



Clifton Primary School

SEN Information Report 2022-23

	Question	School Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> We have close relationships with parents and our feeder nurseries and information from previous settings is always considered. 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 and disability (SEND). The progress of all children is assessed regularly so that any children not making expected progress can be identified promptly and their needs addressed. If you have a concern about your child's development please raise this with the class teacher in the first instance.
2	How will the school support my child?	<ul style="list-style-type: none"> Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. These range from in class support to additional individual or small group interventions outside the class. When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for special educational needs or disabilities (SEND), a support plan will be created, detailing the exact support the pupil will receive. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND. The school has a nominated governor for Special Educational Needs who reports to the Full Governing Body.

3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> Quality First teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support may be appropriate in some cases. This will enable your child to access the full curriculum.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> 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. The progress of each child is carefully monitored and tracked on a regular basis. This along with other information gathered informs staff on the next steps for your child. Progress and targets are discussed as part of the school's normal reporting arrangements. 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. Where appropriate we signpost parents to relevant agencies within the community who can offer further support to you and your child.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> The well-being of all of our pupils is our primary concern at Clifton. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are integral to our curriculum and are also taught explicitly on a regular basis. Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a Medical policy in place. Pupils' views are sought through school council and other forums.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.

		<ul style="list-style-type: none"> • Educational outside agencies may include: Educational Psychology (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Outreach Services, including ASD. • Specialist health services such as Speech and Language Therapy (SALT); Occupational Therapy (OT); Physio-therapy (PT); Child and Adolescent Mental Health (CAMHS) and other health professionals. • We work with Social Services, Family Support and Community Police • Staff at school are trained in a range of support strategies including Reading Recovery and Maths Intervention.
7	What training have the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge. • Our Special Educational Needs Lead (Mrs Nikki Brabant) receives ongoing SEN training in specific areas and attends termly SEN forum meetings. • All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, ADHD and speech and language needs. • Staff have the relevant First Aid training.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010. • We have a ramp between the lower and upper playgrounds and a disabled toilet.
10	How will the school prepare and support my child to join the school and transfer to a new school?	<ul style="list-style-type: none"> • We have an Induction programme in place for welcoming all new learners to our school. • We have good relationships with our feeder settings and the schools our pupils move onto; we share information to support pupils' learning and well-being at transition. • Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
11		

	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SEND Lead and SLT oversee all additional support and regularly share updates with the SEN Governor.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. • We operate an open-door policy to allow parents to contact their child's class teacher with ease. • Parents are invited to become involved in school-life in a variety of ways eg the PTA, parental helpers in class and on trips and ongoing invitations to school events throughout the year. • We hold parent information meetings to explain our approaches to learning in various subjects, giving parents the confidence to support their child's learning at home. • Our Governing Body includes Parent Governors/representatives. • Parents wanting additional and impartial advice and support can contact Cumbria SEDN Information, Advice and Support Service SENDIAS • For free independent legally based advice for parents of children with SEND contact Independent Parental Special Education Advice - IPSEA
14	Who can I contact for further information	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SEND Lead Mrs Nikki Brabant.</p> <p>For more information about the SEND Local Offer for Cumbria visit http://search3.openobjects.com/kb5/cumbria/fsd/home.page</p>

Clifton Primary School

Clifton. Penrith, Cumbria

CA10 2EG

Executive Head Teacher: Mr Nick Page

Joint Heads of School: Nikki Brabant & Natasha Coultts

Tel: 01768 868817

E-mail: admin@clifton.cumbria.sch.uk