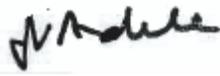


Mercia School

Special Educational Needs Information Report



Author:
Headteacher/SENCO

This policy has been approved by the Local Governing Body and has been signed by the Chair of Governors	
Approval date	September 2024
Date of Review	October 2025



Mercia School

SEND Information

Report

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. 2



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1. What kinds of special educational needs do we provide for at Mercia?

We are an 11-18 non-selective school in Sheffield. We believe that all children, regardless of need, can be successful academically if they are provided with adequate support. We cater for pupils with a range of special educational needs including (but not limited to) those identified as having:

- MLD (Moderate Learning Difficulties)
- SpLCD (Speech, Language and Communication Difficulties)
- BESD (Behavioural, Emotional and Social Difficulties)
- ASD (Autistic Spectrum Disorders)
- Dyslexia
- ADHD
- Sensory and/or physical needs (including medical needs)

2. Identifying pupils with SEN and assessing their needs.

Pupils are identified through transition, testing on entry, regular assessments and parent and teacher referrals.

Pupils who are below expected level in any subject including English and mathematics are not automatically identified as have SEND; but are provided with the teaching they need to make the progress required. It is only after a persistent problem that requires significant support that a child may be said to have a SEND. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupil and their parents. We will use this to determine the support that is needed.

The school has a SEND register that is updated regularly. The highest need pupils are identified as school support or 'K' on school registers. Currently the school has 84 pupils identified as K. The school has 7 children who have an EHCP. This equates to 15.1% of the school population.

All staff who work with the pupil will be made aware of their needs, the outcomes sought, and the support provided. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

3. Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We take into account the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

Parents and pupils are consulted regarding individual learning plans. Progress of pupils with an Educational Health Care Plan is monitored by the SENDCO and SEND Teaching Fellow, who both review progress in consultation with parents on a regular basis. All SEND pupils receive 3 reviews per year.

4. Assessing pupils' progress

We place a strong emphasis on 100% of pupils reading at their chronological age. Equally, we strive for pupils to master subject content.

Our system of support is orientated around these objectives. Every intervention that we make will help to ensure that every child meets these standards. It is our belief that if children achieve these objectives that they will have the skills and knowledge they need to compete with their peers within school and beyond.



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5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6. Reviewing pupils' progress

We assess and monitor progress towards achieving our objectives. We use literacy testing (NGRT), CATS testing, annual nationally standardised testing (progress in English and mathematics), multiple-choice testing/quizzes, mid cycle assessment and end of cycle summative assessment. We also closely monitor behaviour data to ensure timely support and intervention – **we want to sweat the small stuff, so larger issues do not emerge.**

The results from our assessments inform teaching and learning strategies, grouping and intervention. Baseline assessments and annual assessments inform pupil grouping and differentiation.

Teachers regularly update the SENDCO/Teaching Fellow for SEND on qualitative aspects of learning, such as focus in class, quality of written accuracy, quality of responses to questioning, behaviour, emotional state, and motivation. This information is used to determine whether pupils require additional support in any of these areas. Academic support is led by the Assistant Headteacher with responsibility for Accelerated Learning.

7. Our approach to teaching pupils with SEND

Our approach to teaching is underpinned by research into cognitive science and pedagogy that maximises progress. Teachers prioritise memorisation and practice in lessons. Pupils with SEND benefit from these approaches, as the structured setting, clear explanations, repetition, and carefully sequenced sets of examples aid understanding. Furthermore, pupils with SEND benefit from extended practice as this supports retention of subject content.

Quality first teaching is our first step in responding to pupils who have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class. We will provide appropriate and timely interventions to support the learning and wellbeing of pupils we identify.

8. Adaptations to the curriculum and learning environment

Pupils identified requiring additional support during baseline testing are placed in our lower sets for Maths and Science in Year 7. These pupils receive the same curriculum content as those in the other sets, but teachers build in more time for practice and consolidation to support memorisation. Pace of learning will differ in the lower sets. We set across Year 8/9/10 in all subjects. If pupils fail to master content in assessments, they receive additional support in Mastery time and self-study sessions.

