



Special Educational Needs and Disabilities (SEND) Information Report – Clifton Green Primary School 2018

At Clifton Green Primary School we want all children to have high achievement and experience opportunities that enrich their lives. We take into account the individual needs of every child and use a wide range of strategies so that their learning journey through school is as successful and enjoyable as possible. High quality class teaching is vital and given high priority. For some children extra help or a personalised plan may be required. This document describes how support is provided to maximise achievement for all children with a focus on what we offer for children with Special Educational Needs.

1. How does Clifton Green Primary School know if children need extra help?

- a) When concerns are raised by parents/carers, teachers or the child
- b) When there is concern regarding a child's progress
- c) When the medical needs of a child require support
- d) When a child's behaviour impacts on their learning

2. What should I do if I think my child may have Special Educational Needs?

- a) Class teachers are the initial point of contact for responding to parental concerns.
- b) At Clifton Green Primary School the Special Educational Needs Co-ordinator (SENCO) and Inclusion Leader is Miss Helen McDonald.
- c) Your child's class teacher will listen to your concerns and share any relevant information that they have with you. They will monitor progress and will put your concerns to the school Inclusion Leader and SENCO.
- d) If a class teacher has concerns about the progress your child is making he/she will speak to you as parents/carers, keeping you informed.

3. How will Clifton Green Primary School support my child?

- a) Each pupil's education programme is planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.
- b) If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be included in a small focus group within class or an additional intervention group within the school day.
- c) Focus / intervention groups and small group work is provided for a child where the teacher thinks they may benefit from some targeted support to improve their learning. This will be run by the teacher or a teaching assistant in school. This does not necessarily mean that your child has special educational needs. The focus groups will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- d) If a pupil has specific learning needs alongside a social and emotional need and is struggling to access learning full time in a base class, the SENCO may talk to the parent about the possibility of accessing one of our Inclusion classes; either the Willow Tree Y1 class or the Hornbeam, Y2-Y6 provision, on a morning.
- e) The Hornbeam Classroom is a large classroom, which focuses on supporting learning needs and developing social and emotional skills, within an environment that optimises learning through a wide and varied curriculum and differing learning opportunities. The class has a small number of children with a high adult ratio, and is led by a qualified teacher and a skilled support team. Pupils accessing this provision, have a timetable that best suits their learning needs, whereby they access base class every afternoon and where appropriate at other points during the school day.
- f) The Willow Tree Class, comprises of Year 1 pupils who have been identified as children who could benefit from small class, targeted intervention, led by a qualified Teacher and highly skilled Teaching Assistant. This intervention supports learning as well as social and emotional development and works alongside the Year 1 base class team, providing a rich and engaging curriculum with a focus on PSHCE. There are increased opportunities to work alongside Hornbeam through activities such as cooking and allotment as well as further enrichment activities.
- g) Pupils with SEND and without SEND work together in base classes and in out of school learning environments, working with and alongside each other creating a culture and ethos of respect and support. For further information please refer to the Clifton Green Inclusion Statement.

If you have any questions related to how these groups work then please do not hesitate to contact the class teacher or SENCO.

Pupil Progress Meetings are held each term. This where the class teacher meets with the Senior Leadership Team to discuss the progress of every child in their class and share opportunities to enhance their learning where this is needed. This shared discussion helps to prioritise future planning.

When a pupil needs more expert support, from an outside agency such as a Speech and Language therapist, Educational Psychologist, Children's Therapy Team, Paediatrician etc. this will always be discussed with parents/carers to enable a shared decision to be made, ensuring that this is appropriate and the best way forward.

The first step is for these additional experts take will be to assess your child to determine more precisely what their needs are and what can be done to help. Following an assessment, information or a written report will be provided to the school and shared with parents/carers.

