



Carfield

Primary School

SEND Information Report- 2025-2026

Date Reviewed	Written or Reviewed by	Approved by (Governor Committee)	Next Review
November 2022	Bethan Arthur	Kate Souper	November 2023
November 2023	Bethan Arthur	Adwina Smith	November 2024
September 2024	Bethan Arthur	Adwina Smith	September 2025
October 2025	Bethan Arthur and Scarlett Daniels	Adwina Smith	October 2026

SEND Information Report Summary

This report explains how we identify, assess, and support children with special educational needs and disabilities at Carfield Primary School.

Key Contacts

- KS2 SENDCo: Mrs Bethan Arthur – arthurb@carfield.sheffield.sch.uk
- EYFS & KS1 SENDCo: Miss Scarlett Daniels – danielss@carfield.sheffield.sch.uk
- Assistant SENDCo: Miss Isabelle Keally – keallyi@carfield.sheffield.sch.uk
- SEND Governor: Adwina Smith

SEND Snapshot

- Pupils on the SEN Register: 12.6%
- Pupils with an EHCP: 4%
- Common areas of need: Speech & Language, Social, Emotional and Mental Health (SEMH)

Graduated Response

Carfield uses a tiered model of support for pupils with SEND:

1. Class Support
2. SEN Monitoring
3. SEN Support (with a support plan)
4. MyPlan / Extended Support Plan
5. EHCP (Education, Health and Care Plan)

Key Strengths of Our Provision

- Inclusive, trauma-informed approach
- Evolve nurture provision for SEMH
- Emotional support through ELSA and Zones of Regulation
- Targeted interventions (e.g., Let's Verbalise, Shape Coding, Toe by Toe)
- Weekly Speech and Language Therapy in-house
- Monthly Educational Psychology support
- Strong parent and pupil involvement

Working with Families

- Termly review meetings for pupils on the SEND register
- One-page profiles co-created with pupils
- Parents involved from the earliest point of concern
- SEND workshops, drop-ins, and communication options available

Sheffield Local Offer

To find out more about SEND services and support in Sheffield, visit:

<https://www.sheffielddirectory.org.uk/localoffer>

SEND Information Report for Carfield Primary School – September 2025

The following information is part of the Local Authority 'Local Offer' and can be found on the Sheffield website at <http://www.sheffielddirectory.org.uk>. Information will be updated annually.

1. Our school's approach to supporting pupils with SEND

At Carfield Primary School, we believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. We strive to provide a broad and balanced curriculum for all that is inclusive and engaging whatever their gender, ethnicity, religion, sexual orientation, needs or abilities so that individuals thrive and achieve their potential. The curriculum is inspiring, creative and challenging; a rich blend that provides the children at Carfield Primary School with a good knowledge and understanding base, as well as a strong skill set for their futures.

Our core values form the heart of our provision:

- We are resilient
- We are respectful
- We pride ourselves on strong relationships

Children at Carfield Primary School receive Quality First Teaching via excellent targeted classroom teaching. For your child this means that teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond.

Underpinning ALL our provision in school is through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

2. The kinds of special educational needs for which provision is made at the school

Carfield Primary School caters for pupils with a wide range of Special Educational Needs and Disabilities (SEND). These include needs such as physical, medical and mental health disabilities, specific learning difficulties (e.g. dyslexia), general learning difficulties, speech and language difficulties (general and specific), complex or severe learning difficulties and autism. We are aspirational in our expectations for all children, regardless of their needs, and aim to provide an education that will support them in thriving and meeting their full potential.

2. Name and contact details of Key Staff

SEN co-ordinators:

- Mrs Bethan Arthur (Deputy Headteacher/ SENCo/ Designated Safeguarding Lead)
- Tel: 0114 255 7534
- Email: arthurb@carfield.sheffield.sch.uk
- Miss Scarlett Daniels
- Tel: 0114 255 7534
- Email: danielss@carfield.sheffield.sch.uk

Assistant SENDCo:

- Miss Isabelle Keally
- Tel: 0114 255 7534
- Email: keallyi@carfield.sheffield.sch.uk

The SEND Governor:

The SEND Governor at Carfield is Adwina Smith.

3. What is special educational needs?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (SEN Code of Practice 2014, 1.8)

4. What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

5. What are the arrangements for admissions of pupils with SEND in school?

Carfield Primary School is an inclusive school and we welcome all pupils. We aim to support children with all needs and where children have a specific need or disability, we will work with specialists to provide support. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with EHC Plans and those without. For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

If your child has a special educational need or disability but does not have an EHCP:

The regular admission process applies to children and young people with SEND who do not have an EHC plan. You can find out about how to apply for a school place on the Sheffield City Council website. It is unlawful for an admission authority to refuse admission to a child who has SEN, but has no EHCP.

If a child has an EHC plan they are covered by procedures set out in the Children and Families Act 2014.

