

Silverdale School

Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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Chorus Education Trust

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What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Children's and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

If you want to know more about our arrangements for SEND, read our SEND policy:

www.chorustrust.org/policies

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Mrs Joanne Brocklesby.

Mrs Joanne Brocklesby is contactable via: SENCO@silverdale.chorustrust.org

What types of SEND does the school provide for?

At Silverdale School, we support every child to achieve their full potential. Some children or young people may have Special Educational Needs or Disabilities (SEND). A student is considered to have SEND if they:

- Have much more difficulty learning than most children of the same age.
- Need different or extra support from what's typically offered to their peers.
- Have a disability that makes it harder for them to use the school facilities in the same way as others.

These definitions come from the **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)**.

We follow this Code of Practice, along with the:

- **Equality Act (2010)**
- **SEND Regulations (2014)**
- **Children and Families Act (2014)**

Types of Special Educational Needs

The SEND Code of Practice groups needs into four main areas:

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Emotional and Mental Health**
- 4. Sensory and/or Physical Needs**

We report to the Local Authority on the types and levels of support our students receive through the school census.

Support Available at Silverdale School

We currently provide support for students with a wide range of needs, including:

- Autism
- Speech and language difficulties
- Dyslexia and other learning challenges
- Focus and concentration issues
- Emotional regulation difficulties
- Physical disabilities
- Vision impairment support and support for students who are d/Deaf

- Ongoing medical needs

Silverdale School has an **Integrated Resource (IR)** for students who are profoundly deaf or have severe hearing loss and have an Education, Health and Care Plan. [Silverdale School - Integrated Resource](#)

What the IR Offers:

- Students are part of a mainstream form group, so they can learn and socialise with their hearing peers.
- They also have access to a supportive deaf peer group within the IR.
- Students are provided with **radio hearing aids** to improve their listening environment.
- We co-ordinate regular visits to the Paediatric Audiology Team at Sheffield Children's Hospital to check hearing aid function and ear health.

Learning in the IR:

- The curriculum is tailored to meet each student's communication needs, whether they use **spoken English, Signed Supported English (SSE), or British Sign Language (BSL)**.
- Depending on individual needs, students may:
 - Join mainstream classes with or without support.
 - Receive extra help in small groups in the IR.
- Courses offered in addition to mainstream qualifications include:
 - Entry-Level Certificates
 - Functional Skills
 - AQA Unit Award Scheme
- BSL teaching is also available for students and families who want it.

Each student has a personalised timetable, and our teaching methods reflect the different ways deaf students learn. Lessons are varied to keep students engaged and make learning accessible for everyone.

The Integrated Resource is funded by **Sheffield Local Education Authority**.

How will the school know if my child needs SEND support?

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

Identification of SENDCo by the school SENCO is also aided through the use of the Sheffield SEND Toolkit and the Sheffield Support Grid exemplification.

There are **three levels of SEND support**, based on individual needs:

E – Education, Health and Care Plan (EHCP)

- For students with the **highest levels of need**
- The local authority may agree to assess for and create an EHCP to support a young person with special educational needs (SEND) if their educational setting feels they don't have the resources best required to support them. The EHC plan will identify your child's particular needs and set out what additional support should be put in place to meet those needs.

K – SEND Support

- For students with **moderate to high needs**
- The SENDCo will meet with the student and parents to agree on the provision to support best possible outcomes. Strengths, needs and provision will be recorded on a snapshot or learning support plan.

M – Monitoring

- For students with **emerging or lower-level needs**
- Needs are usually described in a simple **Snapshot** document

Supporting Transitions into Year 7

We want every child to start Year 7 feeling supported and confident. During the summer term:

- Our **Year 7 Pastoral Team** and **SENDCo** work closely with **primary schools** to gather information about students with additional needs.
- This helps us put the right support in place before they arrive.
- If your child has complex SEND needs, we encourage you to **contact us early** and arrange a visit.
- The SENDCo will also aim to **attend Year 6 review meetings** to support a smooth transition.

What If Needs Are Identified After Starting School?

Sometimes, a student's needs become clearer after they begin at Silverdale. If a teacher has concerns:

- They can make a **referral to the SENDCo** using our internal system.
- Our **Student Support Department** keeps a record of all referrals and actions taken.