4. How does the school categorise different levels of need?

There are four broad areas of need as identified in the SEN Code of practice:

Communication and Interaction - Children may have problems with;

- i) Saying words and expressing themselves
- ii) Understanding spoken language and understanding others or
- iii) A combination of the two

Cognition and Learning Difficulties - Children may have problems with;

- i) Some or all of the work in school
- ii) Making progress in reading, writing or maths
- iii) Understanding information
- iv) Concentration and attention
- v) The child may have a diagnosis of dyslexia

Social, emotional and mental health difficulties - Children may have problems with;

- i) Organising themselves
- ii) Managing their behaviour
- iii) Making friends or relating to adults

Sensory and/or physical needs - Children may have;

- i) Visual impairment
- ii) Hearing impairment
- iii) Physical disability
- iv) Sensory need

Once a child has been identified as having a significant problem in one or more of these areas, they may be categorised as having Special Educational Needs or Disabilities (SEND). SEND can usually be met through structured in class support. For some children their needs may be more complex and may require more support. In these cases, we may decide to put a My Support Plan (MSP) in place. A MSP is a non-statutory document which provides information for teaching staff, parents and children about how we can all support the child. In a few cases, extra support requiring additional funding may be needed. If everyone involved agrees that this is the case and sufficient evidence is available, a MSP can be converted into an Education Health and Care Plan (EHCP). An EHCP is a statutory document which outlines the responsibilities of all agencies involved in supporting the child.

5. How will the curriculum be matched to my child's needs?

- a) Pupil's work is always differentiated so that it is at the right level for them.
- b) Pupils with special educational needs may, but not always require work and targets to be differentiated and broken down into smaller steps. Teaching Assistants (TAs) may work with your child 1:1 or in a small focus group to target more specific needs. Some work will be 1:1 with the class teacher.

- c) If a child has been identified as having a special educational need, they will be given a tailored plan in the form of a Pupil Passport. Targets will be set according to their area of need. These will be monitored and reviewed by the class teacher and SENCO ongoing throughout the year.
- d) Pupil Passports will be shared with all adults working with the child and will detail clear strategies, resources and targets that will best support the child's achievement and learning.

6. How will I know how my child is doing?

- a) Your child's class teacher is your first point of contact. Informal updates can work really well but if you need more time to talk it is usually best to arrange a time at the end of a school day.
- b) Appointments can be made to speak in more detail to the class teacher or SENCo by arrangement with the school office.
- c) You will be able to discuss your child's progress at Parents' Evenings in the Autumn and Spring term and at review meetings if your child has a MSP or EHCP in place.
- d) You will receive your child's end of year report as usual.

7. How will you help me to support my child's learning?

- a) The first point of contact is your child's class teacher. They are the adults in school with the daily responsibility of supporting your child in school and liaising with you.
- b) Pupil Passports and Learning Plans enable specific details of support to be recorded. These will often be complimented by other targets to help your child progress.
- c) Miss McDonald the school Inclusion Leader may meet with you to discuss planning and strategies to use to meet your child's needs.
- d) If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are often provided that can be used at home to complement what is being done at school. These will always be discussed with parents/carers.

8. What support will there be for my child's overall well-being?

- a) The school offers a wide variety of pastoral support for pupils who are encountering emotional challenges.
- b) First point of contact is your child's class teacher, often supported by their class teaching assistant.
- c) We have an 'open door' ethos towards parents and encourage them to make contact if there are any concerns or change of circumstance that may affect a child's well-being.
- d) The whole staff team works with pupils as part of the Personal, Social, Citizenship, Health and Emotional (PSCHE) curriculum, and all children engage in weekly sessions at the start of every week.
- e) We also have a team of trained ELSAs (Emotional Literacy Support Assistants) who work with individual children or small groups and a Local Authority Well-being Worker who supports the school in delivering targeted intervention.
- f) Our Inclusion Team leads tailored interventions on an afternoon for specific children who they have identified as those who could benefit from work around many different areas of social and emotional development, such as self-esteem, managing emotions, developing relationships and overcoming challenges. These interventions are reviewed on a half-termly basis.
- g) The school Inclusion Leader and Inclusion Support are available to liaise with parents/carers who wish to discuss any issues and concerns.
- h) Behaviours for learning are recorded on the schools web-based tracking system, 'ClassCharts' and all members of staff at school use this system as part of daily practice. Behaviours are reviewed at the end of the day within classes by class teachers, alongside pupils to deepen understanding of behaviour expectations and to celebrate successes.
- i) Whole school behaviour is monitored weekly and in more depth on a termly basis. Positive and deteriorating behaviours are addresses accordingly by the Behaviour Team.
- j) All staff are vigilant to pupil's well-being and concerns are recorded on our web-based Safeguarding software. Senior staff monitor these concerns and take appropriate action when necessary, seeking the support of outside agencies when needed.

