



BRADFIELD
SECONDARY SCHOOL

Bradfield School **SEND Information Report**

Updated on: September 2025
Updated by: Theresa Bullough
Review date: September 2026

Please contact main reception if you require this document translating

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What is SEN?

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she ...

has a learning difficulty or disability which calls for special education provision to be made for him or her.

A child is considered to have a learning difficulty if they: have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Many children and young people will have SEN of some kind at some time during their education. Most children and young people succeed with some changes to their practice or additional support. Some children and young people will need extra help for some or all of their time in education and training.

Not all children with Special Educational Needs will require additional support or provision.

Special educational provision is provision that is different from or additional to that normally available to pupils or pupils of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.



What kinds of SEN do we provide support for?

1. Communication and Interaction

Autism
Demand Avoidance
Developmental Language Disorder (DLD)
Stammer

2. Cognition and Learning

Specific learning difficulties (SpLD) Dyslexia,
Dyscalculia and Dysgraphia
Developmental Coordination Disorder
Moderate and severe learning difficulty*

3. Social, Emotional & Mental Health

ADHD
Tic disorder/Tourette's Syndrome
Selective mutism
Attachment disorder

4. Sensory and Physical

Hearing impairment (HI)
Visual impairment (VI)
Physical disabilities (PD)
Medical needs

*Bradfield school has an Integrated Resource (IR) for up to 10 pupils who have cognition and learning needs.



How do we identify pupils with SEN?

Transition: the SEND Department conduct additional transition visits to Primary schools and can attend SEND and Annual Reviews from as early as Year 5.

SEND Referral: any staff member can make SEND Referrals where a member of the SEN Department will investigate any unmet needs.

Data: if a student is persistently struggling with attainment, progress, attendance or behaviour then this could be a marker for unmet needs.

Observation: the SENCo regularly completes learning walks and work sampling and may observe difficulties that could be explored further.



How do we involve parents of children with SEN in their child's education?

We review pupils with SEND termly

We host parent forums about SEND

We link with other agencies who work with families

We organise translators for families who have EAL

We are present at Open Evenings and other after school events

We can meet in person, over email, in the home or via video call

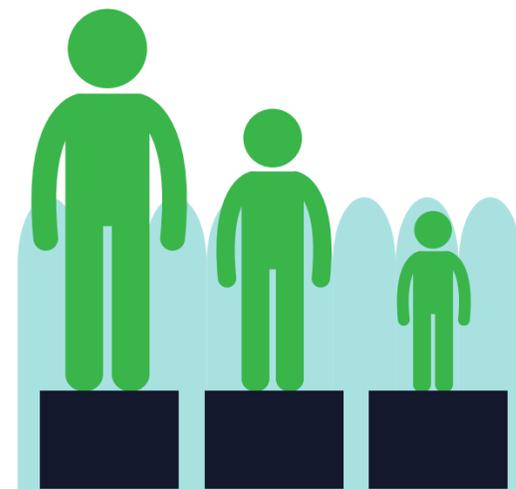


How do we involve parents of children with SEN in their child's education?

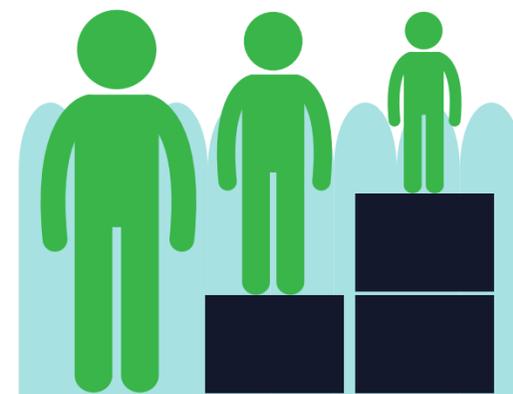
At Bradfield, we aim to be person-centred, which means young people are at the centre of decisions about their provision.

This is in keeping with the phrase **"nothing about us, without us"** which is commonly used in disability empowerment.