The school named in an EHC plan must admit the child. Children are placed in schools through the EHC plan process rather than through the school admissions arrangement. The child's parent/ carer can name any mainstream school or specialist provision to be named on the EHC plan. The local authority must then consult with the school and must name it on the EHC plan unless:

- It is unsuitable for the age, ability or aptitude of the child OR
- The attendance of the child would be incompatible with the efficient education of others or the efficient use of resources

6. What are the areas of SEND?

There are four broad categories of SEN:

1) Communication and Interaction (C&I)

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

2) Cognition and Learning (C&L)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
 - A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

3) Social, Emotional and Mental Health (SEMH)

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Problems of mood (anxiety or depression),
- Problems of conduct (oppositional problems and more severe conduct problems including aggression),
 - Self-harming,
 - Substance abuse,
 - Eating disorders or physical symptoms that are medically unexplained,
- Attention deficit hyperactive disorder (ADHD),
- Attachment condition,
- Autism or pervasive developmental condition,
- An anxiety condition,

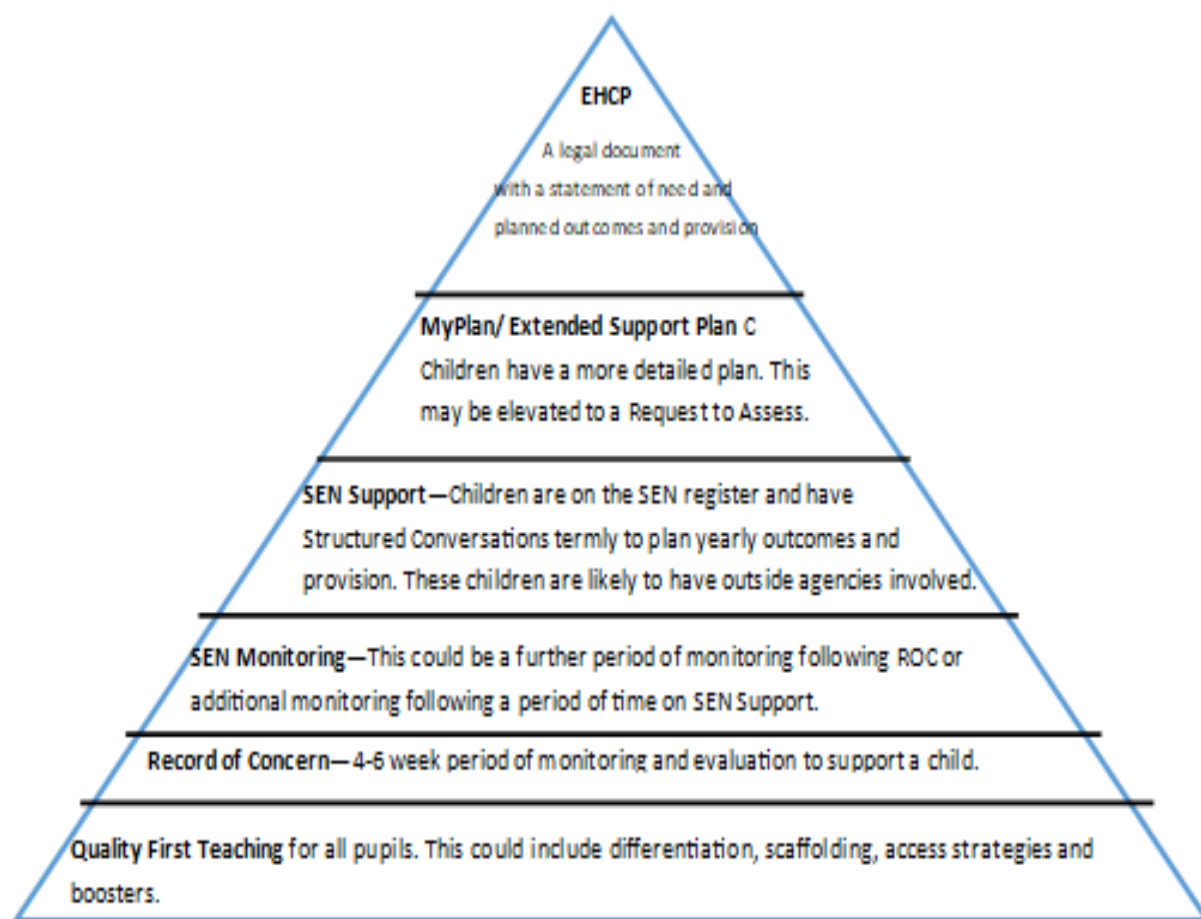
4) Sensory and/or physical needs (S/PD)

- Visual Impairment (VI) • Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

7. What are the different stages of support for children with additional needs?

At Carfield, we use a 'pyramid of support' for children which ranges from all children at the class support level right up to children with the most complex needs who have an Education Health and Care Plan or a Statement. The Code of Practice, 2014 states that schools now only have a single category of need, SEN Support which is the number of children on their SEN register. However, the Code of Practice, 2014 also gives schools the freedom to design their own graduated response and as a school we feel that a single category response is not in the interests of early

identification in Carfield. Whilst in the pyramid below, SEN Support, MyPlan or Extended Support Plan an EHCP make up our official category of support, our support pyramid has many more layers which will ensure all our children at Carfield have the best provision to identify and cater for any additional needs swiftly and thoroughly.



