



Special Educational Needs and Disabilities (SEND) Information Report Clifton Green Primary School 2023-2024

At Clifton Green Primary School, we want all children to have high achievement and experience opportunities that enrich their lives. We consider 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) is Mrs Caroline Telford.
- 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 does the school categorise different levels of need?

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

Cognition and Learning Needs - Children may have problems with:

Some or all the work in school
Making progress in reading, writing or maths
Understanding information
Remembering information
Concentration and attention
Dyslexia, dysgraphia, or dyscalculia.

Social, Emotional and Mental Health Needs - Children may have problems with:

Organising themselves
Managing their behaviour
Making friends or relating to adults
Concentration and Attention
Coping with everyday life at school

Communication and Interaction Needs – Children may have problems with:

Autistic Spectrum Condition

Saying words and expressing themselves

Understanding spoken language and understanding others or

A combination of the two

Sensory, Physical or Medical Needs – Children may have difficulty with:

Physical impairment

Visual impairment

Hearing impairment

Accessing the physical learning environment

Have hyper-sensitivity linked to sounds, smells, touches or sight

Self-care and independence.

Hypermobility or developmental coordination disorder.

Require assistance or medication.

If a child has difficulty in one or more of these areas, the first response in meeting a child's need/s is through high quality teaching. This is a universal provision which provides appropriate learning opportunities to all children whatever their needs. It is the first step of the graduated approach when supporting students who have, or may have, SEND. All teachers are responsible and accountable for the progress and development of all students in their class and for identification of students with a SEND. If, after steps have been taken to meet a child's needs, it is identified that they need 'additional and different' support a PPP (Personal Provision Plan) will be written and in discussion with parents, the child's name will be added to the SEN register. For some children their needs may be more complex and may require more personalised support. In these cases, we may decide to put a My Success Plan (MSP) in place. An 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 Request for Statutory Assessment (RSA) can be made with the aim of obtaining 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.

4. 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 and scaffolded 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 is in year 2 and 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 the Willow Tree Y2 class in the morning.

e) The Willow Tree Class comprises Year 2 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 2 base class team, providing a rich and engaging curriculum with a focus on

PSHE.

f) 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. 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

These are held each term. This is where the class teacher meets with the 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 for these additional experts 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.

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

- a) Pupil's work is always differentiated and scaffolded appropriately 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 PPP or MSP depending on need. 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) PPPs and MSPs are shared with all adults working with the child and 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 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 an 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) PPPs and MSPs enable specific details of support to be recorded. These will often be complemented by other targets to help your child progress.
 - c) Mrs Telford (SENCO) 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.
- Our staff are experienced and trained to meet every child's needs, including those with SEND. If your

child requires individualised targets and some additional provision their teacher will set up a Personal Provision Plan/My Success Plan with appropriate targets and discuss these with you termly, or more often if needed. Our SENCo Mrs Telford will oversee provision for any children with SEND and will liaise with class teachers, teaching assistants, external professionals, and outside agencies to make sure that your child's needs are accurately identified and continue to be met.

We aim to ensure that every child achieves their full potential and becomes a confident learner. Our pastoral team, including Claire Hardy (Inclusion Support), Kristine Procter (Behaviour and Nurture Lead) and Natalie Boyne (Pastoral Lead) are also in school to offer additional Social, Emotional and Mental Health support to all children where necessary. We further support your child's social and emotional development by undertaking appropriate peer awareness activities throughout the year to ensure that every child is understood and valued in our school.

The Governing Body has a responsibility to identify a governor who has oversight of special educational needs provision in the school and is responsible for ensuring that the full governing body is kept informed of how the school is meeting statutory requirements. This role is currently undertaken by Kathleen Wood. The SENCo and the Headteacher work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy.

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) The first point of contact is your child's class teacher, often supported by their class teaching assistant.
- c) Each morning, every child is invited to complete a wellbeing check in. For KS2 this is online and is monitored by our pastoral team. EYFS and KS1 complete a check in with their teacher.
- 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 (PSHE) curriculum, and all children engage in weekly sessions at the start of every week.
- e) We also have a trained ELSA (Emotional Literacy Support Assistant) who works with individual children or small groups, a Local Authority Well-being Worker who supports the school in delivering targeted intervention and The Wellbeing in Mind Team who work closely with the school.
- 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-term basis.
- g) The school Inclusion Leader, Pastoral Lead 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, 'Class Charts' 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 addressed accordingly by the Inclusion Team.
- j) All staff are vigilant to pupil's well-being and concerns are recorded on our web-based Safeguarding software. The Inclusion team monitors these concerns and takes 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. This will be provided either by a medical professional or written by the school with support from parents and any medical

professionals involved. 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 several 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?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- a) The Wellbeing in Mind Team
- b) The Learning Hub
- c) Child Protection Advisors
- d) Educational Psychologist
- e) CAMHS (Child & Adolescent Mental Health Service)
- f) AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- g) PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- h) Social Services
- i) Children's Therapy Team (Speech & Language)
- j) School Nurse

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

- i) Educational Psychologists would normally only work directly with pupils whose 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.
- Some of the Outside Agencies we work closely with are listed below:

- Educational Psychologist – can advise on further assessment and best practice to support within school. Their input is required for a Request for Statutory Assessment. Educational Psychology Service E: educational.psychology@york.gov.uk
- Specialist Teachers and Teaching Assistants – additional support for hearing impairment, visually impairment, physical or medical difficulties, autistic spectrum condition, behaviour difficulties and dyslexia.
Specialist Teaching Team (York) E: sendept@york.gov.uk
- Health Services – Occupational therapy, Speech and Language Therapy and Physiotherapy can provide specialised programs and assistance.
Children's Therapy Team, Child Development Centre, York Teaching Hospital
W: [York and Scarborough Teaching Hospitals NHS Foundation Trust - Therapy services \(yorkhospitals.nhs.uk\)](http://YorkandScarboroughTeachingHospitalsNHSFoundationTrust-TherapyServices.yorkhospitals.nhs.uk)
- Mental Health Services – Orca House Child and Adolescent Mental Health Service (CAMHS) can assess and offer advice on ADHD, ADD and Autistic Spectrum Condition. T: 01904

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) EAL Training
- f) Emotionally Based School Avoidance
- g) Sensory Integration Training
- h) Training is ongoing for all staff and is often specifically designed to meet the needs of an individual child
- i) Early Talk for York and More Talk for York
- j) Trauma and Attachment Training
- k) ELKLAN – Speech, language, and communication
- l) Adaptive Teaching for SEN children

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, 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) For children who have an Education, Health and Care plan (EHCP), the provision provided is stated in section F of their plan.

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 Caroline Telford (SENCo) or other professionals
- v) Supporting targets on personal provision plans 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, Nicola Jones, is always available to discuss how we can support all children and families.

Clifton Green Primary School 01904 936948

SENCO – Mrs Caroline Telford – appointments to be made through the school office.

SEND Governor – Kathleen Wood - appointments to be made through school. Further information via our website - <https://www.clifongreenprimary.co.uk>

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 through the following link:

[Welcome to York SEND Local offer – York SEND Local Offer](#)

20. 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:

[York SENDIASS – York SENDIASS](#)