



School Offer for Pupils with Special Educational Needs and Disabilities (SEND)

This document outlines our SEND School Offer in line with the SEND Code of Practice: 0-25 years (January 2015) and is in response to Worcestershire's Local Offer. Please read this document in conjunction with the school's SEND Policy and Worcestershire's Local Offer ([SEND Local Offer | Worcestershire County Council](#)).

Our Values and Vision: "Inspiring Minds, Shaping Futures."

At Clifton upon Teme Primary School we aim to support all children to be the very best they can be and to achieve and develop both academically and personally. We promote an ethos in which children are encouraged to understand and be active participants within the learning process and we aim to support, develop and promote metacognition and emotional literacy.

Who are key members of staff?

Miss G Bagnall – SENCo
Miss F Dancer – Head Teacher
Miss J Wills – Interim Head Teacher
Ms H Woodage – SEND Governor

How does Clifton upon Teme Primary School regard SEND?

We recognise that some pupils have learning difficulties and/or disabilities which make it more challenging for them to learn. In order to support them to achieve their full potential, some pupils will need extra support. As a Local Authority Community School, we take guidance from Worcester County Council's Ordinarily Available document to ensure that we are following the requirements as outlined in 'Special Educational Needs & Disabilities Code of Practice 0-25 years (2015)' (commonly referred to as *The Code of Practice*).

SEND provision is considered within four broad categories:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We recognise three different levels of support for learning:

Wave 1 describes high-quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes adaptive teaching, appropriate support and scaffolding for learners, and the development of inclusive learning environments. (Wave 1 is not classified as SEN SUPPORT as all children are entitled to quality-first teaching).

Wave 2 describes specific, time-limited interventions, provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes highly targeted provision for a minority of pupils where it is necessary to provide tailored, and often individual, interventions to accelerate progress or enable children to achieve their potential (SEN Support). In some instances, pupils may have an Educational Health and Care Plan (EHCP) which outlines the specific provision a child requires in addition to and different from what is ordinarily available in school.

Our organisational, graduated approach reflects that outlined within The Code of Practice:

Assess: the class teacher/s and SENCo will analyse a pupil's needs before identifying a child as needing SEN support. This initial assessment will be reviewed regularly to ensure that support continues to be matched to need.

Plan: where it is decided to provide SEN support, parents/carers will be formally notified. In consultation with parents/carers, the class teacher/s and SENCO will agree the outcomes they are seeking and the interventions and support to be put in place to achieve this. The expected impact will be identified, and review dates put in place.

Do: the class teacher/s is/are responsible for working with the child on a daily basis. With support from the SENCO, the class teacher/s will oversee the implementation of the interventions or programmes agreed as part of SEN support. Where interventions involve group or 1-1 teaching away from the main teacher/s, they still retain responsibility for the pupil.

Review: formative and ongoing assessment of the support received against the targets set will be undertaken by the class teacher/s across the period of implementation, with adaptations made to the targets or the support as needed. This will be overseen by the SENCO. Targets will then be formally reviewed, and new targets set by the agreed dates. The views of children and families will be gathered and considered when reviewing support and planning next steps.

How does our school identify children with SEND and how are their needs assessed?

