

SEND Information Report 2025-2026



1. The types of special educational needs that are provided for in our setting are:

- Attention Deficit Hyperactive Disorder (ADHD) inattentive, hyperactive and combined type.
- Social and Communication difficulties including Autistic Spectrum Condition (ASC)
- Mild Learning difficulties
- Moderate learning difficulties
- Emotional and Behavioural differences
- Tourette's Syndrome
- Mental health differences
- Sensory/Attachment needs
- Speech, language and Communication differences
- Dyslexia and dyslexic traits
- Dyscalculia
- Dyspraxia
- Hearing and visual impairment
- Medical needs which do not require a specialist setting

2. Policies for identifying children and young people with SEND and assessing their needs. Identification of SEN is through class teacher observations and pupil progress meetings, which are held regularly. We have clear criteria for identifying children with SEND, including those with a diagnosis. Parents may also inform school if they have any concerns about their child, either via the class teacher or meeting with the SENCo (Special Educational Needs Coordinator). Referrals can be made through school to an Educational Psychologist, the Autism team, the ADHD nurse, FIS and Speech and Language therapy. Parents can also make a speech & language therapy referral through the GP. Parents considering a Ryegate referral need to contact their own GP, school are happy to provide a letter of support and initial checklists to take to the GP at the request of parents.

3. SENCo details

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4. Consultation with parents of children with SEND and involving them in their child's education. Parents' and carers' input is considered an essential part of supporting learners with SEND. They are invited to a meeting every term to discuss their child's education. All SEND meeting are separate from parents' evening to allow more time for essential communication with parents. Staff are allocated non-contact time to meet with parents and complete meeting notes and continue the graduated response by reviewing/creating SEND plans. The SENCO is available to support these meetings. Outcomes and provision are discussed at these meetings and progress is reviewed. SEND Plans are shared during these meetings. When needed, other professionals will also be invited. Children with an extended support plan or EHCP follow the system laid out by the

local authority and SEND Code of Practice and all reviews of these documents are led by a SENCO.

5. Consulting young people with SEND and involving them in their education.

All pupils on the SEND register have a SEND plan. This outlines strengths and challenges as well as the provision and interventions in place. This document is also used to record ongoing, pertinent information for the child such as involvement of external agencies. SEND plans include pupil view as do extended support plans and EHCP review documentation. Preparation for adulthood document can be used to structure pupil and parent view conversations in meetings. The capturing pupil voice toolkit can also be used to support pupils who may find these conversations tricky. Children are consulted as part of the review process and involved wherever possible. This is recorded on the review documentation.

6. Assessing and reviewing children and young people's progress towards outcomes.

Progress is reviewed by a member of the SLT and the class teacher regularly through pupil progress meetings. Progress through learning interventions is recorded by the teaching assistant and reported to the class teacher and SENCo. This progress is then discussed during the termly conversations with parents/carers. The SEND provision map is reviewed every term and adjustments are made when necessary. Vulnerable learner meetings and ECM meetings also contribute.

7. Transition support

When children start FS2 (Reception class) they are visited in their nurseries by their new teacher. Parents are invited to an information meeting at Marlcliffe Primary School and pupils are invited to attend two sessions during the summer term, prior to starting school in September. There is a phased starting program during September to allow a smooth transition into school. Pupils in year six leaving for secondary school attend day visits prior to them leaving Marlcliffe Primary School. The SENCO and Y6 team also liaise with the secondary SENCO's and pass on any relevant information. Pupils with significant needs will have a personalised transition package. Children transitioning within school will spend an afternoon with their new class and teacher towards the end of the summer term, prior to their move. Any vulnerable or anxious children will be given more opportunities to get to know their new teachers using a tiered system according to need. This may include additional classroom visits, pictures of new classrooms and additional visits with parents.

8. The approach to teaching children and young people.

In line with the code of practice, Marlcliffe Primary School promotes high quality first teaching in class. We aim to support SEND pupils in class through the use of teaching assistants and adaptations which are documents in the Adaptations at Marlcliffe document. If a child has a specific learning difficulty or area of need, they may be supported by an intervention carried out by the class teacher or a teaching assistant, under the supervision of the class teacher. Scaffolding is used to support learners in reaching age related expectations wherever possible e.g. clicker 8, cloze procedures, CIP word banks, learning walls, SEN toolkits, talking white boards.

9. How adaptations are made to the curriculum and the learning environment for children with SEND.

The curriculum is adapted to meet the needs of all our pupils. Class teachers use a variety of adaptations to ensure that all pupils are given learning tasks that are appropriate for them.

Adaptations are made for all subject areas and are specific to the demands of the wider curriculum. Learning environments are stimulating and relevant to the current topic in each class. They consist of a balance of learning walls and examples of children's learning. There are group rooms, resourced provision and a dedicated intervention classroom in school for children working in intervention groups, 1-1 with an adult or for high needs children who need access to more specialised provision and a nurturing environment.