Our curriculum provides all pupils with access to the academic EBACC suite of subjects – these subjects make up a significant part of the school's curriculum and it is our intention that 100% of pupils are able to study EBACC GCSEs. This will ensure all doors are open for them as they move in to higher education and in to valuable careers of their choosing. However, we also recognise that for a small number of our SEND pupils, careful curriculum choices may need to be made.

Curriculum adaptations that may be considered for a very small number of pupils with SEND:

- Suitability of the EBACC suite of subjects
- Additional lesson time in English/Maths/Science
- Bespoke groupings to support access to EBACC suite of subjects
- Consideration of some entry-level qualifications
- Consideration of some BTEC courses
- Number of qualifications entered for at KS4



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9. Additional support for learning

Meeting the needs of pupils with SEND is a whole school responsibility and priority. Teachers have been trained to understand the needs of every pupil and to systematically and thoroughly review the progress each pupil is making during lessons and over time.

The SENDCO, Teaching Fellow for SEND, Headteacher, and governing body review and monitor progress of pupils with SEN. The Assistant Headteacher oversees the implementation of tailored interventions in mathematics and English.

Where necessary, individual learning plans are created for pupils in need of the highest levels of support. These are created in consultation with parents and pupils and are tailored to individual pupils' needs.

Interventions will take place during Mastery Time, self-study sessions and other non-lesson time. Pupils will not be taken out of core curriculum lessons. However, those requiring support from external providers such as, Educational Psychologist and Children and Adolescent Mental Health Services (CAMHS) may be taken out of lesson, if the appointment cannot be avoided.

The school does not employ teaching assistants. Additional support is led and delivered by qualified teachers.

10. Expertise and training of staff

The school has a commitment to ongoing CPD for all staff, including continual training around SEND that meets our pupil needs. See our CPD policy for more guidance.

11. Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions regularly;
- Pupil/staff/parent voice;
- Monitoring by the SENDCO/Headteacher/Assistant Headteacher
- Holding annual reviews for pupils with EHC plans.

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 residential trip(s), wherever the destination.
- All pupils are encouraged to take part in sports day/school plays/special workshops, and will be supported to do so
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

13. Support for improving emotional and social development

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

- Pupils with SEND are a part of mastery time wherever intervention is not taking place;
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships etc;
- All pupils with SEND are active members of a House.
- All pupils with SEND stand up and give appreciations during Family Lunch.

**SEND pupils are fully included and never excluded because of their need.
have a zero tolerance approach to bullying.**



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14. Working with other agencies

The school works closely with necessary external agencies. The SENDCO/Teaching Fellow refer/support referrals to external agencies if deemed necessary. All EHCP annual reviews will be sent to the local authority according to the SEND code of practice.

15. Accessibility

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the opportunities on offer to disabled pupils in all facets of school life

Mercia School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please read our Accessibility Plan for details.

16. Monitoring arrangements

This 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. It will be approved by the governing board.

17. Complaints about SEND

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy. Since opening in September 2018, the school has received 5 complaints. There were none in 2023-24.

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.

18. Responsible Persons

Headteacher: Mr J.G. Fisher and Miss R. Hollingsworth

SENDCO: Mr J.G. Fisher

Teaching Fellow for SEND: Mrs E. Calcutt

Governor: Mrs J. Arundale

19. Further Information

- Information about Sheffield Council's strategy for pupils with SEND can be found here: <https://www.sheffield.gov.uk/home/schools-childcare/children-specialist-educational-needs.html>
- The Sheffield Local Offer can be found here: <http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml>
- Mercia Special Educational Needs Policy

20. Policies that should be read in conjunction with this report

- Accessibility Plan
- Equality Objectives
- Special Educational Needs Policy
- Demanding Excellent Behaviour Policy
- Mercia Learning Trust Complaints Policy
- Mercia Learning Trust Safeguarding Policy