

SEND – Special Educational Needs and Disability- Information Report 2021



At Clements Primary Academy we aim to promote the wellbeing of the children in our school, by making sure that they feel happy and safe. We also endeavour to ensure that all children will have access to the highest quality teaching which will be differentiated to meet the needs of all learners. Children are taught with their peer group by highly qualified class teachers. Where additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed to provide targeted assistance as recommended by the Local Authority and detailed in the Special Educational Needs and Disability Code of Practice (2015).

For further information please refer to the school's policy on Special Educational Needs and Disabilities.

Key Information

SENCo

Miss Feeney/Mrs Hogg

Telephone: 01440 702946 Email: office@clementsprimary.co.uk

Governor for SEND

01440 702946 Email: office@clementsprimary.co.uk

Our Commitment

- To promote the values and wellbeing of every child,
- To have the highest expectations and aspirations for every child;
- To ensure that all children identified with SEND have equal access to a broad, balanced and challenging curriculum;
- To ensure that barriers to learning and achievement are identified as early as possible and robust steps are taken to secure progress;
- To ensure progress and attainment is closely monitored;
- To listen to children, take their views into account and include them at all stages of planning their education;
- To work in close partnership with parents and carers to determine the most effective level of support;
- To ensure that all professionals work closely together to secure the best outcomes for children with SEND.

How do teachers at Clements know when a child needs extra support?

Every teacher knows the needs and abilities of the children in their class. Therefore, assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored. Each term the class teacher meets with the Headteacher to discuss the progress and attainment of every child in their class and to identify where a child's attainment and progress is not at expected levels. Children may have difficulties in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

Are parental views included in this process?

Parents/carers are the primary educators of their children and at Clements we recognise and value the close relationships we develop with parents and carers. If you have any concerns about your child we would encourage you to share these with your child's teacher in the first instance. The teacher will be happy to arrange a meeting with you to discuss your concerns and agree a course of action. Following this meeting if you still have any concerns then you should contact Miss Feeney, the school's Special Educational Needs Co-ordinator (SENCo) who will be happy to meet with you.

How will parents/carers know if their child is making progress?

Communication between parents/carers and school is vital if children are to be happy and safe and therefore make the best progress they can. In addition to the twice-yearly parent consultation evenings parents/carers of children with SEND who have an EHCP (Education, Health and Care Plan) or who are moving towards this will be invited into school to review the progress made towards individual targets and to contribute to the target setting process for their child if they have an Individual Education Plan. In addition, the class teacher will be available at the end of each school day and appointments can be made to have more detailed discussions with them.

How will children with SEND be supported?

All children attending Clements Primary Academy receive quality first teaching which is fully differentiated to meet the needs of all learners. We value that every child is different and therefore we want to provide every child with a high quality learning experience. Teachers provide stimulating and supportive learning environments and use a range of contexts and teaching techniques to engage all pupils. As part of this provision the class teacher carries out frequent accurate assessments of every child's attainment and progress and gives them detailed and effective feedback, to which the children are encouraged to respond as their views are vital to the learning process. Children may also receive focused support from the teacher or a teaching assistant working within the classroom.

SEN Support is the single category replacing School Action and School Action Plus. This is part of the graduated approach to offering SEN provision for those children identified with SEN. The SEND Code of Practice (2015) very clearly states that: "Teachers are responsible

and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” It continues by saying that the first response to SEN is high-quality, differentiated teaching, and when this is not resulting in expected levels of progress, the class teacher, supported by the SENCO will decide what SEN provision is necessary. The class teacher will then manage that provision through the four-part cycle of the graduated approach.

Assess: In identifying a child as needing additional SEN provision, the class teacher should carry out a clear analysis of the pupil’s needs. This analysis can draw on teacher assessment, previous progress and attainment, and any other relevant information.

Plan: Where it is decided to provide a pupil with SEN Support, the parents must be formally notified and the adjustments, interventions and support that are to be put in place should be agreed with parents and the pupil. There should also be discussion about the expected impact on progress, development or behaviour as well as a clear date for review.

Do: The class teacher remains responsible for working with the child on a daily basis. They should ensure that the adjustments, interventions and support discussed at the planning stage are actioned, monitored and evaluated.

Review: The effectiveness of the support and interventions, and the impact on the pupil’s progress, should be reviewed at the agreed date.