10. The expertise and training of staff to support children with SEND.

There has been whole staff training in a number of areas including the new SEND Code of Practice, dyslexia, autism, AuDHD, epilepsy, children's mental health, attachment and bereavement. Curriculum training for teachers makes it clear how tasks can be adapted or scaffolded in Literacy or maths lessons to meet the needs of SEN children. Teaching assistants have also attended various training sessions both in school and with outside agencies. TAs are observed delivering interventions and given areas to improve to ensure all time is well used, and that the intervention is appropriate and valuable. The school SENCO has had additional training from an outside agency on delivering and then analysing a dyslexic traits screening assessment. The SENCO works closely with the Locality SEN lead and have attended a substantial amount of SEN training with other SENCOs from the local area. Good practice is shared; the moderation process for the Sheffield Support Grid ensures that judgements about the levels of need for individual children, is consistent across Sheffield schools. The SENCO will be given the opportunity to attend relevant training and will be supported to complete the NPQSENCO qualification.

11. Evaluation of the effectiveness of the provision made for children with SEND.

We evaluate the effectiveness of SEND provision through tracking the progress of SEN children against the targets on their SEN plans and using the Birmingham Toolkit where required. We also track their progress data in line with all children in school. We evaluate our provision with various stakeholders e.g. a member of SLT and class teacher in pupil progress meetings, the parents, the pupil where appropriate, class teacher, teaching assistant and SENCO in reviews. Outside agencies also evaluate the effectiveness of the provision during review meetings and through report writing. Any complaints relating to special educational needs provision at Marcliffe Primary School should be directed to our headteacher, Mrs Clare Hayes, and will be dealt with in line with our Complaints Policy which is available on the school website.

12. Steps taken to prevent pupils with SEND from being treated less favourably than others.

Termly meetings between parents, teachers and the SENCO allow for a thorough discussion to ensure that pupil outcomes set and being worked towards are suited to the needs of the individual, focusing on the pupil reaching their full potential. During these meetings pupils' views will be heard and acted upon. The curriculum is adapted for pupils with SEND needs, so that all pupils can access the curriculum at their own level. Staff ensure that all pupils are able to attend all appropriate learning events both inside and outside of school e.g. trips and residential visits by sharing information about any special educational needs and putting in a plan to support these children. All risk assessments for visits consider the needs of pupils identified. These plans are shared, and support is put into place.

13. How children and young people with SEN are enabled to engage in activities.

Pupils with SEN are included in all appropriate activities available at Marlcliffe Primary School. Risk assessments are written with their needs considered and included for trips and outside activities. Their SEN requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. If necessary, activities are adapted to suit the individual needs of the SEN pupils. Care plans are created with input from medical professionals to ensure children with medical conditions have the opportunity to engage in all possible activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school is made up of two buildings, the main building which holds most classes and the annex building which has the dinner hall, the KS2 hall, 3 classrooms including The Den which forms and resourced provision or Hub and a small block of children's toilets. The main building is on three floors. The ground floor has wheelchair access and toilets (FS2 classes X2, Y1 classes x2 and KS1 hall). There are no lifts for access to higher floors. The buildings have different playground facilities which are accessible for all to use, the playground space can be easily navigated in a wheelchair, with the exception of the secret garden area.

The annex building has a ramp to enter the halls however the lower level has stairs inside. We have investigated adding a stair climber in the past to ensure access; however we have been advised that the stairs are not suitable. The school has grounds and buildings that are accessible using a wheelchair. The school has an Accessibility Plan in place which is reviewed regularly.

14. Support for improving emotional and social development.

In recent years we have seen rising numbers of children who are affected by external factors like drugs, alcohol misuse and domestic violence at home. We have supported children in school with mental health issues (some supported by children's mental health services,) including self-harm, eating disorders and behavioural issues at home. We use the CPOMS electronic recording system to record even minor concerns so a picture can be built up over time of any patterns of behaviour, observations from class teachers or concerns over a child's well-being. We have a full-time learning mentor, Mrs Sherren Barratt. Her role is to offer emotional support to both parents and carers, and pupils. She runs social skills groups for pupils who struggle to cope socially and emotionally. She works one to one with a number of children who have problems with anxiety or anger. We can make quick and easy referrals to agencies such as FIS for family support with a view to supporting pupils with emotional or medical needs.

Through the Personal Development, RSHE and Zones of Regulation curriculums teachers cover many topics which can support emotional and social development. All the teachers have received training in attachment disorders and have an awareness of how to make vulnerable pupils feel more secure in school. All teachers have received 'Trauma Informed Schools UK' (TISUK) training and TISUK strategies are used as a whole school approach to support children. The FS2 teachers have received training on creating safe environments for children starting school.