

How are children with SEND identified and taught?

When pupils enter school with already identified needs, staff will work closely with previous settings, families and professionals to ensure needs continue to be met.

For other pupils, progress is reviewed half-termly by class teachers and the headteacher. If a child is not making expected progress, presents with a specific need, or is unable to access the curriculum after reasonable adaptations have been made, then extra support/provision will be put in place. This may include adapted resources, interventions or referrals to outside agencies.

Children are supported in the following waves:

Wave 1: Quality-first teaching which is available to **all** children. This includes adaptive teaching, scaffolding, resources and inclusive classroom layouts and displays.

Wave 2: Specific, time-limited interventions provided for pupils who need help to accelerate their progress and enable them to meet the expected level for their age. These may be run with groups of children or one-to-one.

Wave 3: Highly-targeted provision for a minority of pupils where tailored, and often individual, interventions are required to support them to access the curriculum and make progress. This might include provision available through SEN Support, or through the additional level funding and access provided by an EHCP.

"Leaders ensure that the needs of pupils with SEND are identified quickly and accurately. Teachers adapt lessons so that learning is matched well to the needs of these pupils and, as a result, they achieve well. Pupils with SEND are well supported and access an ambitious curriculum alongside their peers."

- Clifton-upon-Teme
OFSTED
(2023)

How will I know how my child with SEND is progressing?

Parents/carers are informed and included at every stage of our identification and monitoring processes and will meet with class teachers termly to review children's needs, progress, and Individual Education Plan (IEP) targets. The termly meetings include our bi-annual Parents' Evenings and one additional meeting in the Summer Term. We also employ an open-door communication policy and teaching staff are available for ten minutes before school each day. You can also request additional meetings with your child's class teacher or the SENCO by contacting the school office. Parents/carers of children with EHCPs will be invited to meet with the SENCO termly. Your child's IEP contains information on how your child is progressing and how you can support them at home. It will be shared with you termly, for review and comment. Your child's annual report will also include information on how they have progressed in relation to their SEND.



For more information, our policies or family support resources, please visit the SEND Information page of the school website or contact the school office.

01886 812258
office@clifton-upon-teme.worcs.sch.uk



Special Educational Needs and Disabilities (SEND) Support at Clifton-upon-Teme Primary School



Parent and Carer Information





What is SEND?

Special Education Needs and Disabilities (SEND) describe physical, learning or emotional needs that might impact on a child's ability to access learning, compared to other children their age. Most SEND can be categorised into one or more of the following groups:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical

The SEND Code of Practice (2015) outlines what it means to have SEND in more detail and explains the legal responsibilities of schools in relation to supporting children with SEND.

What is a SENCO?

A Special Educational Needs Coordinator (SENCO) is the person responsible for the day-to-day operation of the school's SEN policy. All mainstream schools must appoint a teacher to be their SENCO. The SENCO will co-ordinate additional support for pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them.



Our school SENCO is
Miss Gemma Bagnall

What is the SEND register?

The SEND register is a list of pupils in school who have Special Educational Needs and/or Disabilities and require some form of additional support. Parental permission is required for a child to be placed on the register and children can be removed at any time, including if they no longer require additional support. Most children on the SEND register will be classified as SEN Support, meaning that the level of support they require can be provided by the school. All schools receive funding to support provision for children accessing SEN Support. All staff are made aware of the children on the SEND register and of the support they require to meet their needs.

What is an EHCP?

Some children on the SEND register may have more complex needs and require an Education, Health and Care Plan (EHCP). These plans are developed in conjunction with the Local Authority and outline a level of funding, support and access to services which go beyond that available through SEN Support in school. The Local Authority may provide top-up funding and personal budgets for children with an EHCP in place.

What is an IEP?

All children on the SEND register will have a termly Individual Education Plan (IEP). This document describes the provision and adaptations which are in place to support a child to access learning. New individual targets are set each term and the IEP explains how they will be met. Objectives are continually monitored throughout the term and the SENCO oversees the implementation of these targets. Where children have an EHCP or have outside agencies involved (e.g. Speech and Language or Occupational Therapy), IEP targets will reflect those recommended in reviews and reports. Pupils and parents will be invited to contribute to IEPs at both the target-setting and target-review stage.

What outside agencies might school work with to support children with SEND?

Parents/carers will always be involved in decisions to involve specialists. Services, equipment, and provision may be sought from professional agencies including:

- Educational Psychology Service (EPS)
- Behaviour Support Team (BST)
- Speech and Language Therapy (SALT)
- Learning Support Team (LST)
- Complex Communication Needs (CCN)
- Physical and Sensory Support Service (PSSS)
- Hearing Impaired Service (HI)
- Visually Impaired Service (VI)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health (CAMHS)
- School Nurse
- Social Services
- Family Support
- Community Police