8. What are the different types of support available for children with SEND at Carfield?

	What does this mean?	What might it look like for my child?	

Universal support Quality First Teaching (Wave 1)	For children with special educational needs, learning will be carefully planned to support their individual needs to allow them to make progress from their individual starting points. They are supported to do this by the SENCo.	There are many ways learning might be adapted, and it depends on a child's needs. For example: • Using visuals to support your child's learning. • Using speech and language strategies to support your child. • Breaking the learning into small steps for your child. • Quality First Teaching using adaptive strategies as appropriate e.g. using personalised • Dictionaries, spelling support and prompts, adapted reading texts, talking tins and voice • Recording on iPads, Clicker.
Targeted support Small group/1:1 interventions and support (Wave 2)	Your child's SEN Support plan will detail any extra support needed. We carefully plan additional support as part of the Assess, Plan, Do, Review cycle. Children will sometimes work in a small group or with a teacher or teaching assistant 1:1.	Usually this will be an individual support or small group intervention. For example: • A speech and language intervention • Social and emotional support like check in's or self-esteem groups. • Targeted Support for individuals or small groups as appropriate • A learning based intervention. Approaches to be chosen according to need but could include Precision Teaching, Toe by Toe, • Pre- and/or post-teaching
Specialist support Individual bespoke support enhanced by external agencies (Wave 3)	Sometimes when a child is on the SEN register, we need to work with external agencies who are specialists in different areas of SEN. They help school to identify specific difficulties and plan next steps with school, parents and carers and children.	• Some specialists who might work with your child or advise school are: Speech and language therapists • Bespoke programme taught by a Specialist Dyslexia Teacher using a structured, cumulative multi- sensory approach with a focus on developing self-confidence as well as literacy fluency and accuracy

- Educational Psychologists
- Learning Support teachers
- Vision and hearing specialist teachers
- Art/ music/ play therapists
- CBT therapy

9. What types of SEN do we provide for?

Carfield Primary School provides education and support for all types of needs and disabilities. Below are some of the interventions we offer in school.

Area of Need	Examples of Support / Provision
Communication & Interaction	Lego club, scaffolds, barrier games, special time, bespoke speech and language programs such as LEAP, shape coding, pre-teaching vocabulary and checklists, art/ music/ play therapy, ELSA (Emotional Literacy Support Assistant support), Attention Autism, Curiosity Approach, Forest Schools
Cognition & Learning	Precision teaching, additional reading groups, scaffolds, models, checklists, catch up interventions, overlays, bespoke curriculum for personalised learning, using visuals to support your child's learning, using speech and language strategies to support your child, breaking the learning into small steps for your child, Quality First Teaching using adaptive strategies as appropriate e.g. using personalised dictionaries, spelling support and prompts, adapted reading texts, talking tins and voice recording on iPads, Clicker, Toe by Toe, pre/ post teaching, bespoke programme taught by a Specialist Dyslexia Teacher using a structured, cumulative multi- sensory approach with a focus on developing self-confidence as well as literacy fluency and accuracy
Social, Emotional and Mental Health (SEMH)	Mentoring, small group work, therapy-based intervention, daily check-ins, 5-point scales, Lego club and circle times, Cognitive Behavioural Therapy sessions, counselling sessions, art/ music/ play therapy, ELSA (Emotional Literacy Support Assistant support), Evolve (Nurture Provision), Forest Schools, CBT therapy

Sensory and/or Physical

Sensory circuits, bespoke sensory and movement breaks, bespoke sensory equipment and tools, bespoke specialist equipment for visual impairments and hearing impairments, large print texts, ramps, walking frames, writing tools and supports.