Where a child is identified as needing support related to a specific area of learning such as spelling, handwriting, maths, reading or writing skills they may be included in a small group for additional learning, or other strategies might be used such as:

- Task sheets to structure learning into small chunks;
- 'Stepping in and out' practiced by staff;
- Use of timers and other aids to enable independent task completion;
- Other strategies as recommended by professionals for individual children

Small group interventions

These intervention programmes usually run for a period of up to ten weeks and progress is monitored very closely during this time to measure their impact. These interventions form the school’s provision map and a complete list is included below.

<p>Programmes and strategies to support the development of phonics, reading and writing</p> <p>Precision Teaching A teaching method which accelerates progress in learning letter sounds and spelling.</p> <p>Writing Booster Groups Targeted support in writing for children.</p> <p>SFA (Success for All) Tutoring with Alphonie Support in reading and writing for children.</p> <p>Beat Dyslexia Targeted support for reading and spelling.</p>
<p>Programmes and strategies to support the development of key maths skills</p> <p>First class@number An intervention programme for children in Year 2 who struggle with the concepts of place value.</p> <p>Success@arithmetic</p>

A calculation based intervention programme for children in Years 5 and 6.

Small Group Tuition

Targeted support for children.

Programmes and strategies to support occupational therapy and physiotherapy needs

Finger Gym

A programme designed to develop fine and gross motor skills.

Strategies and programmes to support speech and language development

Speech and Language Therapy

The Speech and Language Therapist visits the school regularly to work with children who have been referred to the service.

Programmes to support the development of social skills

In class social skills support

Small group work with adult support in class.

Anger management strategies

Adult support in class.

Lego Therapy

Support for children with autistic spectrum disorders and social communication difficulties.

In class behavioural plans and reward systems

Designed to motivate and reward individuals.

Year 6 transition programme

A personalised series of transition activities for children in Year 6.

ELSA (Emotional Literacy Support Assistant)

Support for emotional literacy.

Strategies to reduce anxiety/promote emotional wellbeing

Play Therapist

Individual sessions run by Diploma trained staff

Communication with parents/carers

Home school books;

Curriculum evenings to share information;

School used as a venue for meetings between parents/carers and professionals;

Social skills groups (Lego Therapy)

Run by a member of staff, with children who are good role models and children who need to develop skills such as turn taking and sharing.

Quiet areas around the school

Designated areas for cooling down and reflection

Chill Out Cards

Identifying to adults the need for a specific child to access quiet areas.

R&R Room

Support children with their emotional wellbeing/behaviour.

Access to a supportive environment, equipment and resources

Resources

General SEN resources including pencil grips, timers, communication fans, coloured overlays, writing slopes and sensory equipment are available.

ICT

IT programmes and apps on laptops and iPads.

Recording Methods

Use of laptops and iPads to support recording in non-written ways
Provision to facilitate/support access to the curriculum
Support from teaching assistants on a one to one or small group basis; Differentiated lessons planned by teachers; Range of resources such as recording devices, coloured overlays, word banks and task sheets to support individual needs; Hearing loops in classes where recommended by the hearing support service.
Strategies to support differentiated planning and assessment
Target setting Pupil passports for children who require highly differentiated targets Assessment Use of PiXL progress tests.
Strategies to support positive behaviour
A clear set of whole school values; Clear whole school behaviour policy with rewards and consequences; Team Teach / School Safe trained staff; Lego therapy-style activities; Regular contact between child and senior staff to monitor behaviour; Close contact with parents/carers including regular meetings to discuss strategies and progress; Range of social skills games and activities; Support and supervision at unstructured times of the day; Support from teaching assistants and midday supervisors in unstructured times; Personal care plans implemented as required. Use of Chill Out Cards Class Dojo to record learning attitudes

How will the curriculum be adapted?

When a child has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the child in a 1-1 or small focus group to target more specific needs. If a child has been identified as having a special need, and their needs are very different to others in their class or group, they may be given a Pupil Passport with SMART targets set according to their area of need. These will be monitored by the class teacher at least three times per year. Pupil Passports and the associated targets will be discussed with parents and in planning and review meetings. If appropriate, specialist equipment may be given to children e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

What if a child still isn't making expected progress?

