

Special Educational Needs (SEN) Information Report

Clapgate Primary School 2024



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.clapgateprimaryschool.co.uk/send/>.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED:	EXAMPLES OF CONDITIONS WITHIN THE AREA OF NEED:
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



Our SENDCO is Victoria Woodhouse.

Victoria has been a SENDCO for over 10 years and has been part of the Clapgate team since January 2019. She achieved the National Award in Special Educational Needs Co-ordination in September 2015 and the National Professional Qualification in Senior Leadership in January 2018.

Victoria is a qualified teacher and has worked in a number of other schools, prior to joining Clapgate.

She is allocated 5 days a week to manage SEN provision.

Victoria can be contacted by email: woodhousev@clapgateprimaryschool.org and by phone on: 0113 2716700.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teachers are also given opportunities to access external training on order to develop their skills in supporting children with SEN.

Higher Level Teaching Assistants



Our HLTA is Charlotte Whitehead.

Charlotte is a qualified HLTA. She has a wealth of experience in supporting children with SEN and works closely with the SENDCO to plan and deliver exciting lessons and other activities to support the best outcomes for SEND pupils.

SEN Specialist Teaching Assistants



Our SEN Specialist TAs are Claire Speight and Lavinia Hewitt-Hill.

Claire and Lavinia work in a 1:1 capacity and also support small groups of children with SEN. They are both highly skilled practitioners and are trained in Makaton and PECS and work closely with SENIT and the SENDCO to ensure the best support for pupils.



Kirsty Wilson is our Speech and Language Specialist Teaching Assistant. She works closely with our SENDCO and also our Chatterbugs Speech and Language therapist. Kirsty delivers therapy programmes to individual children and also small group interventions such as Phonological awareness and Talk Boost. Kirsty has completed a number of courses to develop her skills in this area, such as:

- Colourful semantics,
- Identifying and supporting children with speech, language and communication needs,
- How to support children with Developmental language disorder
- Selective mutism overview

Teaching assistants (TAs)

We have a large team of TAs who are trained to deliver SEN provision.

We carefully plan a bespoke training package for our TAs which over the past 12 months has included: Assessment for Learning, Oracy, Supporting staff well-being and Outdoor learning and animal care. There are also planned training sessions on understanding and supporting children with specific SEND needs such as Autism, ADHD and Dyslexia.

Therapeutic Support Team



In our Therapeutic Support Team we have Keeley Shires, Aston Queeley, Debbie Brown and Charlotte Cuttler.

Our Therapeutic Team have undertaken a variety of training in supporting children with SEMH needs, including:

Nurture Network Training, Drawing and Talking, Mark Finiss- Restorative Practice, Louise Bomber – Know Me to Teach Me, Safe Space Training and Team Teach.

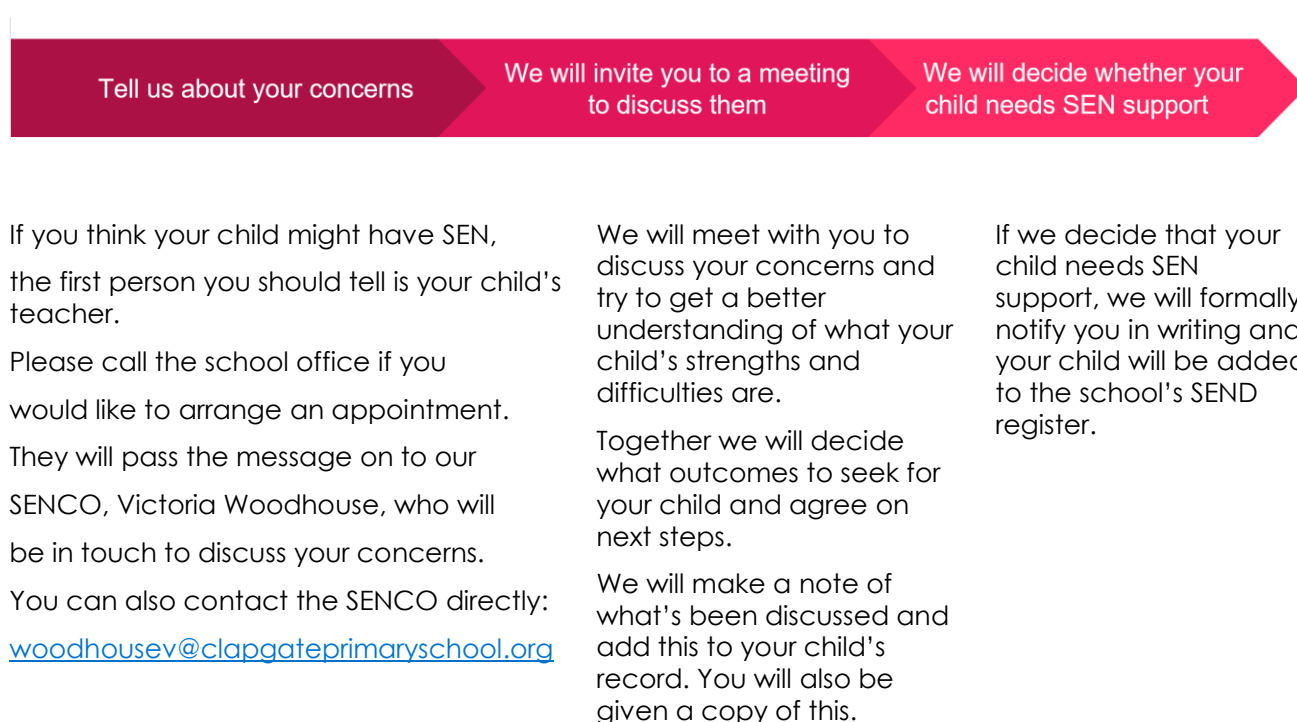
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Chatterbugs (Speech and Language Therapists)
- SENIT
- STARS (Autism team)
- Educational Psychology Team
- JESS Cluster
- Area Inclusion Partnership
- SENDIASS
- Reach Primary Learning Centre
- Social Care
- School Nursing Team
- NHS Speech and Language Therapy Service
- Leeds CAMHS

