

**Clifton Primary School SEN information report - Cumbria**

SENCO – Mrs Nikki Brabant  
Nominated Governor: Alex Lattin

Clifton Primary School, Clifton: Local Offer

Question	Prompt	Answer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• How do you identify</li> <li>• Children/young people with special educational needs?</li> <li>• How will I be able to raise any concerns I may have?</li> </ul>	<p>We have close relationships with both parents and our feeder nurseries. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional/ special educational needs. (SEN)</p> <p>If you have a concern about your child's development please raise this with the class teacher in the first instance.</p>
<p>How will school staff support my child/young person?</p>	<ul style="list-style-type: none"> <li>• Who will oversee and plan the education programme and who will be working with my child/young person and how often?</li> <li>• What will be their roles?</li> <li>• How are the setting/school/college Governors or Trustees involved and what are their responsibilities?</li> </ul>	<p>Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who may or may not have SEN with support from the Special Needs Coordinator (SENCO).</p> <p>Where appropriate, children may be supported by an additional adult. For example, this support could be in class; in a small group outside the class or one-to-one depending on the needs of the individual child.</p> <p>The school has a nominated governor for Special Educational Needs (<i>who reports directly to the governing body</i>)</p>
<p>How will the curriculum be matched to my child's/young person's needs</p>	<ul style="list-style-type: none"> <li>• What are the School's approaches to differentiation?</li> <li>• How will that help my child/young</li> </ul>	<p>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support may be appropriate in some cases.</p>

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	person?	This will enable your child to access the full curriculum.
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<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</li> <li>• How does the school know how well my child/young person is doing?</li> <li>• How will I know what progress my child/young person should be making?</li> <li>• What opportunities will there be for regular contact about things that have happened at School?</li> <li>• How will you explain to me how his or her learning is planned and how I can help support this outside of school?</li> <li>• How and when will I be involved in planning my child's /young person's education?</li> <li>• Do you offer any parent training or learning events?</li> </ul>	<p>In addition to the school's normal reporting arrangements, we also have an "open door" policy to enable more informal and frequent conversations with you and your child.</p> <p>The progress of each child is carefully monitored and tracked on a regular basis using our 'Insight' system. This, along with other information gathered informs staff on the next steps for your child.</p> <p>Progress and targets are discussed as part of the school's pupil progress meetings and is shared with parents at least once a term.</p> <p>In some cases, your child may require an individual support plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies.</p> <p>Where appropriate we signpost parents to relevant agencies within the communities who can offer further support to you and your child. Follow this link to view the Cumbria Local Offer.</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• What is the pastoral, medical and social support available in the school for children with SEND?</li> <li>• How does the school manage the administration of medicines and providing personal care?</li> <li>• What support is there for behaviour, avoiding exclusions and increasing attendance?</li> <li>• How will my child/young person be able to contribute his or her views?</li> <li>• How will the School support my child to do this?</li> </ul>	<p>A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example, time to talk programme, nurture groups, circle time and a range of language groups.</p> <p>We are committed to the use of Jigsaw Seal across both Key Stage 1 and 2, which all children including those with SEND can access.</p> <p>The school follows statutory guidance in the administration of medicines and provision of personal care.</p> <p>Further information can be found in the relevant policies on our website.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• Are there specialist staff working at the school and what are their qualifications?</li> <li>• What other services does this school access including: health, therapy and social care?</li> </ul>	<p>There is a wealth of experience and expertise in the school staff including those trained or training in Reading Intervention, Maths Recovery, Autism Levels 1 and 2, Paediatric First Aid, Smart Moves and inference training.</p> <p>Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Barnardo's, educational psychologists and specialist advisory teachers.</p>

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<p>What training is the staff receiving or have completed to support children and young people with SEND? <i>This should include recent and future planned training and disability awareness</i></p>	<ul style="list-style-type: none"><li>• Detail staff development and access to training and when this is reviewed and refreshed</li><li>• Do you have any specialist staff and what do they specialise in?</li><li>• Do any other services work closely or in conjunction with your service?</li></ul>	<p>Staff share expertise through collaborative training opportunities within our local SEN cluster as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"><li>• Is the building fully wheelchair accessible?</li><li>• Have there been improvements in the auditory and visual environment?</li><li>• Are there disabled changing and toilet facilities?</li><li>• How does the school communicate with parents/carers whose first language is not English?</li></ul>	<p>Please refer to the school's access plan.</p>

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<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• What preparation will there be for both the school and my child before he or she joins the school?</li> <li>• How will he or she be prepared to move onto the next stage (transition)?</li> <li>• What information will be provided to his or her new school?</li> <li>• How will you support a new school to prepare for my child?</li> </ul>	<p>We have strong links with local nurseries and secondary schools and with other local primary schools.</p> <p>Class transitions within school are carefully managed to support children's wellbeing,</p> <p>A range of transition strategies are put in place to support children at the end of key phases – e.g. transition plans and extra visits,</p> <p>Where possible new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• How are the school's special educational needs budget allocated?</li> </ul>	<p>We aim to allocate resources appropriately to meet the needs of all children with special educational needs.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• In the decision-making process who will make the decision and on what basis?</li> <li>• Who will be involved?</li> <li>• How will I be involved?</li> <li>• How does the school judge whether the support has had an impact?</li> </ul>	<p>The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent.</p> <p>Regular reviews will take place of this support to ensure that progress is being made.</p>