

SEND at Marlcliffe

Reviewed February 2025

Our School Values - What do we want for our children?

“Supporting Children on a
Life Long Learning
Adventure”

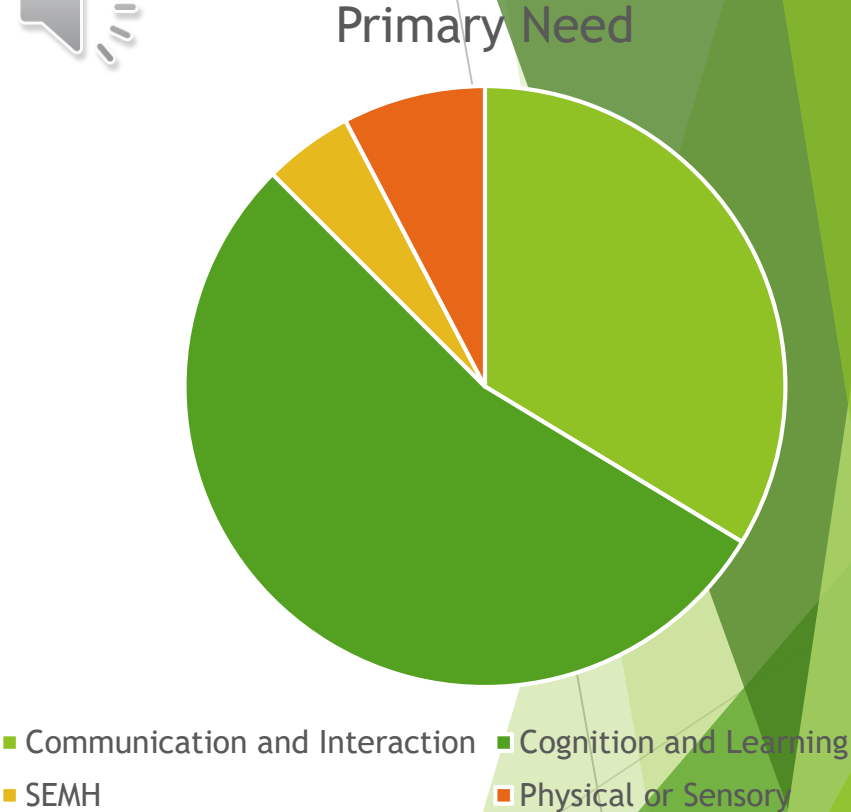


SEND Needs at Marlcliffe

All SEND needs are divided into 4 categories.

Each child on the SEND register has a Primary need. They may also have secondary needs but these are not shown in this data.

4 Areas of SEND	Primary need of children at Marlcliffe (%)
Communication and Interaction	35%
Cognition and learning	56%
Social and Emotional including Mental Health	5%
Physical and Sensory	8%



What does this really look like?



anger management
hearing impairment
emotional regulation
speech and language
adhd
autism
social communication
anxiety
processing
withdrawn
narcolepsy
sensitive to noise
hearing loss
exhaustion - physical
social and emotional
gestalt learner
medical need
lack of focus
emotional
asd
tourettes
deal

Information About SEND at Marlcliffe



- ▶ [Our SEND Policy](#)
 - ▶ [Our Accessibility Plan](#)
 - ▶ [Our SEND Information Page](#)
 - ▶ Our SENCO contact details - rstacey@marlcliffe.sheffield.sch.uk
 - ▶ [The Sheffield Local Offer Page](#)
- ▶ We know that managing your Child's needs can be isolating and that the systems surrounding SEND are often complicated. Please reach out if you would like further support or information.