- BARCA
- Family Support Workers
- NHS – GPs and Paediatricians

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. Class teachers will discuss their concerns with the SENDCO who may observe the child in class and advise on possible strategies and actions.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Assessment is a continuing process that can identify pupils who may have SEN. The school will measure children's progress by referring to:

- Baseline testing-spelling and comprehension
- Evidence from teacher observation and assessment
- Pupil's performance against age related expectations at the end of a key stage.
- Standardised screening or assessment tools.
- Other baseline testing

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO/class teacher will meet with you to share their SEN graduated approach plan.

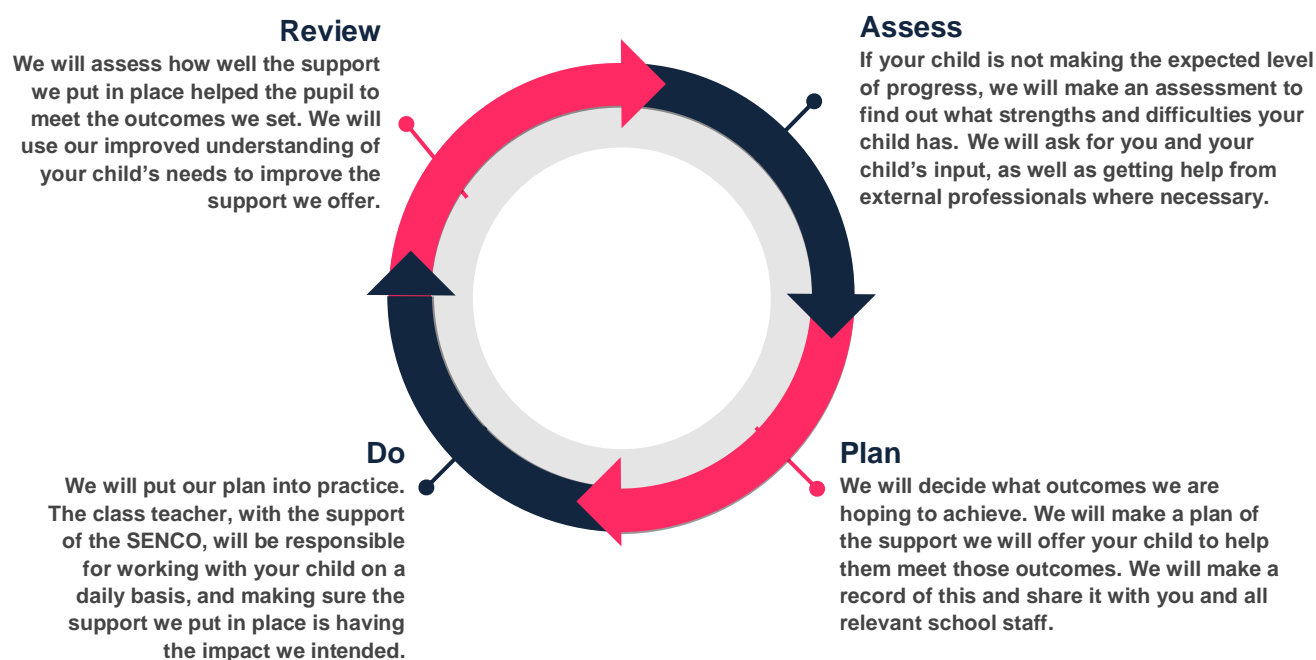
If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

5. How will the school measure my child's progress?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other assessments where relevant, e.g. standardised reading and spelling tests, Boxall profiling.
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

Children on the SEN register will have an SEN Graduated Approach Plan. Parent and child views are sought within the process and targets and provision shared with everybody involved with the child. The plans are monitored and reviewed at least termly to ensure support is effective and interventions are impactful.

6. How will I be involved in decisions made about my child's education?

Clapgate Primary School will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Home school communication around SEND issues are detailed below:

- The class teacher is regularly available to discuss children's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with parents to discuss children's progress or any concerns/worries they may have.
- All information from outside professionals will be discussed with parents and with the person involved directly, or where this is not possible, in a report.
- SEN Graduated Approach Plans will be shared and reviewed with parents at least termly, giving the opportunity to ask questions and have their views heard.
- Homework will be adjusted as needed to children's individual needs.
- There are a number of parent support groups such as SENDIASS to offer support to parents whose children have SEND.
- The school's Therapeutic Team and Care and Support Worker are regularly available.

