expertise and training for staff**
 - 4.11 Supports in place for looked-after and previously looked-after students with SEN**
 - 4.12 Complaints about SEN provision**
- 5. Monitoring arrangement**

1. Aims

Our SEND policy and information report aims to:

- Set out how we will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

We encourage high expectations from and for all our young people. From the very first day they walk through our doors, we're building foundations for their last day. We see each person as an individual, who will move on to lead a fulfilling, independent life of their choosing. Whether that is further education, employment or training.

At Sheridan School we have an inclusive ethos. We aim to ensure that strategies and support are in place to enable all students to fully access our broad and bespoke curriculums and extra-curricular opportunities possible. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background and make reasonable adjustment where needed to ensure all students achieve the best possible outcomes.

School Context

Sheridan school welcomes all young people who can make the most of the opportunities that the schools offer and can flourish in the caring environment of the school. Treating every student as an individual is important to us. All our learners have additional learning needs, and the primary need of each student is unique to themselves.

Sheridan school aims to support students with SEND by identifying and supporting students to make the best possible progress academically, socially, emotionally and to maintain their overall wellbeing. Sheridan works hard to be as inclusive as possible. Every student within the school has an area of need relating to all or either cognition and learning, communication and interaction, social and emotional, mental health or sensory and/or physical. A holistic approach is taken to meet the individual needs of each student.

2. Legislation and statutory requirements

This policy and information report is based on the statutory [SEND Code of Practice January 2015.pdf](#) and the following legislation:

- [Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

Sheridan School works in line with the plan prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan) for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

3. Roles and responsibilities

The SENCO is Lily Money, and the SENCO assistant is Christine Carter

They will:

- Work with the Senior Leadership Team (SLT) and middle leaders to ensure that all students who require the different interventions named above are identified.
- Ensure that all staff involved within the intervention are clear with their roles and responsibilities
- Work with the SLT and class teams to ensure that student progress towards EHCP outcomes is reported in a timely and effective manner.
- Work with the SLT to ensure that all staff (including teaching and support staff) are provided with training on working with students who have additional needs.
- Ensure education staff (teachers and in class support staff) receive training on meeting the learning needs of students with SEND and are given access to relevant documentation for all students that they teach.
- Work with SLT to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Organise and chair allocated EHCP reviews using a person-centred approach, ensuring full involvement of the parent and young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services

4. SEND information report

4.1 SEND is provided for:

- Cognition and learning needs, for example, dyslexia, dyspraxia.
- Communication and interaction needs such as Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social and emotional wellbeing, and mental health (SEMH) need, for example, attention deficit hyperactivity disorder (ADHD), trauma and emotional regulation difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, medical conditions or sensory needs.

4.2 Consulting and involving students and parents

Within Sheridan School, we value the importance of working alongside parents and students and this forms the centre of all aspects of our work. In addition to regular feedback from class teams regarding progress made within school, parents are involved in EHCP reviews gaining their thoughts and providing feedback against EHCP outcomes.

Students are encouraged to attend their EHCP annual review and share their wishes and feelings.

In addition to the above, parents can request a meeting with their child's class team at any point. If a parent has a concern, they can contact the school and ask to speak to the SENDCO or use the direct email address. Sheridan school supports a holistic approach to working with children and encourage parents to share their feelings and ways to support their child.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

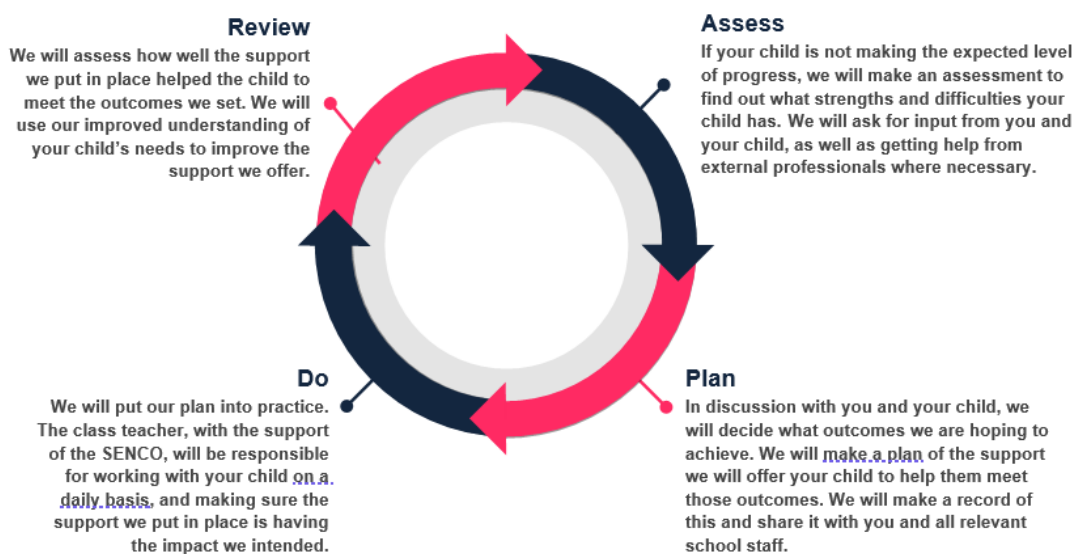
We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