For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

10. Key Staff and Expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Bethan Arthur	SEN provision Trauma Informed Practice	BA Hons PGCE with QTS- Post Graduate Certificate in Education with Qualified Teacher Status NPQML- National Qualification in Middle Leadership NPQSL- National Qualification in Senior Leadership NASENCo- National Award for Special Educational Needs Coordination Trauma Informed Diploma (Level 7)
Scarlett Daniels	Communication and Interaction- Low Arousal Environments	BSc Hons PGCE with QTS- Post Graduate Certificate in Education with Qualified Teacher Status Trauma Informed Diploma
Isabelle Keally	Communication and Interaction- Autism Friendly Approach	PGCE with QTS- Post Graduate Certificate in Education with Qualified Teacher Status
Abigail Curtis	The Theory and Practice of Nurture Groups Counselling Trauma Informed Practice	BA Hons Early Childhood Studies Hypnotherapy Level 3- Princes Trust, National Hypnotherapy Society Level 4 Counselling Skills, Princes Trust, National Counselling and Psychotherapy Society

		Nurture UK Level 8 Trauma Informed Diploma
Rhona Griffflow	Communication and Interaction Dyslexia English as an Additional Language	BA Hons CELTA- Certificate in Teaching English to Speakers of Other Languages PGCE with QTS- Post Graduate Certificate in Education with Qualified Teacher Status Post Graduate Certificate in Dyslexia and Literacy Difficulties- Level 7 Specialist Dyslexia Teacher and Assessor AMBDA- Associate Member of the Dyslexia Association
Kay Johnson	Trauma Informed Practice Bereavement Support	HLTA status

Staff training and professional development related to SEND is reviewed annually based on whole-school priorities, emerging pupil needs, and feedback from staff audits and observations.

11. Securing and Deploying Expertise

School has access to qualified and specialist staff to support the range of needs identified, provided by the Local Authority. These include; Educational Psychologists, Visual Specialists, Autism Support, Family Intervention Services, Speech and Language Therapists, Inclusion Consultants, and Occupational Therapists. This expertise is accessed via the SENCo. In addition to this, the school also commissions bought in support from the following agencies:

Focus Psychology	FocusPsychology
Fusion S2S Team	http://www.fusionsa.co.uk/school-to-school-support/school-toschoolteam/
Speech and language therapy	https://letsverbalise.com/
A Mind Apart	A Mind Apart Performing Arts - A Mind Apart

Earth Engaged Learning	Earth Engaged Learning - Forest School, Outdoor Learning, Environment
Healthy Minds and Mental Health Support Team	Healthy Minds and Mental Health Support Team - Sheffield Children's NHS Foundation Trust

Training opportunities for staff, including teachers and teaching assistants, to match identified areas for development, are provided when necessary. This may be via in house training or that from the Local Authority or bought in services to ensure that all staff have the knowledge and skills required to best support pupils in their classes/intervention groups.

Communication and Interaction:

- All of our staff receive regular training on speech and language and social communication.
- Staff have had training on individual speech and language support to enable them to deliver intervention to specific children.
- The in-house Educational Psychologist runs staff surgeries to support staff with individual children.

Cognition and Learning

- Our staff attend regular update training hosted both in-house and delivered by specialists.
- Training on Precision Teaching, Birmingham Toolkit, **dyslexia**, and quality first teaching for children with SEN have recently been held.
- Whole staff training has also been ongoing with a focus on reading, writing, maths and the wider curriculum and teaching **and learning**.

Social Emotional and Mental Health

- The SENCo has a diploma in Trauma Informed practice.
- The SENCo hold the National Award for Special Educational Needs Coordination.
- A number of staff have had TEAM TEACH training.
- All staff use de-escalation strategies for children with behavioural needs and positive handling techniques (used under the authorisation of the Headteacher) are used as a last resort.

Sensory and/or Physical

- Our children who have physical and/or sensory needs tend to have bespoke packages tailored to their specific difficulties.
- We work with Occupational therapists, physio therapists and health colleagues to design packages of support for individuals.
- Some children require alternative entrance/exits routes, some need specialist equipment and resources

Classroom teachers have the skills required to fulfil the demands of the graduated approach (see additional information), particularly with regard to the deployment of teaching assistants and monitoring of intervention

12. How will my child's learning needs be identified and assessed?

The school's SEND policy and the arrangements for supporting pupils with SEND have been updated to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice, 2014.

Identification:

This happens through our regular monitoring of all children and can also be highlighted by teachers or parents. A parent may speak with their child's class teacher to raise concerns. Alternatively, potential additional needs could also be identified by the class teacher. They would initially discuss this with parents and together next steps will be identified and carried out. This would then be logged on a Record of Concern form. The agreed actions will be implemented and monitored with a 4-6 week daily monitoring system with data collected on entry and exit to measure outcomes and impact.

SEND Register:

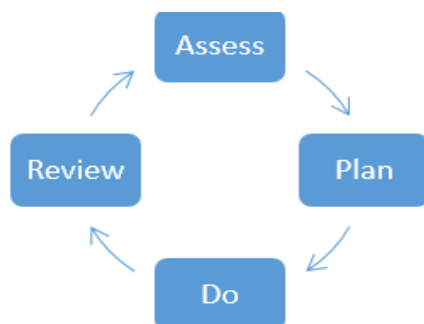
Following implementation of the next steps, the class teacher may speak with the SENCO to discuss the child's needs and what progress has been made. A meeting will be arranged with teacher, parents and SENCO to confirm if we all feel they have an area of need and be placed on the SEND register. Again, next steps will be agreed by all and the cycle of Assess-Plan-Do-Review will start. Parents and children will be met with three times per year during parent teacher meetings where progress and next steps are reviewed, discussed and planned.