Involving pupils in their education can be a challenge when they have additional needs, but we make every effort to support them to share their views.



EQUALITY



EQUITY



How do we assess children and young people's progress towards outcomes?

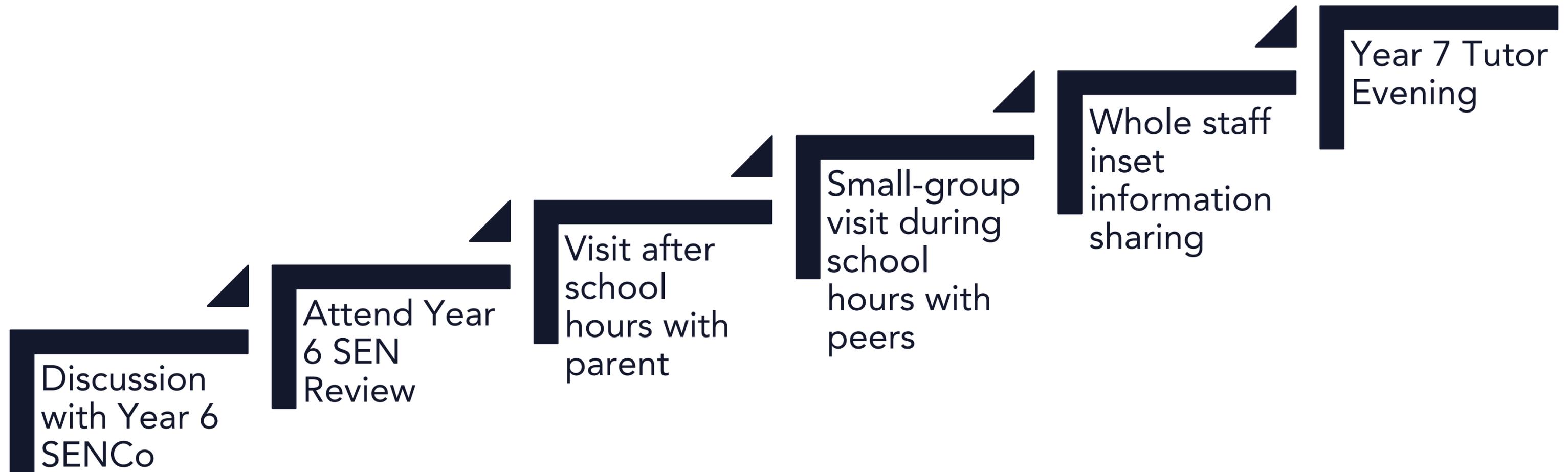
Outcomes are SMART, personalised and relate to the young person's strengths as well as their needs. Where possible, we use **professional advice** (for example, a report from an Educational Psychologist or a Speech and Language Therapist) when setting outcomes.

Small steps are celebrated as we recognise that progress can be nuanced for some pupils. Although progress is important, we accept that **progress it is not always linear**, which is why outcomes are often set on an annual basis, with smaller steps reviewed termly.

As well as academic performance, outcomes can be focused on a **child's social and emotional development**. We monitor participation in extra curricular activities as well as progression in subjects.



How do we support pupils with their transition?



What arrangements can we make for pupils preparing for adulthood when they leave school?

Pupils with EHCPs are required to have a clear transition plan that is created during their Year 9 Annual Review. This is created using the Preparing for Adulthood (PfA) transition guide, to ensure all elements of the individual's future are considered. The link to the useful guide can be found below and on the school website:

[SEND Preparing for adulthood - transition guide \(sheffielddirectory.org.uk\)](https://www.sheffielddirectory.org.uk/SEND-Preparing-for-adulthood-transition-guide)