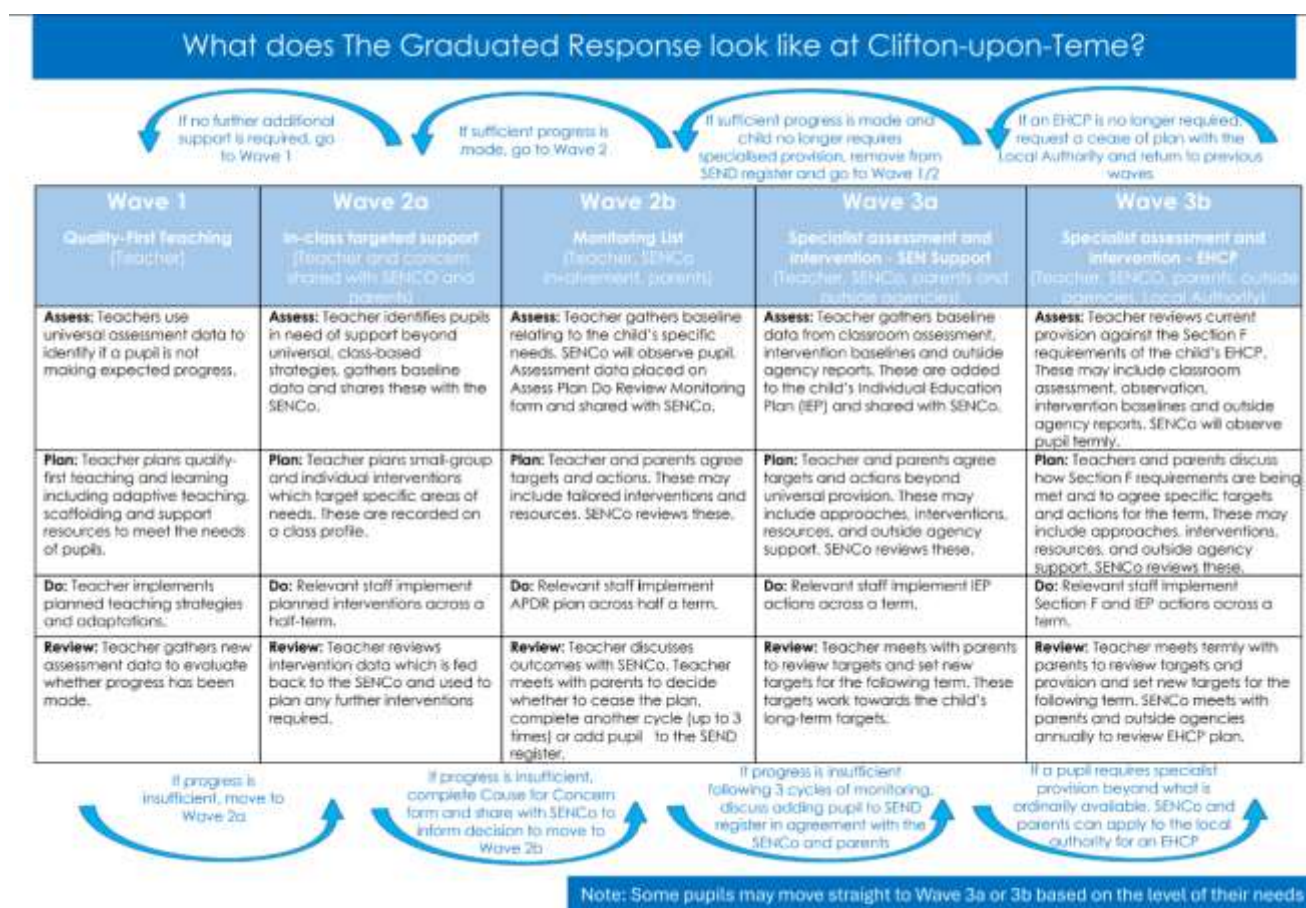
Sometimes, pupils enter Reception with additional needs identified already by childcare settings or healthcare professionals. Close networking with families, childcare providers and other professionals helps to ensure that appropriate support is in place to enable a successful transition into school and ensure the child's needs are met from the outset.

The progress and attainment of all pupils is reviewed carefully every term by the Headteacher and class teacher/s. If a child fails to make expected progress or is found to be unable to access the regular curriculum after making reasonable adaptations, then extra support or provision will be put in place. 'Curriculum' here refers to both children's academic and personal learning. Children may be academically achieving but may require additional support with other aspects of

their development such as social skills, self-regulation or the management of senses, emotions and/or behaviour.

Parents will be informed and involved in the planning of additional support and provision put in place for pupils as much as possible. This support may include classroom adjustments, interventions, group support or involvement from external agencies.

Our Graduated Response process:



What is the parent/carers' role in supporting their child with SEND?