Working Together to Support Students

- **Safeguarding concerns**, including those relating to SEND students, are recorded by staff on our secure CPOMS system.
- We hold a **Pastoral Referral Panel meeting every fortnight**, separately for each Key Stage.
 - This includes the SENDCo, a senior leader for inclusion, a safeguarding team member, the pastoral manager, and the Key Stage head.
 - SEND concerns are regularly reviewed and follow-up actions are agreed and recorded.

Training and External Support

- All staff receive **training on identifying SEND needs** in the classroom.
- They know what to look for and how to refer students for further support.

We also work with a number of **specialist external agencies**, including:

- **Ryegate Children's Hospital**
- **Speech and Language Therapy Service**
- **Educational Psychologists**
- **Sheffield Autism Service**

We support referrals to **FIS** (Family Intervention Support) and **CAMHS** (Child and Adolescent Mental Health Services) through either your GP or our school **Inclusion Team**.

Exam Access Arrangements

- During the **spring and autumn terms**, we carry out assessments to determine exam access arrangements.
- These are led by a qualified, **centre-approved assessor**.
- Parents are welcome to request assessments at any time—just get in touch with the SENDCo or your child's Key Stage Team.

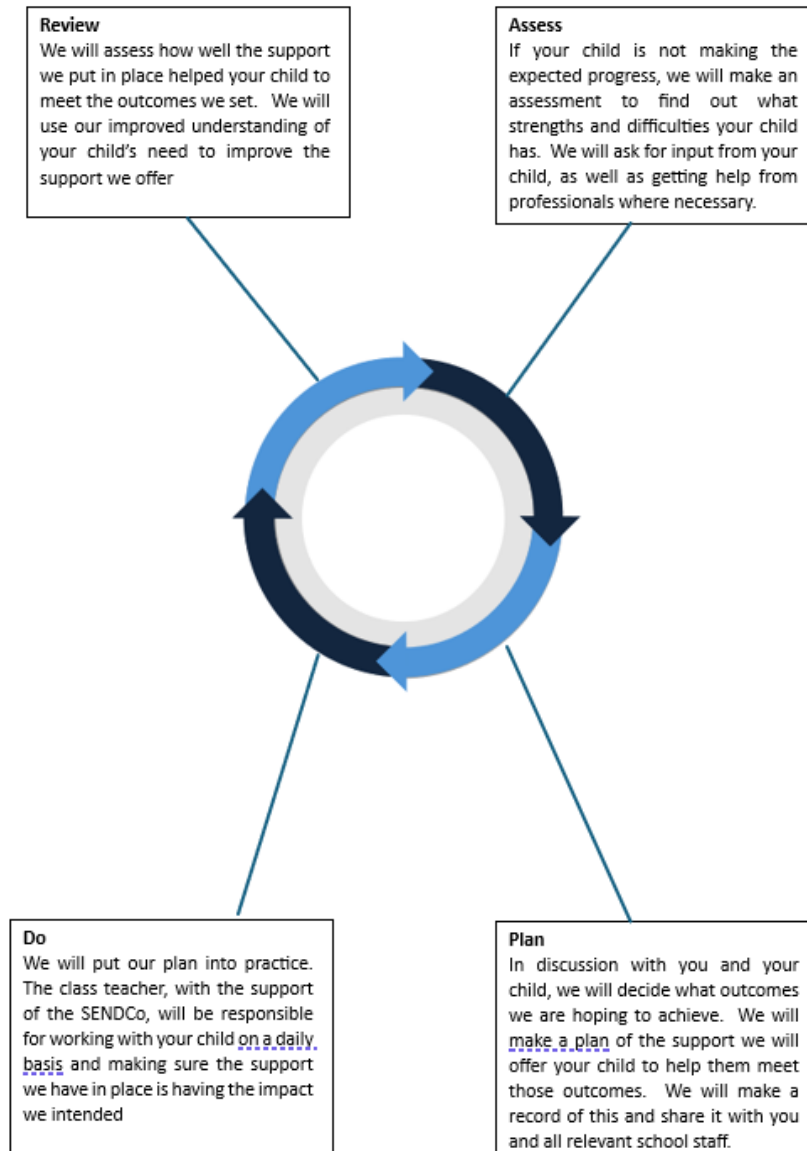
What should I do if I think my child has SEND?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>The easiest way to reach the pastoral team is by email or phone. You'll find full contact details for all team members on the school website.</p> <p>Once you've shared your concerns: They will be brought to the Pastoral Referral Panel, which includes staff from the pastoral, SEND, wellbeing, and safeguarding teams. Before or after this meeting, the SEND or pastoral team may gather feedback from your child's subject teachers and form tutor to get a clearer picture. You will be contacted after the meeting to discuss next steps and any recommended support.</p> <p>If your concern is urgent, it will be passed directly to Mrs Brocklesby, our SENCO. You're also welcome to contact her directly at: senco@silverdale.chorustrust.org</p>	<p>If you've raised concerns about your child's learning or development, we will arrange a meeting with you to:</p> <p>Listen carefully to your concerns</p> <p>Explore your child's strengths as well as any areas where they may need extra support</p> <p>Work together to understand how we can help your child thrive</p> <p>During the meeting, we will agree on:</p> <p>The goals or outcomes we'd like to work towards</p> <p>The next steps and any support or assessments that may be needed</p> <p>A clear summary of our discussion will be recorded and added to your child's file, so that everyone working with them is fully informed.</p>	<p>If we decide your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs

