

Emmanuel Junior Academy



‘Be Respectful, Be Courageous, Be Safe’

Special Educational Needs and Disabilities (SEND) Information Report 2026-2027

Last reviewed: October 2026
Next review due: September 2027



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

At Emmanuel Anglican/Methodist Junior Academy, we believe every child is known, valued and loved. We are committed to providing an inclusive environment in which all pupils are welcomed, supported and enabled to achieve their full potential. Our approach is underpinned by the Diocese of Sheffield Academies Trust Inclusion Charter, which promotes belonging, participation and achievement for every child.

SEND Leadership

Headteacher: Mark Backhouse

Special Educational Needs and Disabilities Coordinator (SENDCo): Sian Leivers

The SENDCo coordinates provision for pupils with SEND, supports staff, works closely with families and external agencies, and monitors the effectiveness of SEND provision across the school.

Types of SEND Supported in school

The school supports pupils across the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Admissions

Emmanuel Junior Academy welcomes applications from all children, including those with Special Educational Needs and Disabilities. Admissions are managed in accordance with the DSAT Admissions Policy and the School Admissions Code. No pupil will be refused admission because they have SEND or a disability. Where the school is named in an Education, Health and Care Plan (EHCP), the school will admit the pupil in accordance with its statutory duties.

Identification of SEND

The school uses a range of information to identify pupils who may require additional support. This may include teacher assessments, progress data, pupil voice, parental concerns, attendance information, wellbeing information, medical information and specialist advice.

Identification of SEND is based on a holistic understanding of a child's strengths and needs. Slow progress or low attainment alone does not necessarily indicate SEND.

Inclusive Provision and SEN Support

High-quality inclusive teaching is the foundation of provision for all pupils. Classroom support may include:

- Adaptive teaching
- Scaffolded learning
- Visual supports
- Structured routines
- Flexible grouping

- Sensory adaptations
- Assistive technology
- Emotional regulation support

Where a pupil requires provision that is additional to or different from that ordinarily available, they may be identified as requiring SEN Support

Access to the Curriculum and Learning Environment

Teachers adapt learning, resources, teaching approaches and classroom environments to ensure that pupils with SEND can access a broad, balanced and ambitious curriculum. Adaptations are informed by individual needs and may include reasonable adjustments, differentiated resources, alternative recording methods, visual supports, assistive technology, adapted presentation of information, sensory adjustments and additional adult support where appropriate.

The effectiveness of adaptations is monitored through the graduated approach and reviewed regularly with pupils and families.

Specialist Resources

Depending upon individual needs, pupils may access:

- Visual supports and communication resources
- Personalised learning materials
- Sensory equipment
- Assistive technology
- Specialist recommendations from external professionals

Resources are reviewed regularly to ensure they continue to meet pupils' needs effectively.

Where specialist equipment, resources or facilities are required, the school works in partnership with families, the Local Authority and relevant professionals to identify, obtain and review appropriate support. Specialist recommendations are implemented wherever feasible to promote access, participation and progress.

The Graduated Approach

The school follows the graduated approach outlined within the SEND Code of Practice:

Assess → Plan → Do → Review

Support is planned collaboratively with families, pupils and relevant professionals. Provision and outcomes are reviewed regularly, with formal review meetings taking place three times each year.

Assessing and Reviewing Progress

The progress of pupils with SEND is monitored through ongoing teacher assessment, pupil progress meetings, provision reviews, standardised assessments where appropriate, and review of individual

outcomes. Parents and carers are kept informed through regular communication and formal review meetings.

The school evaluates both academic and wider outcomes, including attendance, wellbeing, engagement, independence and participation in school life, to ensure provision remains effective and responsive to need.

Partnership with Parents and Pupils

We recognise that parents and carers know their children best and are essential partners in achieving positive outcomes. Families are involved in decision-making, support planning and review processes.

Pupil voice is central to our approach, and children are encouraged to contribute to decisions affecting their education and support.

Social, Emotional and Mental Health Support

The school provides a range of pastoral and emotional wellbeing support, including:

- Learning Mentor support
- Emotional regulation strategies
- Individual or small-group interventions
- Nurturing relationships with trusted adults
- Support from external professionals where appropriate

Education, Health and Care Plans (EHCPs)

For pupils with EHCPs, the school delivers the provision specified in the plan, monitors progress towards agreed outcomes and works closely with families and professionals. Annual Reviews are held in accordance with statutory requirements.

Where appropriate, the school may request an Education, Health and Care Needs Assessment.

Accessibility

The school is committed to ensuring that pupils with disabilities can access learning and participate fully in school life. Reasonable adjustments are made where required.

The school's Accessibility Plan identifies how the school will continue to improve:

- Access to the curriculum
- Access to the physical environment
- Access to written information

The school is committed to ensuring that pupils with SEND and disabilities can participate fully in all aspects of school life. This includes educational visits, residential experiences, extracurricular clubs, enrichment opportunities, sporting activities, performances and leadership opportunities.

Reasonable adjustments are made where necessary to enable pupils to participate alongside their peers and experience a sense of belonging within the school community.

Transition Arrangements

The school works carefully to support pupils during periods of transition, including:

- Admission to the school
- Transfer between year groups
- Transfer to another school
- Transition to secondary education

Additional transition arrangements are provided where required, and considered on an individual basis.

Working with External Agencies

The school works in partnership with a range of services, including:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Autism Support Services
- Community Paediatrics
- Health and Social Care Services

Staff Training and Expertise

The school is committed to ensuring that all staff have the knowledge and skills required to support pupils with SEND effectively. Professional development may include training in areas such as autism, speech, language and communication needs, social, emotional and mental health needs, sensory processing differences, dyslexia-friendly practice, adaptive teaching, inclusive classroom approaches and medical needs.

The SENDCo provides advice, guidance and coaching for staff and works closely with external professionals to develop expertise across the school. Training needs are reviewed regularly to ensure that provision reflects current evidence-informed practice and the needs of pupils within the school community.

Support for Looked After and Previously Looked After Children

The SENDCo works closely with the Designated Teacher, families and other professionals to ensure that any SEND needs are identified promptly and that appropriate support is provided.

Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Pupil progress meetings
- Provision reviews
- Learning walks
- Parent feedback
- Pupil voice
- Intervention reviews
- SEND audits, as a school and with external agencies where appropriate

This information is used to evaluate impact and inform ongoing school improvement.

SEND Governance

The Local School Board and the Diocese of Sheffield Academies Trust are committed to promoting inclusion and ensuring that the school fulfils its duties under the Children and Families Act 2014 and Equality Act 2010. Governors receive information about the effectiveness of SEND provision and monitor the school's statutory responsibilities for pupils with SEND.

Further Information and Support

Information about services available to children and young people with SEND can be found through the Sheffield Local Offer <https://www.sheffield.gov.uk/schools-childcare/special-education-needs/local-offer>

Families may also access impartial advice and support through Sheffield SENDIASS <https://sheffieldsendias.org.uk/>

Complaints, queries and questions

Any concerns regarding SEND provision should initially be discussed with the class teacher. If concerns remain, parents and carers should contact the SENDCo and, where necessary, the Headteacher. Complaints will be managed in accordance with the school's Complaints Policy.

Our Commitment

Emmanuel Junior Academy is committed to ensuring that every child experiences a sense of belonging, participates fully in school life and achieves their potential. We work collaboratively with families, staff and external professionals to provide high-quality, inclusive support for all learners.

Related School Documents

This report should be read alongside:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

These documents are available from the school office and the school website.