More General Information

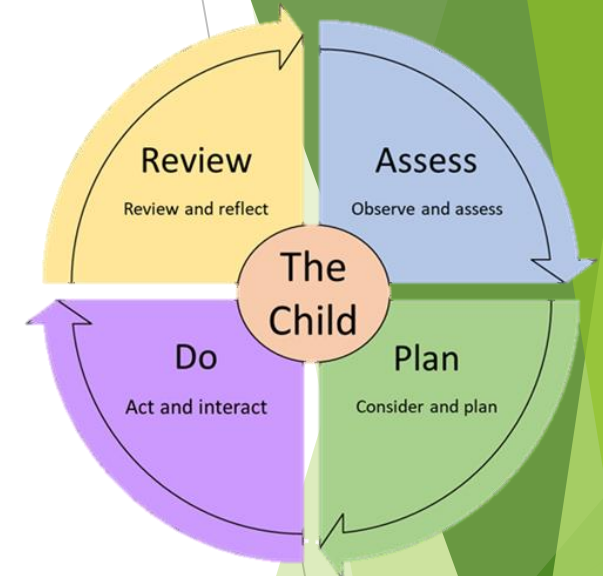
You don't need to read these documents but they may be useful if you would like more information about the school.

- ▶ [Our Complaints Procedure](#)
- ▶ [Our Behaviour Policy](#)
- ▶ [Our Medical Policy](#)
- ▶ [Our Safeguarding Policy](#)
- ▶ [Admission Arrangements](#)
- ▶ [Our Ofsted Report](#)



How do we identify Children with SEND?

- ▶ We use assessment for learning, progress review meetings, regular summative assessment and SEND review meetings to monitor progress. This is the responsibility of teachers and is supported by the school management team.
- ▶ Where a child may not be making expected progress, their teacher will discuss how they are being supported with the SENCO.
- ▶ The child may be placed on the SEND register and given additional support. They will have a SEND plan.
- ▶ Children on the SEND register have reviews with parents and their class teacher before each half term holiday.



A child might be put on the SEND register if...



- ▶ They have an official diagnosis e.g. Autism, Dyslexia, Tourette's
- ▶ They are working 2 years or more below the level expected for their age.
- ▶ They need additional support beyond what is usually available in the classroom.

Education Health Care Plans

Education, Health & Care Plan

- For some children, an EHCP is needed. This is a legal document which details the outcomes and provision needed for a child. This document is for children who have a SEND need and who need more than what the school can provide without support from other professionals.



Supporting Children in the Classroom



Teachers have a good understanding of the needs of the children in their class and they use lots of different strategies to support them to do their best.

We have a document which gives details about different SEND needs and how teachers can best support those differences in the classroom.

There are lots of different ways to scaffold learning which are available to all of the children in school as part of good quality teaching.

Where needed, children might also have small group or 1:1 interventions and support.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



My teacher helps me
by...checking I have
understood the
instructions.

My teacher helps me
by... giving me breaks
when I need them.

My teacher helps me
by...providing a laptop
to type some of my
work.

My teacher helps me
by...chatting about the
things that work well
for me and the things
that I find tricky.



My teacher helps me
by...giving me chances
to check my work with
an adult.

My teacher helps me
by...helping me to feel
calm when I am upset.
I can use the calm
area.

Small Group and 1:1 Interventions



Your child may need support in a specific area and be part of an intervention to help them to make progress.

For some children, more specialist interventions are planned and delivered. These might be bespoke to match the child's exact needs.

Area of SEND Need	Intervention
Cognition and Learning	Little Wandle Phonics Interventions Reading Fluency Reading Comprehension Maths Catch Ups Pre and Post Learning Sessions
Communication and Interaction	Narrative Intervention Programme Vocabulary Intervention Programme Colourful Semantics LEAP Cued Articulation Attention Autism/Curiosity Programme Intensive interaction
SEMH	Mighty Minds Zones of Regulation Lego Therapy Nurture Clubs Learning Mentor Support Sensory Circuits
Physical and/or Sensory	Fit Club- Gross Motor Skills Development Write from the Start - Handwriting Fine Motor Skills Practice Touch Typing Skills Scheme



Involving other Professionals

- We work with lots of outside agencies to make sure our staff have up to date training and that we have advice on how to support our SEND learners.