9. Pupils with medical needs

- a) If a pupil has a medical need then a detailed Care Plan is compiled often with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- b) Relevant staff receive specific training which is delivered by the school or specialist nurses.
- c) Where necessary and in agreement with parents/carers prescribed medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- d) We have a number of staff who have basic first aid training.
- e) Additional Risk Assessments are put in place where required.

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

- a) At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:
 - b) Autism Outreach Team
 - c) Child Protection Advisors
 - d) Educational Psychologist
 - e) CAST (Child & Adolescent Support Team)
 - f) CAMHS (Child & Adolescent Mental Health Service)
 - g) AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
 - h) PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
 - i) Inclusion Team
 - j) Social Services
 - k) Children's Therapy Team (Speech & Language/Occupational Therapy) Medway Hospital (Paediatricians)
 - l) School Nurse
 - m) ICSS (Individual Children's Support Service)
 - n) PMHW (Primary Mental Health Worker)

An Educational Psychologist (EP) is allocated to each school.

- i) Educational Psychologists would normally only work directly with pupils who needs are felt to be quite complex.
- ii) Their involvement only occurs when it has been discussed and agreed with parents/carers.
- iii) The aim of an EP assessment is to gain a deeper understanding of the pupil's educational needs.
- iv) The EP will usually meet with the parent/carer and give feedback after the assessment has been completed.
- v) He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward, often as part of a Plan, Do and Review cycle.

11. What training are the staff supporting children and young people with SEN had or are having?

- a) How to support pupils on the autistic spectrum
- b) How to support pupils with social and emotional needs
- c) How to support pupils with speech and language difficulties
- d) How to support pupils with hearing impairment
- e) How to make your classroom Dyslexia Friendly
- f) How to use Precision Teaching to support very specific, often small but significant steps in learning
- g) Implementing the new SEN code of Practice
- h) Training is ongoing for all staff and is often specifically designed to meet the needs of an individual child
- i) Talk Boost Key Stage 2 and 1 and Reception to support Speech, Language and Communication needs
- j) Complex Needs training
- k) Attachment training
- l) Numicon
- m) ELKLAN – Speech, language and communication

12. How will my child be included in activities outside the classroom including school trips?

- a) Activities and school trips are available to all children.
- b) Any specific risk assessments are carried out with necessary procedures implemented to enable all children to participate safely and as fully as possible.

- c) In very rare situations a visit may be considered unsuitable for a particular child's needs. This will be discussed with parents so that appropriate alternative arrangements can be made.

13. How accessible is the school environment?

- a) Reasonable adjustments to improve the accessibility of our environment to meet individual needs are made and our policy and practice adheres to The Equality Act 2010.
- b) Strategically placed ramps are in place to enable access to all areas.
- c) Disabled toilets with showering and changing facilities are available.
- d) Doors are automatic at the entrance to the school.
- e) The school building is single level.

14. How will the school prepare and support my child when joining Clifton Green Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- a) Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- b) Transition sessions where children spend some time with their new class teacher.
- c) Additional visits are also arranged for pupils who may need extra time in their new school. School staff will meet parents/carers prior to their child joining the school. Secondary school staff visit pupils prior to them joining their new school.

School staff will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with School staff, the secondary school SENCO, the parents/carers and where appropriate the pupil.

15. How are the school's resources allocated and matched to children's special educational needs?

- a) The SEN budget is allocated each financial year.
- b) The money is used to provide additional support or resources, including deployment of staff and are dependent on an individual's needs.
- c) This is discussed by the School Leadership Team SLT, class teachers and SENCO.
- d) How the school budget is used is monitored by the School Governing Body.
- e) Children with an Education, Health and care Plan have an allocated resource. Parents are also included in discussions about how this is used.