Parents/carers are informed at every stage of our identification and monitoring processes and their input is warmly welcomed. Parents/carers of children with SEND will meet with class teachers termly to review their needs, progress, and Individual Education Plan (IEP) targets. The termly meetings include our bi-annual parents' evenings where longer appointments are made available to parents/carers of children with SEND, and one additional meeting in the Summer Term. Our school also offers an open-door policy regarding communication and teaching staff are available on the door at the beginning and/or end of the day for conversations with families. Parents/carers of children with SEND can also request a meeting or phone call with class teachers and/or the SENCo in addition to the termly meetings. These requests should be made via the school office and will be facilitated when possible and appropriate. All children on SEND Support or with an EHCP will have a termly Individual Education Plan (IEP) which is shared with parents/carers as targets are both set and reviewed. Parent/carer views and comments are included in these plans to ensure that the parental/carer voice and experience is captured and

valued, and so that parents/carers are aware of the targets their child is working towards, how they are being supported, and how they can continue to support their child at home. Children will have one IEP document that continues with them through school for the duration of their time on the SEN Register. Targets are updated and formally reviewed termly with ongoing formative assessments and judgements informing these review points.

How does the school assess and review children's progress?

All children are formally assessed against age-related expectations in regular pupil progress meetings.

Wave 1 the graduated response is used to support and track pupils who require an area of difficulty to be targeted. The monitoring and assessment of this is recorded on a class provision map.

Wave 2 & 3 interventions are when children have specific targets set. These targets are reviewed on a termly basis by the class teacher/s and key members of staff, overseen by the SENCO. Parents/carers and children's views are sought in the assessment process.

How will the school involve parents/carers and pupils in the process?

If a child is identified as needing SEND support, parents/carers will be requested to sign a consent form to acknowledge that the child has been placed on the school's SEND register. As well as providing permission, this also identifies their own role in the provision for their child and that their input and continued support at home is vital. Individual targets are then set termly for children by class teachers, in conjunction with parents/carers and overseen by the SENCO. These are then shared, actioned, and monitored via the child's IEP, which includes child and parent/carer comments. Children are included in the reviewing and setting of their targets in a way that is age and developmentally appropriate for them, as decided by the class teacher/s.

At the termly meeting with parents/carers, the school will:

- set clear goals
- discuss the activities and support that will help achieve them
- review progress and identify the responsibilities of the parent/carer, pupil and the school

The school will also signpost parents to other services and forms of support which may be helpful in understanding or supporting their child, such as online services, Autism/ADHD support groups and available courses.

How will my child be supported when moving between phases of education?

We have strong links with local nursery schools and childcare providers to support children's transition into school and our Early Years teacher makes contact with previous settings so that information about children's needs can be shared before starting school. Parents/carers are invited to make individual appointments to meet

with the class teacher and/or SENCO before starting school to discuss specific needs in addition to the information provided within transition packs.

Within our small school, children are known to all the staff and, in most phases, children will remain with the same teacher for a minimum of two years. When it is time to move on to a new class, we hold transition sessions whereby the pupils spend time with their new staff members. Additionally, we hold many whole-school days, such as art days, where pupils have opportunities to work with other members of staff and phases work together on performances and some trips. Additional transition days, activities, and Story Time sessions support children's first 'in-school' transition, from Reception to Year One. The needs of pupils with SEND are discussed during transition meetings between teachers and the current class teacher/s supports the next class teacher/s with the setting of IEP targets for the Autumn Term when children move classes.

We also have good links with all local high schools and recognise the importance of a smooth transition from primary school into high school, with children being hosted regularly by our local high school throughout their time in our school. In addition to the regular transition days and sports events which are a feature of the summer term for Year 6 pupils, individual transition action plans and meetings are put in place for children with additional needs, when appropriate. SEND information is always shared with a pupil's next setting, whether this be a high school or if they are moving schools before Year 6.

For pupils with an EHCP who are transitioning to another setting e.g. middle school or high school, EHCP Reviews are completed by the end of February of the year before their transition to ensure that their EHCP provision reflects and support their upcoming transitional experience.

How do we teach children with SEND?