Extended Support Plans / MyPlans and EHCP:

Some children have more complex needs that may require outside agency involvement and advice. These children may require higher levels of support and intervention. A MyPlan (an individual personal plan) will be written with pupil and parent voice recorded. The parents and children will be met with more frequently to monitor progress and review provision. Some of these children's needs may be particularly high and complex and may require an EHCP (Education Health and Care Plan). This is where parents, children, SENCO any outside agencies and class teachers work together to submit paperwork and evidence to the Local Authority to request a Statutory Needs Assessment. Once this has been submitted a legal timescale is then started. This process is bound by legislation and guidance within the SEN Code of Practice. Throughout this process your child's needs will continue to be met through the support that is already in place. Children with an EHCP also have an annual review.

13. What will happen if my child is on the SEN register?

We have a whole school approach to inclusion and in line with the SEN Code of Practice we follow an Assess, Plan, Do, Review cycle for all children on SEN Support. Underpinning ALL our provision in school is the graduated approach cycle of:



Assess	When a child is raised as having possible special educational needs, we use a range of assessments both in school and with the help of external agencies to assess where your child is having difficulties and what their next steps should be.
Plan	Every child on SEN Support or with a My Plan or EHCP has regular planning and review meetings. The SENCo, teacher, child and sometimes external agencies work together to look at what is going well and what needs to change to support the child.
Do	A plan is created at the planning meeting and this is then implemented by the child's class teacher with support from the SENCo and external agencies. The middle and senior leadership team monitor this support regularly
Review	Children review their targets with their teacher/TA on a weekly basis and class teachers share this progress informally with parents. Formal review meetings take place every term, to monitor progress and plan next steps.

14. How are children with special educational need or disability taught and how is the curriculum adapted to meet their needs?

The school's approach to teaching pupils with special educational needs and disabilities;

- Teachers are responsible for the progress of SEND children in their class and therefore the differentiation, scaffolding and adaptations within lessons, in order that all needs in the class are met.
- Teachers work within teams, with members of the Senior Leadership Team and specialist practitioners to remove barriers to learning and enable SEND pupils to access the curriculum and make progress. External agencies working in school include: Learning Support, Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals, Primary Mental Health Nurse, Senior Learning Mentor and Family Support Workers.
- Information on individual pupils with SEND is held in the children's individual SEND files which are locked away but accessible to all class teachers. Each class SEND cohort is detailed on the school's SEND Register and paperwork relating to children is saved in their files.
- Where possible pupils are taught in mainstream classes. Children with identified gaps in their learning, learning delay or who require focused teaching are either targeted within class or withdrawn for specialist interventions, e.g. speech and language interventions, social skills groups or reading interventions.
- A learning mentor works throughout the school providing a range of additional support for children with and without SEN. She runs nurture and positive behaviour groups.

- Teachers and teaching assistants do yard duties to support children with SEN at break and lunchtimes and lunchtime staff are regularly updated on pupils with SEN and their needs.
- Three lunch clubs run for the last part of lunch time for children who find longer, unstructured times difficult.

How the school adapts the curriculum and learning environment for pupils with special educational needs;

- All of our learning environments in school are designed to be language rich environments.
- We use visuals in our learning environments – symbols, photos and signs designed to support communication and understanding for all pupils.
- We are careful not to overstimulate our children with very busy classrooms and teachers are aware of children who have sensory or physical needs in their class when thinking about where a child might sit in a classroom.
- Staff support children with hearing or visual issues by liaising with the specialist teachers and adapt their classrooms and resources by following the specialist advice.
- Lessons are planned to utilise visual, auditory and kinaesthetic methods of learning and the resources and objectives used are appropriate for children's needs.
- Teachers and TA's are employed specifically to support children with SEND at appropriate times.
- Children who require break-out/safe spaces are given specific areas of school to access.
- Interventions are provided by school to meet areas of need, e.g. additional literacy & numeracy interventions.
- Complex/high need children are able to access personal timetables (As appropriate and with the support of their parents).
- For children with physical disabilities we have tried hard to adapt our school building. There are 3 buildings in total. Foundation Stage (Nursery and Reception) and Y1,2,5 and 6 are in an Edwardian 3 storey building. There is access to the middle floor from the main school entrance, the lower floor (including dining room) is accessed by stairs but wheelchairs can access via the bottom gate. The Y3/4 building (1950s) is accessible for wheelchairs. There is no wheelchair access to the top floor (Key Stage 2). An additional modular building (Y2) is accessible to wheelchairs.
- There are no modified classrooms for pupils with significant hearing/visual impairments but some pupils have specialist equipment such as visualisers and hearing loops that can be transferred from one classroom to the next.
- Specific equipment and additional resources are purchased from the Access and Inclusion budget where needed for individual pupils.
- There is a disabled toilet in each building but no changing facilities other than in the nursery.
- The playgrounds are secured by fences. It is a large site with open stairs linking the 3 playgrounds. Each playground has a 'quiet area' for children to use.
- For more information on how the environment and equipment have been modified to provide for pupils with SEND (particularly physical disability) please see the Accessibility Plan.