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



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

How will I be involved in decisions made about my child's education?

At Silverdale School, we value strong partnerships with families and aim to keep parents and carers well-informed about their child's progress and wellbeing.

There are **five assessment points each school year** when we share your child's progress and assessment data with you.

Parents and carers can also access **up-to-date information** at any time through:

- The **school website**
- Our **communication apps**, which provide live updates on:
 - Attendance
 - Behaviour
 - Homework

Meetings for Parents of Students with SEND

If your child is on the **SEND register** at level **K (SEND Support)** or **E (EHCP)**, you'll be invited into school **twice a year** to discuss their progress:

1. Review Meeting with the SENDCo

- This is a **scheduled meeting** informed by feedback from your child's subject teachers.
- It provides time to discuss what's working well and where additional support may be needed.

2. Annual Parents' Evening

- You'll have the opportunity to talk directly with subject teachers.
- You can also **drop in to speak with the SENDCo** to discuss wider support needs.

For students with more complex needs—such as those with an **EHCP** or a **Learning Support Plan**—we may invite you in for **additional meetings throughout the year**, as needed.

Review meetings are **student-centred**, meaning your child's voice is an important part of the process. They are encouraged to share their thoughts and feelings about school—either by attending the meeting or by sharing their views in advance in a supported way.

During the meeting:

- We review your child's progress toward agreed **goals (outcomes)**
- We discuss the **support (provision)** in place to help achieve those outcomes
- Information from **teachers, parents, and the student** is used to shape next steps

Following the meeting:

- Your child's **Snapshot** or **Learning Support Plan** is updated
- The updated information is then shared with all relevant teaching staff so everyone understands how to best support your child in lessons

How will my child be involved in decisions made about their education?

At Silverdale School, we believe that students should have a say in their education—especially when it comes to the support they receive.

Wherever possible, we encourage your child to be **actively involved** in decisions about their learning and wellbeing. Their input is an essential part of our SEND support process.

As part of their SEND review meetings, students are asked to share their thoughts on how school is going, including:

- What's working well
- Any challenges they're facing
- What kind of support helps them most

We also encourage students to **help shape their own support plans**, such as their **Snapshot** or **Learning Support Plan**. This ensures the strategies we use are meaningful and tailored to their needs.

Teaching assistants and Keyworkers ensure students are consulted regarding provision and support. It is a central part of their role to be an advocate for the student with SEND.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school evaluate whether the support in place is helping my child?

Every year, we **review and evaluate our School Improvement Plan**, with a strong focus on improving outcomes for students with SEND. One of our key priorities is to **close the attainment gap** and ensure that every student—especially our most vulnerable learners—makes progress, often beyond what is expected. Staff at every level have a responsibility to make sure lessons are outstanding and meet the needs of every learner in the classroom.

We will evaluate the effectiveness of provision for your child by:

- **Checking progress** towards their individual goals
- **Reviewing the impact** of any additional support or interventions
- Gathering feedback through **student questionnaires** to understand their experience

- Ongoing **monitoring by the SENDCo** to make sure the support remains effective and appropriate
- For students with an **Education, Health and Care Plan (EHCP)**, holding a **formal annual review** to look at progress, needs, and future planning

How does the school adapt the curriculum and learning environment for children and young people with SEND?