4.3 Assessing and reviewing students' progress towards outcomes

Information received from point of transition alongside our own assessment upon entry are used to assess the progress made by students. Students undergo initial assessments when joining Sheridan school as part of their transition.

Teaching staff will use curriculum assessment tools to record and monitor the progress made by students in subjects. Progress towards EHCP outcomes is recorded by class teams and shared with parents termly through IEP progress. Sheridan school follows the evaluation cycle of assess, plan, do and review - [What is Special Educational Needs \(SEN\) Support? - Norfolk County Council](#).

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined

As per Sheridan School's admission procedure; a new student's EHCP will be reviewed within six weeks from their start date. Any new identified needs noted by either the education staff, therapy team and parents will be formally recorded within the initial EHCP review for their existing EHCP to then be updated by the local authority.

Assessment is then carried out on a termly basis, qualitative and quantitative data is then fed into pupil reports and progress meetings. Data is analysed on a termly basis and interventions are used to help students make progress.

4.4 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this and will support the transition.

Students are encouraged to prepare for adulthood from primary age. All students complete a PATH planning document yearly to engage in thinking about the future.

Our carers lead works with outside agencies providing students with careers advice, pre visits to next placements, careful planning and transition planning to ensure students all have a plan in place post year 11. Sheridan school works with a variety of colleges and alternative provisions including West Suffolk College, College of West Anglia, Open Road, JDT Music, City college Norwich, Easton College as well as opportunities for apprenticeships.

All phase transfers are student centred. When new students transition to Sheridan school a pre-admission meeting is arranged with the SENCO to go through risk assessments and transition timetables. New students have the offer of taster sessions. Once joining new students' progress is reviewed weekly in pupil focus meetings and an EHCP review is held six weeks after students starting. All students have a one-page profile, behaviour scale and risk assessment to support phase transfers and information sharing to allow staff to understand students needs.

4.5 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class, but this is not solely academic progress but is also social and emotional growth through targets derived from clinical assessments, and EHCPs.

High quality teaching is our first step in responding to students who have SEND. Lessons follow the I do, we do, you do structure. This will be adapted for individual students and personalised where possible. Clear, precise instructions are delivered to students that can be chunked and broken down to aid understanding. To promote clear understanding and engagement in lessons students may be equipped with additional resources such as visual timetables, now and next boards, timers, use of transactional objects, clear start and finish to lessons and visual checklist. Students are provided with sensory items to support regulation within lessons, this can include weighted items, fidgets and sensory items.

We may also provide the following interventions:

- Therapeutic input
- Reading or Phonics
- Social intervention
- Educational interventions as directed by the SENCO
- Trauma based intervention

4.6 Adaptations to the curriculum and learning environment

We have small class sizes and a high number of teaching assistants who are trained to support all young people across many complex needs. The support is needed to build relationships and trust as well as create clear transition plans.

Adaptations are made by teachers to each lesson to ensure each child can access the content within lessons. Exam arrangements are clearly reviews and put in place for individual students. IT is used to make the curriculum more accessible to students according to their EHCP needs, for example use of laptops, clicker and text to speech software. Specialist training is provided for staff and additional assessments for students are supported where needed.

Learning environments are planned and assessed according to students EHCP's and their needs, including classroom layout, low stimulation learning environments, adapted lighting and

quiet, calming spaces. Resources can be adapted to include coloured paper, large text or not using certain fonts and colours on PowerPoints.