Additional support for learning that is available to pupils with special educational needs and disabilities;

Provision is allocated according to need and follows the "Assess, Plan, Do & Review" process laid down in the revised Code of Practice, 2014.

Where gaps or barriers to learning are identified and additional support is required school is able, where appropriate, to provide Wave 1 (classroom) and Wave 2 (out of class) support through;

- Booster Groups: Phonic, Writing, Numeracy and Spelling, Punctuation and Grammar (SPAG)
- Daily 1:1 reading
- Motor Skills Development
- Classroom based support targeting specific elements of learning, e.g. key word recognition.
- Language Enrichment Activity Programme
- Vocabulary Improvement Programme

- Lego therapy techniques (Group and individual)
- Emotional regulation groups
- ELSA (Emotional Literacy Support Assistant) sessions
- Zones of regulation support
- Dyslexia support.

Wave 3 support is available, via referral, through the following agency/school partnerships:

Learning support, Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals – Learning & Engagement teacher, Primary Mental Health Nurse, Attendance and Inclusion, Senior Learning Mentor and Family Support Workers.

15. Inclusivity in Activities

Each year group runs a number of different lunchtime and after school clubs. All children are invited and encourages to attend clubs. If your child has special educational needs/and or disabilities they are encouraged to attend clubs and we will make provision in discussion with you to support their individual needs in the club. There are a wide range of leadership opportunities for our older children to apply for. We encourage applications from all pupils and will support pupils with special educational needs to access these positions.

16. Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.

Carfield has an on site hub which focuses on supporting Pupil's Social, Emotional and Mental Health needs. The Evolve provision provides a modified curriculum in an environment based on the six principles of nurture. The nurture curriculum offers hands-on and sensory based play. In order to fully implement the principles of nurture, the Nurture Leaders work closely with the children to understand their development and their needs so that key areas can be focused on and targets can be worked towards. Nurture Leaders model appropriate communication and relationships with one another and with the other children. There is a strong emphasis on the importance of making mistakes but also rectifying the mistakes without meltdowns and with problem solving. By doing this, children are shown how to succeed even when things do not always go to plan.

Problem solving is a key area of nurture and we focus on resilience. Children in Evolve are encouraged to work together, be resilient and not give up at the first sign of something not working immediately. We use opportunistic learning and using a stimuli that interests the children and promote learning experiences around it. This can help children to forget about their concerns with reading or writing and embrace the stimuli.

The skills that the children have learnt in Evolve are then transferred into the classroom through a careful and structured transitioning period.

In Evolve, we concentrate on social and emotional well-being and encourage effective communication and positive behaviours which improve attainment in the classroom. Our activities are designed to encourage communication, social interactions and building relationships within the setting. Children who are invited here are likely to attend for 2-4 terms, mornings or full days, and each case is looked at on an individual basis, and a personal plan is made in the best interest of the child.

- Learning Mentor: School based- (0112 255 7534)
- Attendance Officer. School based- (0114 255 7543)
- School's Educational Psychologist- Dr Jagdish Barn

- Learning Support Teacher – Louise Kelly-Scott
- Forest Schools- Tom Jones (Earth Engaged Learning)
- Early Years Inclusion Team (0114) 273 6411
- CAMHS (0114) 321 1719
- Social Skills groups. School based.
- Art therapy- Scarlett Bird
- FIS (Family Intervention Support) workers

17. What other agencies can school use to support my child?

For some children school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist/Physiotherapist
- Autism team
- Hearing and vision impairment teams
- CAMHS
- Ryegate/Centenary House
- Mental Health Support Team

At Carfield, we buy an additional monthly support from our in-house Educational Psychologist (**Dr Jagdish Barn**). We also buy into our own Speech and Language Therapy services (Let's Verbalise). Let's Verbalise provide twice weekly support for the school and our in-house Educational Psychologist provides half termly support.

18.1 How effective is provision at Carfield Primary School for children with Special Educational Needs?

Carfield Primary School has a robust policy for Special Educational Needs. The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. We evaluate the effectiveness of its provision for such pupils through;

- Standardised testing through learning support, to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, writing speed.
- Baseline screening and review of pupils' Speech and Language ability in Foundation Stage 2.
- Use of assessment data, lesson observations, learning walks, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Parental feedback.
- Intervention staff feedback including intervention mentoring, drop-in and informal observation.
- SENCo review of interventions
- Termly reports are written by the SENCo about the provision and progress of all children with SEND, this forms part of the termly Head of School's report to Governors.
- The SENCO attends pupil progress meetings to gain an overview of all children and their flight paths.
- Senior leaders undertake regular 'learning walks' to look at classrooms and the wider school environment to ensure provision for learners with SEN is of a high quality.