At Clements we adopt a 'graduated approach' to identifying children with SEND. Intervention programmes are carefully monitored using short assessments carried out before, during and on completion of each intervention. If, despite ongoing targeted support, a child is not making progress, the SENCo will talk to the parent/carer about asking for external support to advise on next steps. If, despite the involvement of external professionals (e.g. a Specialist Support Teacher, an Educational Psychologist or an Occupational Therapist amongst others), a child continues to struggle to make progress,

parents/carers and the SENCo may decide together to apply for an EHC plan (Education, Health and Care plan previously known as a statement). This is a comprehensive process which requires the collation of detailed evidence and reports from external agencies to support the application. For children with complex SEND, the frequency of such provision may result in the parents or the school applying for additional funding to support a child. Funding for children with a high level of need may come in the form of high tariff needs funding where the child's needs are banded. This funding can then be used for resources and support if the application is successful.

Which specialist services can be accessed by Clements?

The school has access to an EP (Educational Psychologist) if a pupil has complex needs and will carry out assessments if County has agreed to assess following a referral. Their role is to advise the school and parents/carers on how to best support children in their learning to ensure that they make progress. In addition there are a range of outside agencies, who are not employed directly by the school, but from whom specialised support for children can be accessed within the school:

- CAMHS (Child & Adolescent Mental Health Service)
- Child Protection Advisors
- Community Paediatricians
- Educational Psychologist
- EWO (Educational Welfare Officers)
- Hearing Support Team
- Occupational Therapy
- Visual Impairment Team
- School Nurse
- Social Care
- Speech & Language Therapy

What specialist training have members of staff at Clements received?

Staff at Clements receive training to enable them to provide the very best support for children with SEND.

Members of staff who are working with children who have specific needs receive additional training in these areas. Staff have received training in the following areas:

Supporting children on the autistic spectrum.

Supporting children with social and emotional needs. e.g. ELSA, Lego Therapy

Supporting children with speech and language difficulties. e.g. ELKLAN speech and language training.

Supporting children with physical and co-ordination needs e.g. finger gym.

Supporting children in a specific area of learning e.g. success@arithmetic and SFA tutoring.

How are children with medical needs supported?

If a child has a medical need then an appropriate care plan will be compiled with support from the school nurse and in consultation with parents/carers. These are shared with all staff who are involved with the child. Staff receive paediatric first aid training and some are

manual handling trained. Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where a medicine has been prescribed by a doctor and a medicine consent form signed by the parents/carers is in place.

Is the school accessible for all children?

As a school we ensure that our buildings meet the requirements of the Equality Act 2010. Where a child has specific access requirements we work closely with Occupational Therapists to ensure that he/she has equal access to the school's facilities.

Access for children identified with SEND is ensured through the following provisions:

- Wheelchair access throughout the school;
- Accessible toilets;
- Dyslexia friendly classrooms;
- Staff trained in the management of diabetes, anaphylaxis and other medical conditions;
- Use of iPads and computers to support learning;
- Use of ICT to record work

Activities and school trips are available to all children. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carers in advance of the trip taking place.

How are the school's resources allocated for children with SEND?

The SEN budget is allocated for each financial year. This funding is used to provide additional support or resources dependant on individual needs. Additional provision may only be allocated following discussion with the class teacher and SENCo at pupil progress meetings or if a concern has been raised by them at another time during the year. Decisions are based on the termly tracking of children's progress and the results of assessments by outside agencies. Support may include deployment of staff, provision of resources and equipment and implementation of intervention programmes depending on individual circumstances.

How do I make a complaint?

The procedures for making a complaint are found in the school's complaints policy, and in a leaflet available to parents in the office. In addition, if the complaint is related to a child's SEN, then the SENDIASS service may be able to offer support:

We offer

- a telephone helpline service
- information and support for parents, carers, children and young people
- [written information about SEN available on web page/leaflets](#)
- information sessions for parents and carers
- advice and support in relation to school admissions and appeals
- training for professional staff and school governors
- access to an Independent Supporter where appropriate
- [Read more about the sendiass service in Suffolk](#)

We help parents and young people

- by listening to your views and concerns
- by working with you to explore your options
- prepare for meetings
- find the confidence to express your views
- with forms, letters and reports
- to understand rights in relation to SEN and disability
- work in partnership with schools and the local authority to develop positive relationships

Helpline number - 01473 265210

Available in office hours Monday-Friday. You can leave a message and we will get back to you. You can also email parent.partnership@suffolk.gov.uk