Sheridan School endeavours to be as inclusive as possible, and curriculum enrichment activities are offered to all students. Every effort is made to enable all students to access off-site curriculum enrichment activities.

4.7 Evaluating the effectiveness of SEND provision

Impact

The successful application of this Policy will be monitored through the below although this is not an exhaustive list:

- Academic progress
- Student progress towards short term targets
- Student progress towards long term EHCP objectives
- Behaviour data
- Attendance data

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their EHCP outcomes each term on their medium- and short-term target.
- Reviewing the impact of interventions after 6-8 weeks
- Reviewing academic progress data with middle leaders.
- Holding person-centred annual reviews for students with EHCPs

Our school EHCP reviews are conducted using a person-centred approach involving the young person, their family and any other professionals who support them. The young person is invited to share their 'wishes and feelings'. They are also encouraged to discuss what is working well for them, any concerns they may have and longer-term aspirational goals. The remainder of the meeting focusses on the young person's progress towards their specified EHCP outcomes and the continued appropriateness of the current outcomes and provision. Professional reports, assessments and observations are discussed. For all young people in year 9 and above the annual review also contains information about planning for adulthood and career aspirations. Parents/carers are given the opportunity to express their views about all aspects of the review, including their hopes and aspirations for the young person. Any amendments that may be necessary regarding identified SEND needs, outcomes met, or new provision are also clarified and agreed.

4.8 Working with other agencies and therapeutic input

Sheridan School engages and liaises with a wide range of agencies including health and social care, local authority support services and voluntary sector organisations, to meet students' individual needs and to support their families.

Further details of agencies who can support families can be found at:

Norfolk Resident - [SEND Local Offer - Norfolk County Council](#) Email - send@norfolk.gov.uk

Suffolk Resident - [Suffolk InfoLink | Access Suffolk](#) Email - suffolkfis@suffolk.gov.uk

A free and impartial service providing information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers:

[Norfolk SENDIASS Home Page](#)

01603 704070

norfolksendiass@norfolk.gov.uk

Additional available support –

Education:

- Virtual school SEND, Inclusion and SEND team

Health services:

- Just one Norfolk,

Social care services:

- Short breaks, family hub

Third sector organisations:

- Nelsons Journey, Carers Matter, Benjamin Foundation

General support for families:

[SEND support groups and events - Introduction - Norfolk County Council](#)

The intention for the therapy team at Sheridan School is to deliver an integrated therapy approach that embeds therapeutic strategies throughout the student's day. The aim is to engage a range of strategies that will improve a student's ability to actively engaging in their academic and social environments by developing their emotional regulation and social communication skills and supporting with past life events.

4.9 Improving the emotional, mental and social development of pupils with SEN

As part of Sheridan's school ethos and culture we celebrate difference, nurture, positive relationships, fostering independence and personal responsibility. Adults create a safe place and identify trusted adults. Students have access to the nest (nurture informed) provision and the school council. Students have access to emotional literacy bases sessions, 1-1 or in groups. Personalised plans can be put in place to include mindfulness within the school day.

4.10 Expertise and training for staff

Headteacher: Victoria Rowlands

SENCO: Lily Money

Assistant SENCO: Christine Carter

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have class teams of teaching assistants, including Higher Level Teaching Assistants (HLTAs).

All staff are training in Team Teach, phonics, behaviour support including specific ASD and ADHD support, attachment, metacognition, trauma informed practise, zones of regulation and specific training from specialist therapists such as working memory or cognitive workload.

We use specialist staff for Occupational Therapy, Speech and Language and Clinical Psychology support.

4.11 Support in place for looked-after and previously looked-after children with SEN.

Our SENCO makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

4.12 Complaints about SEND provision.

Tell us as soon as you can! We actively aim to work with families on a termly basis, however things may change sooner than this. We are always happy to meet with families and would encourage you to speak to your child's form tutor in the first instance.

If they are not able to resolve your query and contact has not been made from staff, any complaints would follow the standard complaints procedure for the school -

complaints@aspris.com

5. Monitoring arrangement

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

Need further information contact:

Head Teacher: Victoria Rowlands

Email: Victoriarowlands@aspriscs.co.uk

Telephone: 01366 726040

SENCO: Lily Money

Email: lilymoney@aspriscs.co.uk

Telephone: 01366 726040

Assistant SENCO/ DSL: Chrissie Carter

Email: christinecarter@aspriscs.co.uk

Telephone: 01366 726040