



Students with Special Educational Needs and Disabilities (SEND)

Context Overview	Y7	Y8	Y9	Y10	Y11	Y12	Y13	School%	National Average %
Number of pupils with SEND support (K)	31	28	23	23	25	8	6	9.6%	14%
Number of pupils with an Education Health and Care Plan (EHCP)	7	6	5	8	5	0	2	2.2%	4.8%
Number of pupils on the Sheffield Support Grid Level 3	34	27	26	26	23	7	5	9.9%	N/A
Number of pupils on the Sheffield Support Grid Level 4	3	6	4	6	8	1	3	2.1%	N/A
Number of pupils on the Sheffield Support Grid Level 5	0	1	1	0	2	0	0	0.3%	N/A

*Note: National SEND figures include pupils with an Education, Health and Care (EHC) plan and those receiving SEND Support across **all state-funded nursery, primary, secondary and special schools, as well as non-maintained special schools, pupil referral units (PRUs) and independent schools**. Comparisons with individual mainstream secondary schools should therefore be interpreted with this broader national context in mind.*

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)

Note, the table above relates to the Sheffield Support Grid.

Area of need breakdown for students on SEND Support K and with an Education Health and Care Plan (EHCP).

Area of Need	7	8	9	10	11	12	13	Total	% of school
Autism (AUT)	14	5	10	4	8	4	6	51	3.40%
SEMH	10	12	8	18	14	3	2	67	4.47%
MLD	3	4	6	0	4	0	0	17	1.13%
SLCN	6	5	2	4	3	0	0	20	1.34%
SPLD	4	2	0	4	0	0	0	10	0.67%

SEND Commentary

SEND pupils (E and K combined) account for 11.8% of the school population (177 pupils out of 1,498), equating to just under one in ten learners. This sits below national figures published by the DfE, which include pupils in specialist and alternative provision as well as mainstream schools, and should therefore be interpreted within this broader context.

SEND identification is consistently distributed across Years 7–11, with each year group contributing between 1.9% and 2.5% of the total school population. Post-16 cohorts are smaller, with SEND representation at 0.5% per year group, reflecting both reduced cohort size and successful transitions.



The majority of SEND pupils are identified at SEN Support (K), accounting for 9.6% of the school, with a smaller proportion (2.2%) having an Education, Health and Care Plan (E). This indicates that most needs are met through targeted, school-based provision, with relatively few pupils requiring statutory support.

Analysis of primary areas of need focuses on the five most prevalent categories (Autism, SEMH, MLD, SLCN and SpLD), which account for the majority of identified SEND within the school. SEMH and Autism are the most common needs, together representing 7.9% of the total school population. SEMH needs increase notably through Key Stage 4, particularly in Year 10, while Autism remains consistently represented across all year groups, including post-16.

Overall, the SEND profile reflects a predominantly needs-led, intervention-focused cohort, underpinned by inclusive Quality First Teaching, targeted Wave 2 interventions and structured Wave 3 provision, ensuring pupils' needs are met effectively while maintaining high expectations for progress, independence and preparation for adulthood.