# SEN Information Report

## 2024-2025

**Introduction**

John Clifford School is a mainstream primary school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical.

**How does John Clifford School identify and assess SEND?**

Progress is monitored very carefully at John Clifford School from the point of entry. Staff work very closely with the children to listen and look for signs that all children are making the progress that they deserve to make. In most cases, this is noticeably smooth and children make academic, social and emotional progress, alongside developing in their speech and ability to communicate.

Identification methods that are used at John Clifford are:

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- Foundation Stage entry profile assessment.
- New Starter Meetings
- During a child's school career parents or a class teacher may raise a concern.
- Progress meetings with the class teacher and SENCo or Assistant SENCo may raise a concern about a child's progress.
- The child's class teacher may assess their needs and, in consultation with parents and the SENCo or Assistant SENCo, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCo or Assistant SENCo, Teaching Assistant, Teacher or other outside agencies.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice and termly progress meetings with the Senior Leadership Team and Staff are held to monitor progress of different groups, including children with SEND.

Where this may not be the case, children are 'flagged up' very quickly by class teachers, who first talk to their class colleagues about what they notice. If the concern continues to present itself then the Class Teacher will undertake the SEND Concern procedure. This sees the class teacher carry out a formal 'Assess, Plan, Do, Review' cycle and implement some class-based support. Parents will be informed at this stage which may be informally or formally. Following the Class Teacher's response cycle, if concerns are still apparent then the SENCo or Assistant SENCo will become involved and a further 'Assess, Plan, Do, Review' cycle will be carried out. When a formal meeting is arranged, the school will share concerns and any actions taken whilst at the same time asking for your opinion about the child. If the child is to receive any support that is 'additional to and different from' quality first teaching then they would be placed on the school SEND Support register for the time of this taking place. Following the second cycle of 'Assess, Plan, Do, Review', if it is agreed that a referral needs to take place, then this will be the decision of both school and the parent.

**How will I know how my child is doing?**

There are Parents' Evenings in the Autumn and Spring Terms. Targets are reviewed at these meetings for all children and any child with an individual School Based Plan will have this discussed and monitored. At this meeting, targets are reviewed and new ones set together and for any children with additional funding, a final meeting will be arranged in the Summer term to discuss overall progress and discussions around transition will start. At the end of the year you will receive an Annual Report.

**How do the staff support my child?**

Class Teachers

- Take responsibility for the needs of all of their children
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs (Assess, Plan, Do, Review)
- Meet as required with the SENCo or Assistant SENCo, Liaise with the SENCo or Assistant SENCo, TAs, parents and children to write appropriate targets

- Monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning
- Implement in-class support and differentiate teaching
- Share with the children their learning targets and enable them to participate in decision making regarding their special needs (where appropriate)

Disabilities/ Special Educational Needs Co-ordinator (SENCo) Kayley Allcoat and Assistant Tanya Jacques-Tolley

- Ensure a consistent whole school approach to special educational needs
- Maintain the upkeep of an appropriate special educational needs register and review when necessary
- Seek advice and support and liaise with outside agencies and with other SENCo's
- Monitor the impact of intervention strategies and act upon the findings
- Arrange formal reviews and ensure completion of appropriate Action Plans
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process
- Monitor the use of, maintain and develop SEND resources
- Liaise with parents and other agencies at formal and informal meetings

Headteacher

- Stipulates adherence to the Special Educational Need and Disability (SEND) Code of Practice in school planning
- Determines the use of financial resources, staffing levels and staff deployment
- Monitors data analysis and report back to governors

**How is the teaching adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Strategies to ensure all children can access the curriculum include;

- Making use of all class facilities and space.
- Ensuring the classroom environment and learning expectations are appropriately modified.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.

- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Keeping a record of interventions and their impact.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Implementing individual access arrangements for SATS

**How is the type and amount of support decided for my child with SEND?**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000.

Some pupils with SEND may access additional funding. This additional funding (AFN) might be from a budget which is devolved to and moderated by the Family of Schools. This is accessed by submitting bids according to the level of support required. The SENCo formulates the bids according to LA prescribed criteria.

For those with the most complex needs, additional funding is retained by the local authority. The SENCo, supported by the Family SENCo, will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High Level Need funding (HLN).