Pupil voice is also important for us. Children are invited to share their views before a review or attend part of their review meeting or parents' evenings where appropriate.

The SENDCo regularly attends local authority SEN network meetings and also attends locality SEN meetings to keep up to date with local and national updates with SEND. Additionally, Bethan Arthur (SENDCo) is also the Locality SENDCo for the area.

18.2 How We Evaluate the Effectiveness of Our SEND Provision

At Carfield, we are committed to regularly reviewing the impact of the support we provide for pupils with SEND. We want to ensure that all interventions and strategies are helping children make meaningful progress academically, socially, and emotionally.

We evaluate provision in the following ways:

Assess–Plan–Do–Review (APDR) Cycles

All pupils on SEN Support or above follow the APDR cycle. Class teachers set specific targets that are reviewed termly in partnership with the pupil, parents, and SENDCo. These targets help us measure whether the support in place is helping the child move forward.

Monitoring Progress and Outcomes

We track academic progress using teacher assessments, and curriculum data. For emotional or communication needs, we may use additional tools like the Boxall Profile, Motional, SDQ's or feedback from provision such as ELSA or Thrive.

Intervention Review and Adaptation

Interventions (e.g., Let's Verbalise, Zones of Regulation, Precision Teaching) are reviewed every 6–12 weeks. Staff collect data such as baseline scores, work samples, or pupil observations to measure impact. If a child is not making progress, we adapt the intervention or consider next steps (e.g., increasing support, alternate intervention or referring to external specialists).

In addition to termly SEND review meetings, we regularly use a range of assessments, staff observations, professional referrals and our knowledge of each child's individual presentation to decide whether provision needs to be adapted. We recognise that children may present differently in different contexts (e.g., academically, socially, emotionally), and we use this understanding to tailor support.

Adjustments to provision may include changing or increasing interventions, introducing new strategies, or seeking advice from external professionals. These decisions are discussed with parents/carers and agreed with the SENCo and/or pastoral team to ensure a consistent and collaborative approach.

Sharing Progress with Families

We hold termly SEN Review Meetings with parents and carers. These meetings replace standard parent evenings and give time to discuss the child's progress, wellbeing, and the effectiveness of their provision. We also share copies of updated plans and review documents.

Whole-School Monitoring

The SENDCo team regularly monitors the quality and impact of SEND provision through pupil progress meetings, book looks, provision maps, and learning walks. We also use feedback from staff, pupils, and families to reflect on what is working well and what could be improved.

19.1 How We Work in Partnership with Parents and Carers

We recognise that you are the experts on your child, and we want to work closely with you to ensure that your child has the best provision possible. Our teachers and SENCo are always happy to answer any questions you may have about your child's provision.

- Parents are involved from the earliest point of concern, and their views are gathered as part of all planning and review processes.
- All children get an end of year report.
- We hold termly SEND Review Meetings with families, replacing standard parent evenings for pupils on the SEN register. These meetings focus on progress, provision and next steps. Parents/ carers are invited and, if they are unable to attend at the allocated time, every effort is made to arrange an alternative date and time that is convenient for everyone. During the review meeting parents/carers share their thoughts about how the child is progressing both in and out of school. Targets are discussed and agreed on together and our review form clearly shows what action school will be taking (additional intervention/resources/support etc.) and recommended actions for parents/carers (e.g. regular homework routine/suggestions of games or activities to use at home etc.).
- Parents receive copies of Support Plans and are encouraged to contribute to the review forms ahead of each meeting. We send home a parent view form before all our review meetings to share your thoughts, wishes and questions at the review meeting.
- We welcome and act on informal feedback through drop-ins, phone calls, and day-to-day communication with class staff.
- Subject workshops (maths and English), SEN workshops (Dyslexia) and coffee mornings offer suggestions about how to work with a child who is finding something challenging.
- We also use parent questionnaires and informal surveys to review the impact of SEND provision and identify areas for development.
- Where the family's first language is not English, we have members of staff who are able to translate in some cases. If the language is not spoken by anyone in school, we would encourage the family to bring an additional adult/friend with them who could translate or look at booking a translator if necessary.

19.2 How Pupils with SEND Are Involved in Their Support

We believe that pupils should be central to discussions about their own education. At Carfield, we actively promote pupil voice and include it meaningfully in our SEND processes.

