



SEN Information Report

Version 1.2 October 2018

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASSEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

Clifton Primary School

SEN Information Report

Date 14th May 2024

Name of the Special Educational Needs/Disabilities Coordinator:
Stewart Culley

Contact details:

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The kinds of SEND we provided for.

We are an inclusive mainstream school that has experience of providing support for children with Autistic Spectrum Disorder, Specific Learning Difficulties such as: Attention Deficit Hyperactivity Disorder, Dyslexia, Dyscalculia, Dyspraxia, as well as children experiencing hearing loss, Social and Emotional Difficulties, Speech and Language Difficulties and are committed to meeting the needs of any child that joins us.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

The staff at Clifton Primary school employ a variety of techniques in identifying the needs of children, including those with Special Educational Needs or Disabilities (SEND). A child has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A barrier to learning may be identified by the school and this would be addressed by the special provision that the child is given.

Children are continually assessed in a variety of ways ranging from oral questioning to formal testing and through this a child's attainment and progress is identified and is monitored through the school's use of iTrack and PIVATS. If a need is identified through this, again special provision would be employed if required.

Communication with parents and carers is vital for the success of a child's education and no more so with children with SEND. Clifton Primary School operates an open-door policy where parents can discuss their child's learning with the class teacher or other appropriate member of staff. This can be extremely important in identifying trends in a child's behaviour and attainment and can assist in diagnosing conditions, particularly where there may be a family history of a condition. Appointments can be

made, if necessary or meet with the SENCO or Head Teacher to discuss a child's learning.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children are encouraged to be at the centre of their own learning and independence is nurtured throughout school from Reception to Year Six. To this end the children with SEND are encouraged to express their views about the provision they receive and will have input on their Individual Education Plan (IEP), which contains short-term targets for the child to reach in order to support their progress. Children also have input into their Education Health Care Plan (EHCP) where applicable.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents and carers of children with SEND are invited to regular meetings with the class teacher in order to discuss their existing IEP, and the progress made on meeting the targets set. Agreement is then reached on new targets for the child, which in turn will be reviewed after a period of time. Depending on the needs of the child, parents will have regular meetings with staff and any professionals involved with their care. In addition, it may be appropriate at any stage for parents and carers to meet staff to discuss progress and what could be done to improve it as required. Parents and carers will be consulted with regards to applying for and completing an EHCP where applicable.

How will the curriculum be matched to my child/young person's needs?

Planning in each class takes account of the needs of all of the children, regardless of ability. This planning may be differentiated to ensure that children are appropriately challenged during the lesson and ensure quality learning and outcomes. In addition to this, it may be necessary to provide additional opportunities to learn within the lesson to meet the needs of individual learners. Additional adult support for children may be provided as required based on the learners' needs, which may be greatly differentiated from the tasks given to the class in general. It may be necessary for a child to receive provision outside of the

classroom within a small group or on a one to one basis. This may take place during assemblies or during lesson times.

How accessible is the school environment?

Clifton Primary School provides access, where possible, to all learners. We have a disabled access toilet and shower as well as wheelchair access throughout the building and grounds. Within the classroom additional access arrangements can be made, for example, specialised desks or seating may be required as well as smaller equipment such as specialised writing implements.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

At Clifton Primary School resources are allocated based on the children's needs. Advice may be taken from outside professionals, such as Paediatric Consultants, Speech and Language Experts and so on, as well as parents and carers, with regards to what may assist a child with their progress. A decision will then be made on what to provide for the child that will best support them with the curriculum.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

The school holds parent and carer consultation sessions three times a year, where the opportunity is provided to discuss progress and attainment. In addition, if the child is on an IEP, then parents will meet more regularly to discuss targets and the progress made to meeting them. Reports are sent out on a yearly basis, which highlight the progress and attainment over the school year as well as setting targets for the forthcoming year.