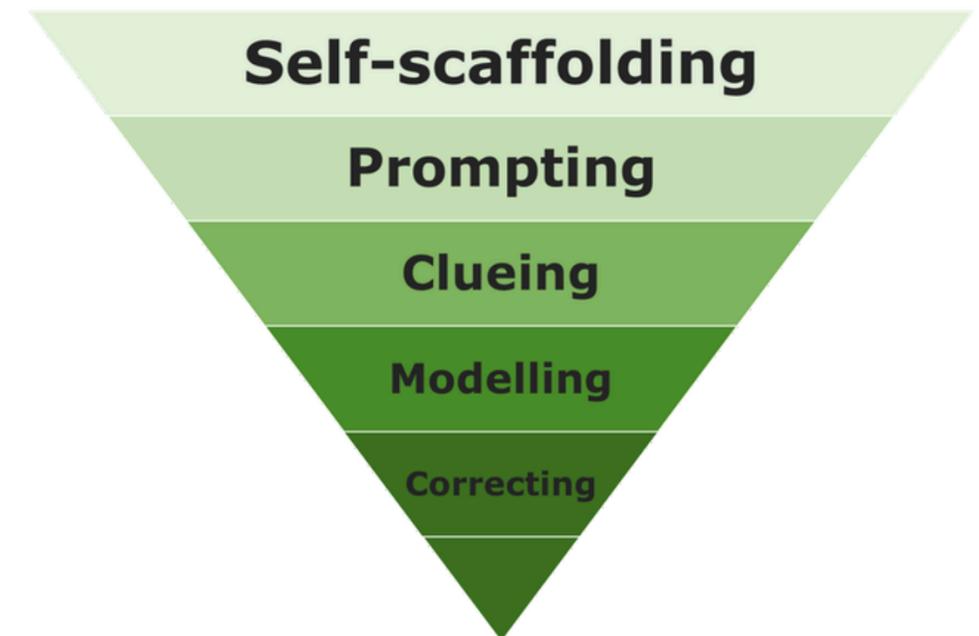
The SEND Department work closely with Sarah Dempsey, our outstanding independent Careers Advisor, to provide bespoke Post-16 pathways that are included in SEN and Annual Reviews from Year 9.



What is our approach to teaching children and young people with SEN?

Pupils have the opportunity to access the same excellent quality teaching as their peers, while also being exposed to extra curricular activities that develop their 'soft skills'. Subject leaders design a curriculum that is ambitious for pupils with SEN and have high expectations of what they can achieve.

- Pupil Passports are created using the student voice and professional advice to share useful information with all staff.
- Teaching staff use the Teaching and Learning Toolkit to prioritise pupils with SEND.
- Teaching staff access regular pedagogy sessions to develop their expertise in teaching pupils with SEND.



The Education Endowment Foundation (EEF) 'Making Best Use of Teaching Assistants' pyramid of support:



What is our approach to teaching children and young people with SEN?

Teachers are 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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Additional intervention and support cannot compensate for a lack of good quality teaching.

This high-quality teaching is also known as “**Wave 1**”, “universal” or “ordinarily available” provision.

Wave 1
High quality
education
provision for all

Wave 2
Additional interventions to
enable pupils to work at
age related expectations

Wave 3
Additional, targeted,
highly personalised
interventions



What adaptations do we make to the curriculum and learning environment of children and young people with SEN?

Bradfield school strives to be inclusive and aim for pupils with SEND to access the same broad and balanced curriculum and extra curriculum as their peers. For this to be possible, reasonable adjustments are often required. Examples of these can be:

A student with AuDHD may access a brain break in-between tasks.

A student with a medical condition may be given a leave early pass for the canteen.

A student with slow processing may be given extra time to complete tasks.

A student with a vision impairment may use a netball with a bell inside it so they can hear the ball.

A student with a language disorder may have visual cues next to instructions, so they can follow them.

A student with AuDHD may have in-ear defenders to reduce sensory overload.



What expertise and training do staff access to support young people with SEN and how is that support secured?

All staff have regular access to a wide range of training delivered by specialist external providers. Some examples of the training available to all staff are:



Whole school reading



Extended writing



Emotion Coaching and Positive Regard



Trauma informed practice



AET Autism Training



Vocabulary and Oracy



What expertise and training do staff access to support young people with SEN and how is that support secured?