At Silverdale, we believe that the majority of students with special educational needs and disabilities (SEND) can thrive through **high-quality classroom teaching**, also known as **Quality First Teaching**.

This is the foundation of everything we do. It means:

- Teachers **set high expectations** for every student, regardless of their starting point.
- Lessons are **carefully planned** to address common learning barriers and ensure all pupils can succeed.
- Teachers adapt their teaching so that students with SEND can access a **full, broad, and balanced curriculum** at Key Stage 3 and Key Stage 4.

If a teacher feels that Quality First Teaching alone isn't meeting a student's specific needs, they will:

- Make a referral to the SENDCo who may carry out **further observations and assessments** and/or bring to discussion with the wider inclusion team at referral panel meeting

If needed, we will provide **additional support** that is **“different from or in addition to”** our usual curriculum. This may involve:

- **Small group sessions**
- **One-to-one support**
- **Targeted interventions** to help your child reach their individual goals

The SENDCo works closely with teachers and support staff to oversee this provision and to regularly review your child's progress.

We offer a range of tailored support programmes, including:

- **Sensory breaks** in the Student Support area
- **Zones of Regulation** and **Restorative Practice** sessions to support emotional regulation
- **Art4Wellbeing** to promote positive mental health through creativity
- **Language for Behaviour and Communication** programme

- **Talkabout for Teenagers**, a social communication intervention
- **Small group reading, 1:1 reading, and paired reading** support
- **WordShark** spelling intervention
- **Birmingham Toolkit** activities for supporting maths development

These interventions are designed to meet a wide range of needs and are adapted depending on what will work best for each individual child.

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (wave 3 provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement
- SEND team - Assessments and monitoring to ensure appropriate intervention and access to learning

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

No pupil is ever excluded from taking part in the full life of the school—including enrichment activities, clubs, and trips—**regardless of their special educational needs or disabilities (SEND)**. We will make our best endeavours to ensure reasonable adjustments are made to make sure they can be included.

We work in partnership with:

- **Specialist services,**
- **Parents and carers,** and
- **School staff across all departments**

Together, we carry out **thorough risk assessments** when needed and plan support around the individual needs of each student. Our top priority is ensuring that all children can take part **safely and confidently** in school activities, both on and off-site. Our goal is for students with SEND to feel **fully included and supported** in every aspect of school life. This includes:

- **Lunchtime and after-school clubs**
- **Educational visits and fieldwork**
- **Performances, competitions, and sporting events**
- **Residential and outdoor learning experiences**

If your child needs support to take part in any of these opportunities, we'll work with you to find the right solution—because we believe everyone should be able to join in, grow in confidence, and enjoy new experiences.

How does the school support pupils with disabilities?

The school's accessibility plan is available to download from www.silverdale.chorustrust.org/policies and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

How will the school support my child's mental health, and emotional and social development?

Creating a **nurturing classroom** is the responsibility of every teacher. Our staff promote **tolerance, acceptance, and respect for diversity**, which are central to the school's ethos. These values are woven throughout the curriculum and explored further during **structured tutor time discussions** from Year 7 through to Year 13.

Each year group is supported by a Key Stage Leader from Y7 –Y13. Each Key Stage Team has a Pastoral Manager who are the first point of contact for parents/ carers and young people.

The Silverdale Inclusion Team is comprised of the Safeguarding Manager and two Emotional Wellbeing Support Officers who offer various supportive group and 1:1 intervention. There is also an Education Welfare Officer, who offers bespoke intervention around attendance.

We offer a range of supportive approaches, including:

- A **key working system**, where students are regularly supported by a trusted adult from the SEND, pastoral, or safeguarding team
- Access to **designated safe spaces** in school
- A relaxed **Wellbeing Café** at lunchtime
- **One-to-one wellbeing sessions**
- A variety of **lunchtime clubs** to support social interaction and build confidence

- Access to **Student Support** during social times
- Targeted **small group interventions** led by a highly trained specialist teaching assistant
- **Smaller Humanities classes** for selected Year 7 students to help ease the transition from primary to secondary school

These strategies aim to support each student's **overall wellbeing**, helping them to settle into school life, form positive relationships, and thrive both socially and academically.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitions can be both exciting and challenging. We offer support whether your child is joining us in Year 7, moving between key stages, or preparing for life beyond school.