- All pupils with SEND have a One-Page Profile that is co-written with them, capturing what they enjoy, what helps them, and how they like to be supported.
- Termly SEND review meetings include the child's voice, either through direct participation or by using structured pupil feedback forms, drawings, or discussion beforehand.
- Staff use child-friendly tools such as check-ins, visual prompts, or conversations to ensure children feel heard, especially during planning and reviews of their provision.

Where appropriate, children are involved in setting their own goals or reflecting on what's helped them in school.

20. How will we support your child when leaving this school or moving to another class or school?

At Carfield, we understand that transitions can be difficult for a child with SEND and ensure that any transition is as smooth as it can be.

If your child is moving to another school or moving in to Year 7:

- We will contact the school SENCo and ensure they know about any special arrangements or support that needs to be made prior to their arrival.
- We will make sure that all records about your child are passed on quickly to the receiving school.
- Wherever possible, we arrange additional transitions visits for children with SEND.
- Wherever possible we will arrange further parents information visits.
- Structures such as social stories and scripts can be made for individual children.
- For new pupils joining the school we have a 'buddy' system and a welcome booklet which is used to help make the transition process as smooth as possible.

When moving classes in school:

- Each year a clear transition timetable is drawn up to ensure consistency across the school. Children are informed of which class they will be in and spend time in their new classes before the end of term.
- The Teaching Assistants support children at transition times and some children make a booklet of photographs of their new classroom, teachers etc.
- Friendship groups are taken into account where possible when setting up new groupings. At the end of the year, we will consider if the classes need to be mixed or kept the same to try and ensure a balance of gender and ability across the classes.

21. How do we handle concerns from parents of children with SEN about provision made at the school?

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint.

Class Teacher

If a parent has a concern then first point of contact for any concerns should be your child's class teacher so they are aware and can implement changes quickly.

SENCo

If there any problems or issues continue, the next person to contact would be the SENCos, Bethan Arthur and Scarlett Daniels. Contact details are in this document and on the school website.

Headteacher

Unresolved issues would then be escalated to the Headteacher for further investigation and meetings with parents/carers.

Governors

Parents can always contact the Governors of the school by writing a letter or telephoning to raise concerns. Send written correspondence to the school marked 'FAO The Chair of Governors'.

SSENDIAS

Parents can always contact SSENDIAS Sheffield SEN and Disability Information and Advice. They are independent and can offer information, support and advice to parents of children with SEND. You can contact them on 0114 273 6009

22. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- School has a designated budget to supply equipment and provide facilities for pupils with SEND.
- Support for pupils with SEND is provided through the school's notional SEN budget. This does not allocate a set amount to support individuals but is allocated across the school and support is deployed as needed. The locality moderates children with more complex needs across the schools and can allocate additional funds to support them from a central budget. Training and additional resources are agreed by the locality to support schools further.
- Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support. Funding requests can be made to support training, resource acquisition and short term high support needs in school where normal school resources are not sufficient. The locality Funding Panel is able to allocate whole or part of the funding requested where school has provided sufficient detail regarding needs of learners, provision already in place and expected outcomes from the allocation of funding.

23. Information on where the local authority's local offer is published.

A link to the school's and Local Authority's "Local Offer" can be found on the school website. To locate the Local Authority offer follow <https://www.sheffielddirectory.org.uk/localoffer/>

Glossary

Term	Meaning
SEND	Special Educational Needs and/or Disabilities – children who need extra help to learn, communicate, manage emotions, or access the school environment.
SENCo	Special Educational Needs Coordinator – the teacher in school responsible for leading SEND provision.
EHCP	Education, Health and Care Plan – a legal document for children with complex needs outlining the support they must receive.
APDR	Assess–Plan–Do–Review – the cycle schools use to plan and review SEND support.
SSG	Sheffield Support Grid – a tool used to help assess children’s level of need and match support.
One-Page Profile	A short document written with the pupil that shares their strengths, needs and what support helps them best.
SEMH	Social, Emotional and Mental Health – a type of need where children may find it hard to manage emotions or behaviour.
CAMHS	Child and Adolescent Mental Health Services – NHS support for children with mental health difficulties.
SALT	Speech and Language Therapy – support for pupils who have difficulty with talking or understanding language.
SLCN	Speech, Language and Communication Needs – a broad term for children who need help with speaking, listening, or understanding.
ELSA	Emotional Literacy Support Assistant – a trained adult who helps children with their emotions, friendships and resilience.
QFT	Quality First Teaching – high-quality teaching that is adapted to meet the needs of all learners, including those with SEND.
LAC / CLA	Looked After Child / Child Looked After – a child who is in the care of the local authority.
VI / HI	Visual Impairment / Hearing Impairment – sensory needs that require specialist support or adjustments.
CBT	Cognitive Behavioural Therapy – a strategy used to help children understand and manage their thoughts and feelings.
Thrive	A structured, relationship-based approach to support the emotional development of children.
Zones of Regulation	A framework that helps children identify and manage their emotions through colour-coded zones.