Outside Agency	
Educational Psychology Service	The school pays for sessions with a locality EP to come into school to observe children and write a report about the best options for support.
Speech and Language Therapist	The SALT team visit children in school across Sheffield where a referral is made. They will give the school a report which includes targets and how to support the child.
Occupational Therapist or Physical Therapist	An OT or PT may come into school to advice us on how to support a child with specialist equipment or exercises.
ASCETS (Sheffield Autism Team)	The ASCETS team may come into school where we make a referral for a children who we think may need specialist support. They may write a report or come to do sessions with the child alongside staff.
Health Services	If your child has a medical need, we will liaise with their healthcare team to make sure they are looked after at school. They might need a care plan.
Social Care Services	We might work with these services to support children and their families. We can also make a referral to the Family Support Service if you feel this would be helpful.

Teaching Emotional Literacy



The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

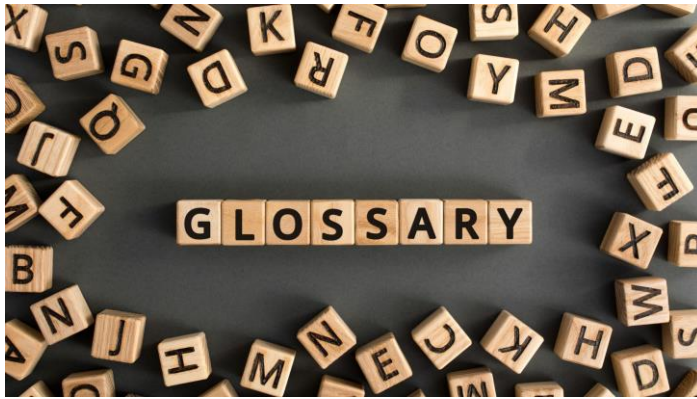
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- ▶ It is very important to us that our children are able to manage their own emotions and have an understanding of what it means to have good mental health.
- ▶ Children can visit our learning mentor, pastoral support team or speak to a member of staff in school.
- ▶ Children are encouraged to access calm areas in their classrooms and use a range of strategies to manage their feelings.
- ▶ All children access our Personal Development curriculum and are part of whole class learning about the Zones of Regulation.

Your Views and The Views of Your Child Are Important!

- ▶ We want to make sure that parents and carers get a chance to share their views about the school, our SEND provision and how best to support your child.
- ▶ You can contact us via the school office or by emailing the SENCO:
rstacey@marlcliffe.sheffield.sch.uk
- ▶ Our SEND reviews are an opportunity for you to shape the support your child receives in school.
- ▶ Children are supported to create a pupil profile in school and older children are asked for updates before each SEND review so that they have their own say in their education.





Understanding SEN Acronyms

ASD:	Autism Spectrum Disorder
CAMHS:	Child and Adolescent Mental Health Services
CCG:	Clinical Commissioning Groups
EHC:	Education, Health and Care
EP:	Educational Psychologist
ESCO:	Early Support Care Co-ordination
EWO:	Education Welfare Officer
HI:	Hearing Impairment
LA:	Local Authority
MLD:	Moderate Learning Difficulty
MSI:	Multi-sensory impairment
OT:	Occupational Therapy /Therapist
PD:	Physical Disability
PMLD:	Profound and Multiple Learning Difficulties
PR:	Parental Responsibility
PT:	Physiotherapy /Physiotherapist
SALT/SLT:	Speech and Language Therapy /Therapist
SEN:	Special Educational Needs
SENCo:	Special Educational Needs Co-ordinator
SEND:	Special Educational Needs and Disabilities
SLCN:	Speech, Language & Communication Needs
SLD:	Severe Learning Difficulties
SpLD:	Specific Learning Difficulties
STAPS	Specialist Teacher and Psychology Service
TA:	Teaching Assistant