

Talbot School SEN information report 2026

1	The type of SEN provision made	We have 252 students on roll, aged 11-19 and all have severe and complex learning difficulties. This ranges from students working at early developmental levels to those working at Y1. The school works closely with professionals from health and social care in order to ensure that the care and welfare needs of the students are met. Therapeutic programmes and advice are embedded within the curriculum for students where this is appropriate. Most students remain at Talbot for their Post 16 education in a range of sites across the city.
2	The school's identification and assessment policies	All students have an Education Health and Care Plan. We offer 3 curriculum pathways at Year 7-11, semi-formal, informal, and pre-formal, which are flexible and personalised in order to meet the very diverse learning needs of our students. There are 3 pathways at Post 16: Pathway to Enriched Adult life, Pathway to Supported Adult Life and Pathway to Independent Adult Life. Communication is assessed in conjunction with SALT, using CATHS (Communication At The Heart of School). All students have outcomes in their EHCP and these are linked to the Preparation for Adulthood Pillars. We monitor progress towards these outcomes, providing summative assessments three times a year.
3	School's policies for making provision for all students with SEN	The school ensures that the diverse learning needs of all students are reflected in all policies. The school has a commitment to inclusion and ensures that all students can participate fully in the curriculum.
3a	How the school evaluates the effectiveness of provision for SEN students	The progress and achievement of students is closely monitored and scrutinised through ongoing assessment. Interventions are put in place where needed. The progress of students receiving pupil premium is closely monitored and these students achieve in line with other students in the school.
3b	Arrangements for assessing and reviewing progress	The EHCP is reviewed annually and parents' evenings take place three times each year, either face to face or virtually. Progress towards outcomes on each student's EHCP are tracked continually. Partnership with parents/carers is central to our work with students and informal or formal meetings to discuss progress can be held at any point when required.
3c	Approach to teaching students with SEN	Teachers are highly skilled in delivering an inclusive, personalised curriculum. Activities are differentiated and broken down into small steps to meet the individual needs of each student so that all can achieve and reach their potential. A wide range of strategies is embedded within the curriculum delivery including Makaton, PECS, intensive interaction and Attention Autism. Objects of reference, visual timetables, symbol-based communication systems and switches are used to support students in developing effective communication.
3d	How the school adapts the curriculum/learning	The school is completely wheelchair accessible. Touch pads have been added to doors to enable easy access. Tracked hoisting systems are in place in 12 classrooms and

	environment for SEN students	in the hydrotherapy pool and changing rooms. Accreditation is offered where this is useful to a student's next steps in their education journey, this may be through AQA Awards or Entry Level Functional Skills. We also offer the Duke of Edinburgh Bronze and Silver Awards.
3e	The additional support for learning available to SEN students	Students are taught in small groups with high staffing ratios. The level of support is dependent on the learning and support needs of the individual student. A small number of students receive 1:1 support. However, all students are encouraged to be as independent as possible whilst ensuring their safety and wellbeing. Students have access to the hydrotherapy pool and rebound therapy to support physical development.
3f	How school enables SEN students to engage in all activities of the school	The school offers a broad and balanced curriculum, including a wide variety of enrichment activities. All students are part of a class group, but some may follow a personalised timetable to ensure their physical, sensory and emotional needs are met
3g	Support available for improving the emotional, mental and social development of SEN students	All staff are trained in Team Teach and are skilled in implementing strategies in order to de-escalate behaviours that could lead to crisis. Repair and reflect activities support students in developing strategies to manage their own emotions. The school has a programme of Nurture provision, led by the Well-being team, and this is offered to students throughout the school as needed. We work closely with CAMHS and the educational psychology service and adopt a multi-professional approach.
4	The SEN coordinator's name and contact details	Karen Halford is the SEN coordinator contact her on the school number 0114 2507394
5	Information on staff expertise their SEN training, and how specialist support will be secured	All staff are trained in Team Teach, Makaton/Total communication, Personal care/dignity and respect and Moving and Handling. Additional staff training has been given in intensive interaction, sensory integration and attention autism. Key staff have been trained in the delivery of Essential letters and Sounds phonics.
6	Information on equipment and facilities to support SEN students and how this will be secured	The school works in partnership with other professionals including physiotherapists, occupational therapists and speech and language therapists. Specialist equipment including switches, communication aids, specialist seating and standing frames is provided for individual students as required, following multi-professional advice and assessments. The school has a hydrotherapy pool which is fully accessible.
7	Arrangements for consulting parents of students with SEN, and involving them in their education	The Education, Health and Care Plan is reviewed annually. Parents evenings are held three times per year. We ensure that all partners agree on the priorities for individual students so that the school and parents/carers can work together to support the young person in achieving their potential.
8	Arrangements for consulting students and involving them in their education	Students are encouraged to attend annual reviews and parents' evenings. Their opinions and aspirations are at the heart of the provision offered to them. We seek student voice in a variety of ways and for issues that are meaningful

		to our students, for example the design of our new library, arrangements for celebration / festive events.
9	Governing body arrangements for the treatment of parental/ student complaints concerning the school's provision	The school has a complaints procedure which is followed by the headteacher and governors. Complaints that cannot be resolved by the headteacher are referred to the Chair of Governors.
10	How the governing body involves other bodies (health, social care LA support services and voluntary organisations) in meeting their needs	The school works closely with other agencies including health and social care. Physiotherapists, speech and language therapists and occupational therapists contribute to the well-being and education programmes of students and attend annual reviews and multiagency meetings as necessary.
11	The contact details of support services for parents of SEN students	The Local Authority SEN officers can be contacted on 0114 2736394
12	The school's transition arrangements for SEN students	Students can leave school at Y11 and may move on to one of the Sheffield Colleges. Most students remain at Talbot for post 16 provision. Post 16 students leave school at Year 12, 13 or 14 and move on to a range of education and social care providers. Multi-agency, personalised planning takes place to identify the appropriate provision and to ensure secure plans and funding are in place prior to the student leaving school. The school supports transition planning by facilitating transition meetings and liaising closely with families and providers. We support students on transition visits to a range of social care providers.
13	Link to the authority's local offer	The Local Offer can be found at https://www.sheffielddirectory.org.uk/localoffer
This report will be reviewed in September 2026		