16. How is the decision made about how much support my child will receive?

- a) These decisions are made in consultation with SENCO, class teacher and Senior Leadership Team.
- b) Decisions are based upon termly tracking of pupil progress and may include assessments by outside agencies.
- c) Ongoing reviews ensure that the needs of all children are met as fully as possible.
- d) Children with a statement of SEN normally have a specific amount of time allocated to enable their support needs to be met.

17. How will I be involved in discussions about and planning for my child's education?

- a) Recognition of parental contributions towards their children's education and overall development needs.
- b) The partnership between school and home is valued.
- c) Parents are encouraged to fully contribute to their child's education.
- d) Review meetings and Parent's evenings throughout the year encourage parents to be actively involved in their child's school life.

This may be through:

- i) Supporting and encouraging their child
- ii) Helping with individual homework activities
- iii) Discussing progress with the class teacher regularly and during parents' evenings
- iv) Discussions with Miss McDonald or other professionals
- v) Supporting targets on Pupil Passports and curriculum targets
- vi) Contributions to review meetings

18. Who can I contact for further information?

- a) If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the class teacher, Phase Leader, Inclusion Leader or Behaviour Lead.
- b) The Headteacher, Mr Brown, is always available to discuss how we can support all children and families.

19. What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Information can be found around York's Local Offer on the YorOK Website, through the following link:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

19. What is the Complaints Procedure?

- Complaints relating to special needs should be addressed in the first instance to the Head, who will endeavour to resolve the problem, possibly in consultation with the SENCO and the class teacher.
- If the matter is not resolved satisfactorily, parents and carers can address their concerns to the Head of the Special Needs Service CYC.
- Further information for parents is available in the School Prospectus or by contacting the Headteacher or the Special Needs Co-ordinator and within the Complaints Procedure for City of York Schools Policy.
- For external advice and support around complaints procedures regarding SEND, the SENDIASS team is available through the following link:

<http://www.yor-ok.org.uk/2014%20YorOK%20Website/families/Local%20Offer/SENDIASSsite/special-needs-education-advice.htm/>

20. How many children at Clifton Green are on the SEND register?

The tables below detail SEND across Clifton Green EYFS and Primary School, based on data at the start of Spring 2018.

Table 1 Breakdown of pupils by level of need, per cohort

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children in cohort	42	58	53	50	65	60	57	44
Number of pupils with SEND	1	7	15	9	12	15	11	14
Percentage of pupils receiving SEND support	2%	12%	28%	18%	18%	25%	19%	32%
Percentage of pupils with EHCP	0	1	2	1	0	2	0	1

Table 2 Breakdown of pupils by primary area of need, per cohort (number and percentage)

	Nursery (42)	Reception (58)	Year 1 (53)	Year 2 (60)	Year 3 (65)	Year 4 (60)	Year 5 (57)	Year 6 (44)	No. pupils (need)
Specific learning difficulties				1 (1.6%)	1 (1.5%)	7 (11.6%)	4 (7%)	7 (15.9%)	20
Moderate learning difficulties				2 (3.3%)			1 (1.7%)	1 (2.2%)	4
Social, emotional and mental health difficulties		2 (13.7%)	11 (20.7%)	2 (3.3%)	7 (10.7%)	5 (5%)	5 (8.7%)	4 (9%)	36
Speech, language and communication needs	1 (2.3%)	3 (5.1%)	2 (3.7%)	3 (5%)	1 (1.5%)	2 (3.3%)			12
Communication and Interaction needs		1 (1.7%)	1 (1.8%)						2
Hearing and Vision Impairment		1 (1.7%)			3 (4.6%)	1 (1.6%)		2 (4.5%)	7
Physical Needs			1 (1.8%)	1 (1.6%)			1 (1.7%)		3
Total no. pupils (cohort):	1	7	15	9	12	15	11	14	84 (75)

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