**How will my child be included in all activities outside the classroom, including school trips?**

The school curriculum is regularly reviewed by the Senior Leadership Team, which includes the SENCo and Assistant SENCo, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments are also made to ensure children can access extra-curricular activities and school visits. This may involve 1:1 TA support or parents providing extra resources/support for the child but a plan will be created to ensure that your child has the opportunity to join in as fully as possible.

**How do you support my child's well-being?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes

deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants, such as breakfast club and other before school activities. In addition to this, we have a nurture group running out of the honey pot every afternoon, now with 2 sessions running (one for Y1-3 and the other for Y4-6) as well as some individual ELSA sessions where there is a more significant or specific difficult that requires support. We also have some access to The Lighthouse Group who provide a few sessions of nurture-based activities with identified children. If your child still needs extra support, with your permission, the SENCo or Assistant SENCo may access further support through Children and Adolescent Mental Health services (CAMHs) or the Primary Mental Health Support Team (MHST).

**What training do the teachers have?**

Our school operates the following training programmes:

- The SENCo is fully qualified having passed the National Award for SEN Coordination in March 2019 and the National Professional Qualification for Senior Leadership in January 2022.
- The family of schools support and use expertise within the schools to train each other where possible in a SENCo's network.
- Specialist Schools and Families Services provide training. This occurs both within the family of schools but also on our individual School's need.
- The Educational Psychologist Service provide training that we access on a need's basis.
- The family of schools also work together to train staff.
- Individual staff also attend training to support specific needs.
- Teaching assistants have access to some in house training that links to arising need.
- We are a part of the 'Better Together Partnership' which consists of 17 schools that provides termly CPD opportunities.

**How accessible is the school to children with a Disability or Special Educational Need?**

The school has been partially adapted to accommodate children with a physical disability. The car park has ramped access to the school at the left side entrance and there is a ramped entrance from the Foundation Stage playground at the right side entrance. There is also a platform lift to assist wheel chair users in the Foundation Stage and at the Main Entrance to the School building. There is a flat entry into school from the rear entrance.

**How can I support my child's learning?**

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Please contact them in the first instance to arrange a mutually convenient time. Should further or more specialist advice be required, the SENCo or Assistant SENCo are also available to meet with you to discuss your child's progress or any concerns/worries you may have and look at advice and strategies for you to support your child. All information from outside professionals will be discussed with the person involved directly, or where this is not possible, in a report. For our funded children, School Based Plans and targets will be reviewed with your involvement every term.

**What should I do if I have a concern?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you can contact the Disabilities/ Special Education Needs Co-ordinator (SENCo) Kayley Allcoat or Assistant SENCo Tanya Jacques-Tolley. The school SEND Governors, Anna Worsching and Liz Marder, can also be contacted for support.

**Who can the school access to provide them with support/expertise?**

The school has links with external support services in order to fully support our SEND pupils and aid school inclusion. The following services will be involved as and when is necessary:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- South Broxtowe Primary Behaviour Partnership
- Speech and Language Therapy Service
- Educational Psychology Service
- Community Pediatrician
- Occupational Therapy

Physiotherapy
Ask Us (previously Parent Partnership)
Early Help Unit
BeUNotts

Whilst we work with all of these services, we are not able to refer into all of them ourselves. Where there is a specific medical assessment needed then this referral would not be able to be made by school. As a part of initial discussions we would be able to consider which referrals may be appropriate and we would advise you at this time who the referral would need to be completed by whether that be ourselves, you as the parent or another service such as the GP.

**How does school support my child through different transitions?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible.

*If your child is joining us from another setting in Reception:* The SENCo or Assistant SENCo will visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate. We would also look to arrange a meeting between us and yourselves to share any important information where High Level Needs are present.

*If your child is moving to another school:* We will contact the school SENCo and ensure they know about any special arrangements or support that will need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

*When moving classes in school:* Information will be passed on to the new class teacher in advance and a transition meeting will take place. Targets will also be shared with the new teacher. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

*When moving to Secondary School:* In Year 6, the SENCo or Assistant SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most

cases where there is significant need, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

**What is the Local Offer?**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. John Clifford School is part of Nottinghamshire Local Authority's Offer.

You can find the local offer at:

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9