Transition from Year 6 to Year 7

Our transition process begins early to ensure a smooth and confident start to secondary school life.

Key steps include:

- **Open Evening (September):** Parents and carers of Year 5 and 6 students are invited to visit the school and find out more about life at Silverdale.
- **Spring Term Meetings:** The SENCO begins working with our main feeder primary schools to identify students who may need extra support with transition.
- **Information Gathering:** In the summer term, Year 7 pastoral staff and members of the Student Support Team visit primary schools to meet with Year 6 teachers, SENCOs, and families.
- **Individual Transition Plans:** For students with additional needs, we offer a personalised transition programme, which can include:
 - Visits to the feeder primary school
 - A visit to Silverdale School
 - Additional school tours or familiarisation visits as needed

Summer School

We also run a **two-week Summer School** each year for new Year 7s, giving students the chance to get to know the school, make friends, and build confidence before September.

Transition Between Year Groups

At the end of each academic year, we hold **Pastoral Referral Panel meetings** focused on transition between key stages. These meetings ensure that:

- Key information about each student is shared with new staff
- The needs of high-needs students are fully understood
- Parents of selected students are invited to transition meetings

This planning helps ensure a positive start for every student in their new year group.

Year 9 Reviews onwards and Options Support

- The SENCO meets with parents of all students on the SEND register during the **spring term of Year 9**, prior to final option choices.
- EHCP reviews at this stage begin to focus on **long-term aspirations**, including:
 - Independence
 - Employment or further education
 - Community participation
- A **Careers Advisor** may attend these meetings to provide expert guidance.
- **Independent Travel Training** may be recommended to build confidence and independence.
- Support from the **Sheffield SEND Team** is available if additional input is needed.

Post-16 and beyond

Discussions regarding post-16 provision will start in September of Year 11 to put an effective transition plan in place, including visiting other settings. Where possible a meeting with the post-16 settings should take place to ensure needs will continue to be met by the post-16 provider.

Silverdale works closely with Sheffield College and other post-16 providers to support young people with post-16 transition. Information from these establishments will be provided to parents in EHCP and SEND Support reviews during Year 11 and, where appropriate, staff from colleges are invited to review meetings.

The careers team at Silverdale School meet with students in Year 10 and Year 11 to discuss their aspirations, possible careers and their options for post-16 education.

As students approach adulthood, we support them to explore and achieve their personal goals, which may include:

- Higher education or training
- Employment opportunities
- Independent living skills
- Participation in community life

What support is in place for looked after and previously looked after children with SEND?

Our **SENCO also acts as the Designated Teacher** for looked-after pupils, ensuring a consistent and knowledgeable point of contact for these students and their families or carers.

How We Support Looked-After Children with SEND

Looked-after children who have special educational needs (SEND) are supported in much the same way as all other students with SEND—through high-quality, tailored teaching and additional interventions where needed. However, these students also have a **Personal Education Plan (PEP)**.

The SENCO works closely with our **Safeguarding Manager** to attend regular **Looked-After Child (LAC) reviews** and **PEP meetings** each term.

Teachers are given clear guidance to help them understand how a student's experiences in care may interact with their learning needs.

We make sure all staff are aware of the implications this may have on **classroom practice**, and we provide any necessary support or training to help them respond appropriately.

How does the school make sure the admissions process is fair for pupils with SEND or a disability?

If your child **does not have an Education, Health and Care (EHC) Plan**, you should apply for a place at Silverdale School through the **usual admissions process**. Full details are available in our [Admissions Policy]({link to admissions arrangements policy on the Silverdale website}), which you can download from our website.

If your child **does have an EHC Plan**, the process is slightly different:

- The Local Authority will consult with Silverdale School to determine whether we are a suitable setting for your child's needs.
- If we are considered the right school and are **named in your child's EHC Plan**, we will allocate a place in line with statutory requirements.

We are committed to working closely with families and the Local Authority to ensure a smooth and well-informed transition for all students.

What should I do if I have a complaint about my child's SEND support?

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sheffield's local offer. Sheffield Local authority publishes information about the local offer on their website:

[LocalOffer | Sheffield](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Sheffield SENDIAS - Special educational needs and disability advice and support](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)