The SEND Department are continually developing their own expertise, to be able to support staff and pupils and their families. Some examples of the training the SEND Department have completed are:



Fusion SEND Hub



Whole Education



Precision Teaching



Theraplay



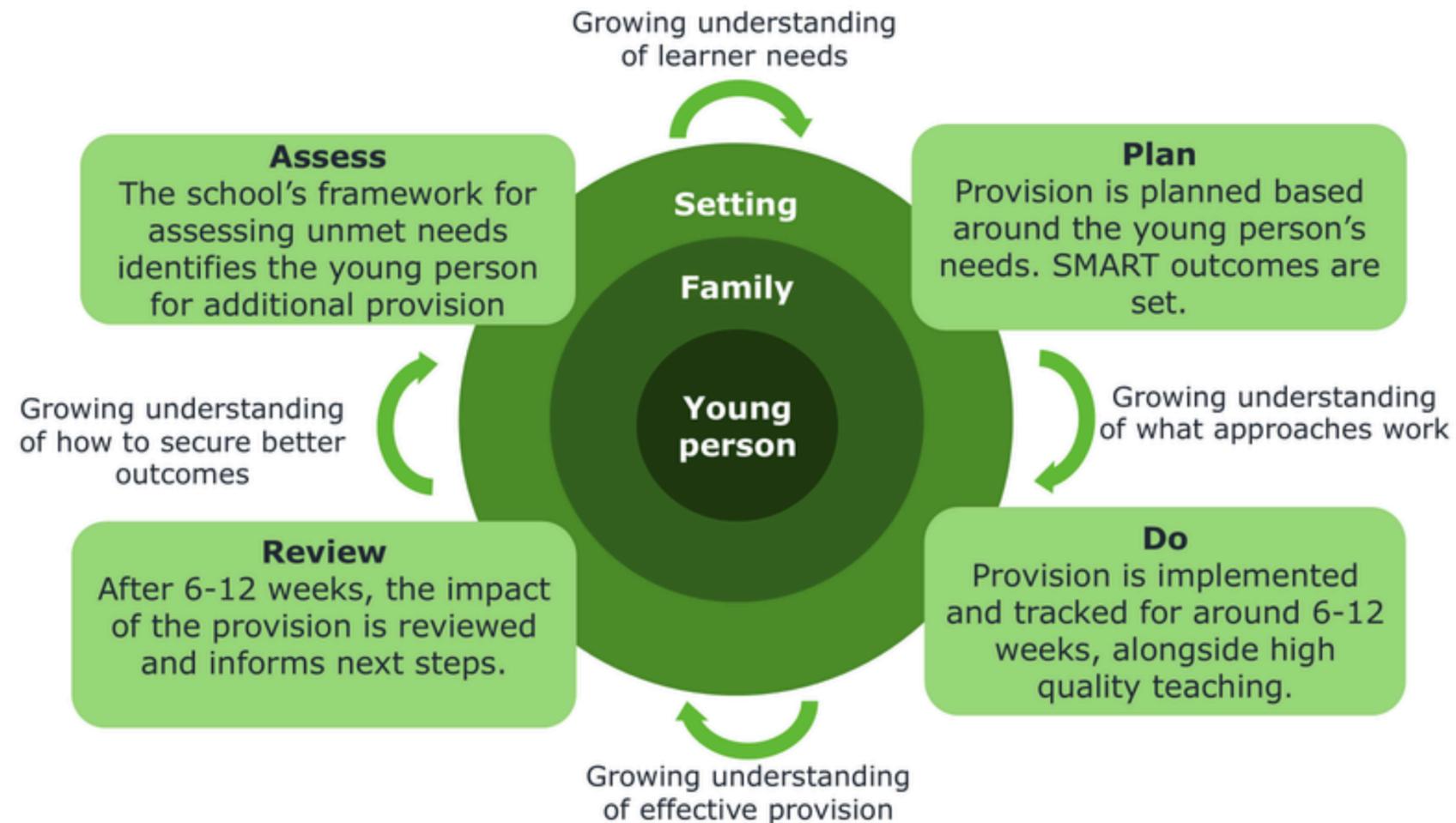
Let's Verbalise



Docs+



How do we evaluate the effectiveness of the provisions made for young people with SEN?



