



SEND Information Report

Clifton Primary School

1. Introduction

Clifton Primary School is a one form entry primary school that is committed to providing a fully inclusive education for all pupils. We believe that every child is entitled to a broad, balanced and ambitious curriculum, regardless of their individual needs or starting points. Our ethos is rooted in high expectations, early identification, and strong partnerships with families.

As a small school, we are able to know our pupils well as individuals. This enables us to respond quickly to emerging needs and to provide personalised support where required. Inclusion is embedded in our daily practice, and we strive to remove barriers to learning so that every pupil can participate fully in school life.

In addition to our mainstream provision, we host a Key Stage 1 Enhanced SEND Provision. This provision supports pupils with more complex needs while maintaining strong links to mainstream learning and the wider school community.

2. Our SEND Provision

Mainstream Provision

High-quality, adaptive teaching is the first step in responding to pupils who have SEND. All teachers are responsible for the progress and development of every child in their class, including those with additional needs. Teaching is carefully planned and differentiated to meet a range of abilities and learning styles.

Support within the mainstream classroom may include scaffolded tasks, adapted resources, visual supports, pre-teaching of vocabulary, structured interventions, and additional adult support. Where appropriate, assistive technology is used to promote independence and access to learning.

Interventions are evidence-informed and time-limited, with clear entry and exit criteria. The impact of these interventions is reviewed regularly to ensure that they are effective and that pupils are making sustained progress.

Key Stage 1 Enhanced SEND Provision

Our Key Stage 1 Enhanced Provision is designed to meet the needs of pupils who require a higher level of structure, specialist input or adult support than can typically be provided within a standard classroom setting. All pupils within this provision have an Education, Health and Care Plan (EHCP).



The provision offers a lower pupil-to-adult ratio, enabling personalised learning programmes and consistent adult relationships. Teaching is highly structured and incorporates visual timetables, predictable routines and explicit teaching of communication and social skills.

There is a strong focus on speech and language development, emotional regulation and the development of independence. Pupils are supported to access mainstream lessons and whole-school activities wherever appropriate, ensuring that they remain part of the wider Clifton Primary School community.

3. Identification of SEND

Clifton Primary School follows the graduated approach as outlined in the SEND Code of Practice: Assess, Plan, Do, Review. Identification of SEND is a continuous and dynamic process.

Concerns may be raised by class teachers through ongoing assessment, by parents who notice differences in development or by information shared from previous educational settings. We also use assessment data and pupil progress meetings to identify children who may not be making expected progress.

Once a need is identified, the class teacher and SENDCo work together to analyse the child's strengths and barriers to learning. This analysis informs planning and targeted intervention. Where appropriate, advice from external professionals may be sought to ensure accurate identification and appropriate provision.

Needs are understood within the four broad areas identified in the Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs, along with independence and self-help skills.

4. Individual Education Plans (IEPs)

Individual Education Plans are an important part of our graduated response for pupils receiving SEN Support. IEPs are written once each term and outline specific, measurable, achievable, relevant and time-bound targets. These targets focus on the most significant areas of need and are designed to be clear and practical.

IEPs detail the strategies, interventions and adult support that will be provided to help the child achieve their targets. They are working documents and are used regularly by staff to inform daily teaching.

IEPs are shared with parents before each half-term holiday. This ensures that families are kept fully informed about their child's targets and progress. Parents are encouraged to discuss the IEP with the class teacher or SENDCo and to contribute their views. This collaborative approach ensures consistency between home and school.



Progress towards IEP targets is reviewed at least termly, and new targets are set as part of the ongoing cycle of Assess, Plan, Do, Review.

5. Monitoring and Reviewing Progress

The progress of pupils with SEND is monitored carefully through a range of qualitative and quantitative measures. Teachers carry out ongoing formative assessment within lessons, and this is supplemented by more formal assessment data where appropriate.

Termly pupil progress meetings provide an opportunity for senior leaders and class teachers to analyse data and evaluate the effectiveness of current provision. Provision maps are going to be used to track interventions and ensure that support is appropriately targeted.

Where pupils are not making expected progress, provision is reviewed and adapted. This may involve adjusting strategies, increasing support or seeking additional professional advice. Our aim is always to ensure that provision is responsive and evidence-based.

6. Education, Health and Care Plans (EHCPs)

For pupils with significant and complex needs, the school may request an Education, Health and Care needs assessment from the Local Authority. This is done in close partnership with parents and relevant professionals.

If an EHCP is issued, the school is responsible for delivering the provision specified in Section F of the plan. Staff ensure that the outcomes outlined in the EHCP are integrated into daily planning and practice.

Annual Review meetings are held in accordance with statutory guidance. These meetings involve parents, school staff and any relevant external professionals. The purpose of the review is to evaluate progress towards outcomes, consider any changes in need and plan next steps.

7. Partnership with Parents

We recognise that parents and carers are experts in their own children. Effective communication and strong partnerships are essential to securing positive outcomes for pupils with SEND.

In addition to sharing IEPs prior to each half-term holiday, we offer regular parent consultation meetings and informal opportunities to discuss progress. The SENDCo is available by appointment to discuss any concerns in greater depth.

Where appropriate, we signpost families to local support services, parent forums and voluntary organisations. We aim to ensure that parents feel informed, involved and supported throughout their child's educational journey.



8. Working with External Agencies

Clifton Primary School works collaboratively with a range of external professionals to meet pupils' needs. These may include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, specialist advisory teacher, and health professionals.

Referrals to external services are made in consultation with parents and are based on clearly identified needs. Recommendations from professionals are integrated into classroom practice and intervention planning.

We value multidisciplinary working and recognise that effective collaboration between education, health, and social care services is essential for pupils with complex needs.

9. Inclusion and Accessibility

Inclusion underpins all aspects of school life at Clifton Primary School. We are committed to ensuring that pupils with SEND are able to participate fully in academic, social and extracurricular opportunities.

Reasonable adjustments are made to ensure access to the curriculum. This may include adapted resources, alternative methods of recording, modified timetables or additional adult support.

Our Accessibility Plan outlines how we improve physical access, access to information, and access to the curriculum over time. Pupils within the KS1 Enhanced Provision are included in assemblies, educational visits, enrichment activities, and school events wherever possible, with appropriate support in place.

10. Complaints Procedure

We aim to resolve concerns about SEND provision promptly and constructively. Parents who have concerns are encouraged to speak initially with the class teacher. If the concern remains unresolved, the SENDCo should be contacted.

If further action is required, parents may follow the school's formal complaints procedure, details of which are available on the school website or from the school office. We are committed to working collaboratively with families to reach positive resolutions.

11. Contact Details

SENDCo: Suzanne Shrewsbury

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School Address: Clifton Primary School, Clitheroe Road, St Annes, FY8 3PY



12. Review of this Report

This SEND Information Report is reviewed annually.