School monitors progress continually through the use of ongoing assessment and that progress is entered into the School Tracker to ensure that it is monitored not only by the class teacher, but also school senior leaders, including the Head Teacher and SENCO. Children with SEN may use a specific form of assessment called PIVATS, which enables children to show progress and attainment that may not be apparent through other means.

Through these consultations and meetings, the opportunity is provided to discuss strategies that can be employed at home and resources may be sent home with the child to support this.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

At Clifton Primary School, staff have received a variety of training to assist in the successful delivery of SEND provision. The SENCO has completed the National Award for Special Educational Needs Co-ordinator. Staff receive ongoing training in supporting SEN, as well various techniques in supporting children with Social and Emotional issues.

The school has access to the Language Tree Speech and Language support, IDSS Specialist Teacher Support, NHS Speech and Language and Education Psychologists if required.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Arrangements would be made for a prospective new child to visit our school in advance of attending in order to familiarise them with the location and staff if required. Discussions are held with parents and with staff from the previous school to ensure a continuation of quality provision.

When the child comes to leave Clifton, we would ensure that visits take place to the new location, and, where possible, pictures of the location and staff would be taken so the child can build up a scrapbook of where they will be going and who they will meet. Some high schools offer visit days, which Clifton would ensure the child was able to take part in so that they feel comfortable going to their new school. Meetings are held between the Year Six class teacher and the head of lower school at the receiving high school to discuss the children that will be attending their school. The SENCO also meets with the receiving SENCO to highlight areas of need and what has been done to help support individual children.

How will my child/young person be included in activities outside the classroom, including school trips?

Every attempt is made at Clifton to ensure that all of the children can access PE activities as well as any trips or visits that may take place. Staff would visit the site of the visit to

ensure that risk assessments are carried out for the safety of all children and staff due to attend.

At Clifton we offer a residential trip for a week in Year Six, and it is ensured that reasonable access is provided for all learners, including site visits in advance for any children that would benefit from them.

What support will there be for my child/young person's overall well-being?

Every effort is made at Clifton Primary School to maintain the emotional happiness and well-being of all of the children. In addition we have a Learning Mentor who is available for all of the children to meet with and discuss any issues that they may be having. The Learning Mentor will also be available to meet with parents and carers to ensure that everything that can be done to support the children is being done.

The children's well-being is a priority at Clifton, all staff help to support and monitor the children's social and emotional state and ensure, where necessary that they receive any support that they may need. Any issues would be discussed with parents and carers to help the child through any difficulties they may be experiencing.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The SENCO monitors the progress and attainment of all the SEND children across the school. Where there are concerns about the either progress or attainment this will be discussed with the Head Teacher and with the class teacher. This monitoring would highlight where individual children or groups of children may not be performing well and it would be investigated with regards to what provision the child or children received and what could be done to improve it.

The SENCO meets termly with teaching staff to discuss the progress of children with SEN and that provision is effective for the children.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Clifton Primary School has access to a variety of support services for the children. Outside professionals would be called upon to help support children if the need arises from discussion between the class teacher, SENCO and parents or carers. Parental consent is

vital to accessing outside support and ensures that all concerned understand the role played by the outside professional in the support of the child. Family support is also offered through the Learning Mentor, who can signpost places to get further help that the school is unable to offer, such as food banks, etc.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Clifton Primary School we take any complaints very seriously with regards to the provision for children in school. If a parent or carer has a concern they should address it initially to the class teacher. In the event that there is still a concern then they should contact the SENCO or Head Teacher to progress it further. If these meetings are unable to resolve the concern then the parent or carer should contact the school governors.

Where can I find the contact details of support services for the parents of children/young people with SEND?

For information or support for parents or carers regarding SEND, the Parent Partnership Service can be contacted on 0300 123 6706 or visit information.lineteam@lancashire.gov.uk.

Where can I find information on where the local authority's local offer is published?

Our Local Offer - Insert link to your establishments Local Offer