Bradfield School implements the 'Graduated Approach' cycle to review the impact of provision. After provisions have been agreed and implemented, parents/carers, professionals and the young person are invited to review the impact of the provision, through looking at data such as progress reports. There are around three reviews a year, due to provisions taking around 12 weeks to be effective, when implemented alongside high quality teaching.



How do we enable young people with SEN to engage in the same activities as young people who do not have SEN?

Every student has the right to access enriching activities, but we understand that accessing these activities can be daunting.

Staff who plan enriching activities are aware they must include and consider the needs of pupils with SEND.

Pupils with additional needs have the opportunity to discuss activities with a key adult.

The school does not operate a 'first come, first serve' approach for activities, as we understand that additional time and consideration is required.

We believe that any activity can be accessed by anyone when the right adjustments are made.



How do we support the social and emotional development of young people with SEN?

Bradfield school are **trauma informed** in their approach to supporting the social and emotional development of pupils with SEND.

Staff have also received training on whole school mental health strategies within our Behaviour Blueprint

The following external providers run mental health interventions in our school:

- Unravel
- Counselling
- Art Therapy
- Healthy Minds
- Think for the Future
- Sheffield United Community

Some pupils also receive support in school from Local Authority services.

These include:

- Family Intervention Service (FIS)
- Primary mental health (via FIS)
- Community Youth Team
- Attendance and Inclusion
- Children's Social Care



What other bodies do we work with to ensure we meet the needs of young people's SEN and support their families?

Specialist Teaching Service (Hearing/Vision Impairment)	Speech and Language Therapy Service (SALT)	Educational Psychology Service (EPS)	SEND Statutory Assessment and Review Service (SENDSARS)	Community Youth Team (CYT)	Children's Social Care
Family Intervention Service (FIS)	SEND Information and Advice Support Service (SENDIASS)	The Ryegate Child Development and Neurodisability Service	Youth Justice Service	Specialist Assessor for Exam Access Arrangements	Occupational Therapy (OT)
Attendance and Inclusion Team	Autism and Social Communication Education and Training Service (ASCETS)	Child & Adolescent Mental Health Service (CAMHS)	Locality SEND Network	Progressions Team (Alternative Provision)	Trust SEND Network
Autism Education Trust	Step Forward Psychology	Fusion SEND Hub	Learn Sheffield	Let's Verbalise	Secondary Inclusion Panel



What if you are unhappy with the provision your young person is receiving and wish to make a complaint?



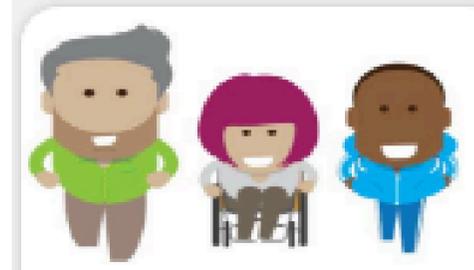
Let's Talk

The SEND Department is always happy to support with any issues regarding SEND provision and can be contacted at: send@bradfield.Sheffield.sch.uk

Alternatively, the Trust's Complaints Procedure can be followed.



Sheffield Local Offer



About the Local Offer and other information



Tell us what you think



Childcare



Education and learning



Transition into adulthood



Health and wellbeing



Money matters



Things to do



Help with caring



Getting around



Staying safe



Professionals zone - UNDER CONSTRUCTION

Website link:

[LocalOffer | Sheffield](https://sheffielddirectory.org.uk/LocalOffer/Sheffield)
[.sheffielddirectory.org.uk](https://sheffielddirectory.org.uk)