All children are assessed and monitored carefully. Staff are all fully aware of, and have access to children reports and records. These are used to personalise teaching approaches according to the individual children's needs. Every effort is made to ensure that children with SEND are able to access all aspects of the curriculum that is provided for their peers. We do this first through quality first teaching, which includes universal strategies, support resources, and appropriate scaffolding. Additional support is then put in place based on individual need. Long term aims are identified for individual children, and provision is planned to meet them. Regular and careful monitoring means that provision can be evaluated and carefully targeted to each child's needs over time. Both teaching and support staff undertake training to develop inclusive and quality-first whole-class teaching, as well as more specific SEND-specific courses such as Autism awareness and Speech and Language approaches. Where children have specific and complex needs, the staff working with that child will also receive any specific training required to meet need.

How is SEND funded?

All schools receive notional funding for pupils with SEND. This funding may be spent on equipment, resources or staffing to support children's individual needs. SEN Support funding is allocated at a school-level and is not attached to individual pupils. EHCP funding and its use is attached to the specific child named in the plan.

Is there additional funding for pupils with SEND?

The local authority may top-up funding for pupils with a high level of need. If a child has an Education, Health and Care Plan there may be additional funding allocated. Parents/carers are consulted on how this additional funding is spent. You will be notified if you are eligible for a 'personal budget.' This must be used to fund any agreed plan formulated by professional advisors, parents/carers and the school.

How do we evaluate the effectiveness of our SEN Provision?

Along with monitoring children's academic progress on a half termly basis, we also review their social and emotional well-being during regular pupil progress meetings held with the Headteacher. In these meetings, the progress of pupils with SEN is a specific focus. Children with SEN Support in place should be making at least expected progress but the aim is for them to make accelerated progress to close any attainment gaps and support social and emotional wellbeing development. Personalised SEN Provision is also monitored through the sharing and reviewing of IEP targets with parents/carers at least once a term. Where additional support and interventions are lead by support staff, assessment records are kept and shared regularly with class teachers throughout an intervention period. Class teachers complete the final assessment of the intervention and the planning of next steps for each pupil, in conversation with the adult delivering the support.

What support is available for supporting emotional and social development?

The well-being of all of our pupils is extremely important to us and our whole-school trauma-informed approach means that the children are supported with their social and emotional development throughout the school day. In addition to Personal, Social and Health Education lessons (PSHE) which are integral to our curriculum, we have considered and embedded opportunities to develop pupils' emotional and social development across the wider curriculum and within our assemblies and the wider life of school e.g. through roles of responsibility and mentoring opportunities. We have a trained Emotional Learning Support Assistant (ELSA) in school who provides additional support for individual pupils. Our trauma-informed Positive Relationships and Behaviour Policy focuses on learning and restoration, and is integral to the ethos of the school.

How do we involve other agencies to help meet the needs of children with SEND and their families?

Following Wave 1 and Wave 2 interventions, if a child fails to make expected progress it may be necessary to involve outside agencies for specific support. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. Parents/carers will always be involved in any

decision to involve specialists. Services, equipment and provision may be sought from a wide range of outside agencies including:

- Educational Psychology Service (EPS);
- Behaviour Support Team (BST);
- Speech and Language Therapy (SALT);
- Learning Support Team (LST)
- Complex Communication Needs Service (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.

There are costs and significant waiting times for some of these services. Information regarding waiting times, availability and the options available to us will be shared with parents when pupils are being considered for referral and support.

Useful Worcestershire SEND Services

For guidance and advice, the SENCo refers to:

- Worcestershire's Umbrella Pathway,
- Worcestershire's Dyslexia Pathway
- Worcestershire's Speech and Language Communication Pathway
- <https://www.worcestershire.gov.uk/sendiass/sendiass-information/sendiass-guidance-send-support-and-ehcps>
- <https://www.worcestershire.gov.uk/send-local-offer-0/care-support-and-money-matters/support-groups-parents-and-carers/send-support/families-partnership>

There are also additional sources of information and family support available on the SEND pages of our school website, which can be found here: [Clifton-upon-Teme Primary School - SEND Information \(cliftonupontemeprimary.org.uk\)](http://cliftonupontemeprimary.org.uk)

Date of last review: September 2025

Date of next review: September 2026