



SEND Information Report

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Date of issue	10/2025
Date ratified	10/2026
Date for review	20/10/2026

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this report will be reviewed every year. Should no substantive changes be required at that point, the report will move to the next review cycle.

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Mercia Learning Trust SEND Pledge

Our trust mission is:

'To empower everyone in our communities, especially the most disadvantaged, to succeed.'

Our approach to SEND is central to achieving this aim. Every decision we make is taken through the lens of our most vulnerable learners, especially those with SEND.

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.

1. The kinds of SEND provided for at King Ecgbert School

We provide for children with a wide range of special educational needs and/or disabilities, including (but not limited to):

1. Communication and Interaction

This includes children with speech, language and communication needs (SLCN), and those with conditions such as Autism, who may have difficulty with social interaction and understanding verbal and non-verbal communication.

2. Cognition and Learning

These children may learn at a slower pace than their peers even with appropriate differentiation. This includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia, dyscalculia, developmental co-ordination disorder (DCD) and developmental language disorder (DLD).

3. Social, Emotional and Mental Health (SEMH)

Pupils with SEMH needs may struggle with emotional regulation, anxiety, depression, or display challenging behaviours. This includes children with attention deficit hyperactivity disorder (ADHD) and other related needs.

4. Sensory and/or Physical Needs

This includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), or physical disabilities that require additional ongoing support and equipment.

2. Identifying pupils with SEND

Concerns about a child may be raised by:

- the class teacher
- a learning support assistant
- parents or carers (in person, via email, or via phone)
- the SENDCo through class observation or other members of school.

We follow the graduated response to identification and support, as outlined in the SEND Code of Practice. This involves:

- Assess – gathering information and observations.
- Plan – outlining intended support.
- Do – implementing support.
- Review – evaluating effectiveness and deciding on next steps.

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 are monitored by the SENDCo in liaison with other named staff. These named staff will contribute to progress reviews in consultation with parents on a regular basis. All SEND pupils receive 3 reviews per year.

We additionally involve parents/carers through:

- termly meetings to review extended support plans
- regular communication via meetings, email or phone
- opportunities to contribute to and review Pupil Passports and extended support plans

4. Assessing and reviewing progress

Children on the SEND register will have Pupil Passports (for those with some need):

- Created in collaboration with the child, their teachers and their parents/carers.
- Reviewed at parent/carer meetings.
- Renewed annually.
- Outcomes based on school interventions or external advice (e.g. speech and language therapy).

Extended Support Plans (for higher levels of need, including Sheffield Support Grid levels 4/5):

- Tailored to individual needs.
- Reviewed termly with the child, SENDCo, class teacher, and parents/carers.

Education, Health and Care Plans (EHCPs):

- Statutory plans for pupils with the highest level of need.
- Applied for by the school via the Sheffield locality process, or by parents via the local authority.

For advice, parents may contact SENSARS (Sheffield SEN Assessment and Review Service) at: 0114 273 6394.

5. Teaching approach for pupils with SEND

We use adaptive teaching to ensure all pupils access the curriculum. This includes:

- adapted tasks and outcomes
- adjusted teaching pace
- use of additional resources and adult support
- flexible groupings and seating arrangements

6. Curriculum and learning environment adaptations

- Accessible classrooms and resources
- Visual timetables and supports
- Use of assistive technology
- Sensory breaks and quiet spaces

7. Staff training and expertise

Our staff receive regular training in:

- SEND awareness
- specific intervention strategies (e.g. Zones of Regulation, PDA, EBSA etc.)
- supporting pupils with ASD, ADHD, and other needs.

Specialist expertise is secured through:

- educational psychologists
- speech and language therapists
- physiotherapists and occupational therapists

- the Autism Social Communication Education and Training Service (ASCETS)
- the Inclusion and Attendance Team
- the sensory impairment teams
- the local authority advisors and outreach services

8. Evaluating SEND provision

SEND provision is reviewed regularly through:

- pupil progress meetings
- individual plan reviews (Pupil Passports, Extended Support Plans and EHCP reviews)
- monitoring by the SENDCo and SEND Governor

9. Inclusion in wider school life

All pupils with SEND are supported to participate fully in:

- school trips and visits
- sports events and competitions
- after-school clubs
- assemblies and special events.

This is achieved by making reasonable adjustments to ensure full inclusion.

10. Additional support offered

We provide evidence-based interventions tailored to pupil needs, including:

- academic interventions
- literacy interventions
- English and maths interventions

Additional Needs-Based Interventions:

- Speech and language therapy (external and in-school delivery)
- Social stories
- Regular emotional check-ins
- Emotional Literacy Support Assistant (ELSA)
- Meet and Greet routines
- Regulation/Calm time

We firmly believe that provision that is good for SEND benefits all our children and so in addition to this we have worked hard to ensure that our classrooms, routines and expectations are SEND friendly and promote a calm, nurturing and predictable learning environment.

11. External agency involvement

We work with:

- Sheffield educational psychology service
- speech and language therapy services
- the Autism Social Communication Education and Training Service (ASCETS)
- physiotherapy and occupational therapy
- CAMHS
- the locality SEND team
- the sensory impairment teams

12. Pupil involvement in their support

Pupils are encouraged to:

- contribute to their Pupil Passports
- reflect on their progress toward personal targets
- participate in review meetings where appropriate.

13. 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.

King Ecgbert 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.

14. Contact details for the SENDCo

Hannah Liddell – SENDCo

Paul Haigh – Headteacher

Contact: enquiries@kingecgbert.school

15. Complaints procedure

If you have concerns about your child's SEND provision:

- Speak to the class teacher or SENDCo. If unresolved, contact the Headteacher.
- Further concerns may be directed to the Governing Body in line with our Complaints Policy.

16. Local Offer

Our provision forms part of the Sheffield Local Offer for SEND, which outlines the full range of services and support available to families: <https://www.sheffielddirectory.org.uk/localoffer>

17. Transition arrangements

We provide:

- enhanced transition meetings and visits
- social stories and transition booklets
- liaison with new settings and receiving schools
- additional support for pupils in Year 6, ready for secondary transition.

18. Roles and responsibilities

Headteacher: Ensures SEND provision is high-quality and meets statutory requirements.

SEND Governor: Oversees the school's SEND policy and holds leaders to account.

SENDCo: Coordinates day-to-day SEND provision, liaises with staff, external agencies, and families.

Class Teachers: Responsible for the progress and development of all pupils, including those with SEND. Implement adaptive teaching and targeted interventions.