Through the points detailed above, we will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of all discussions will be added to the pupil's record.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Talking Mats or drawings
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

We are strong advocates that all teachers are teachers for children with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. All subject leaders

Our teaching, learning and planning procedures reflect this and are as follows:

- Provision mapping for all children on our SEND list—including reviewing of outcomes at the end of each cycle.
- Individual targets
- Adapted teaching and learning for example, by grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Use of B squared/PK standards to assess and track progress
- Multi-sensory activities
- Use of visual aids
- Resources to scaffold learning while supporting independence
- Data analysis through the school tracking system
- Pupil progress meetings with class teacher and senior leadership team

We will also provide the following interventions:

- Small groups for teaching
- Talk Boost

- Phonological Awareness
- Personal and group speech and language therapy programmes
- Precision Teaching
- Read Write Inc
- Dough Disco
- Key Word Readers
- Reading Fluency
- Active Literacy Kit
- Nessy
- Alphabet Arc
- Numicon - Breaking Barriers
- Mastering Number programme as additional Maths support
- Motor skills programme
- Lego Therapy
- Sensory Circuits
- Intensive Interaction approach
- Social Interaction groups
- Social Stories
- Time To Talk
- Socially Speaking
- Zones of Regulation
- Daily Circle Time
- Cool Connections – Cognitive Behavioural Therapy
- Drawing and Talking
- Sad Events
- Therapeutic groups based on individual needs – delivered by members of therapeutic team
- Nurture Group

9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term through pupil progress meetings, data tracking and SEN Plan reviews
- Regular intervention reviews to determine the impact of interventions.
- Using pupil questionnaires
- Monitoring by the SENCO (classroom observations, learning walks, review meetings)

- Use of provision maps
- Holding termly review meetings with all stakeholders (for those in receipt of Early Years Funding or Funding for Inclusion), annual EHC reviews.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

In cases where there is a higher level of need, we may consult with external agencies such as SENIT or the Educational Psychologist. The school will cover up to £6,000 of any necessary costs. If funding is required beyond this, we will apply for Early Years Funding for Inclusion or Funding for Inclusion. This can be applied for, for children in N1, N2, Reception, and at the end of Year 2 and Year 4. In addition, school can apply for funding for specific learning difficulties at any point, with SENIT support.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Facilities are provided in school to support access for those with disabilities, these include ramps, lifts and disabled toilet facilities. For further information, please see the school accessibility plan.

The ethos of the school promotes equality for all and any unfair treatment of those pupils with SEND will be referred to the headteacher.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Priority will be given to pupils without an EHCP but who have Special Educational Needs, or exceptional medical or mobility needs. Where Clapgate Primary School is named on an EHCP, the pupil will be admitted to our school providing we can meet their needs.

When admitting children with a disability or known SEN, the SENDCO will work with teaching staff, parents, and previous settings and involved outside agencies to ensure a smooth transition into school.

13. How does the school support pupils with disabilities?

Facilities are provided in school to support access for those with disabilities, these include ramps, lifts and disabled toilet facilities. For further information, please see the school accessibility plan.

The ethos of the school promotes equality for all and any unfair treatment of those pupils with SEND will be referred to the headteacher.

14. How will the school support my child's mental health and emotional and social development?

Supporting children in their social and emotional development is a key priority for Clapgate Primary School. We have a Therapeutic Support team who support children with social, emotional and mental health needs.

We use the Boxall profile and Goodman's Strengths and Difficulties Questionnaire to assess and set relevant targets for children with SEMH. The development of the Nurture Group is a key aspect of our offer, along with a number of interventions to support understanding of emotions and self-regulation.

We have a zero tolerance approach to bullying. For further information, please see our anti-bullying policy available on the school website: <https://www.clapgateprimaryschool.co.uk/about-us/policies-documents/>

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure that current teacher and the prospective teacher will meet and share strategies of support and information about children's strengths and difficulties.
- Records and documents will be available to the new teacher.
- Children will spend time in class with their new teacher and may have visits in their current class.
- For children requiring additional support to this, a transition booklet will be sent home to look at in the summer holidays with pictures and information about their new teacher and classroom.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases – moving to high school

The SENCO will meet with the SENCO of the receiving school to discuss the needs of the pupils who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Additional transition visits

16. What support is in place for looked-after and previously looked-after children with SEN?

Emily Smith (Assistant Headteacher and Designated teacher) will work with Victoria Woodhouse, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For information about mediation and tribunal in Leeds, please use the link below:

<https://sendiass.leeds.gov.uk/parents-and-carers/my-childs-ehcp/mediation-and-tribunal-appeals>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.



Jacqui Rhodes – Child and Family Support



Keeley Shires – Therapeutic and Family support

Jacqui and Keeley work directly with children and families to offer support, both from school and through the Cluster.

To find out what support is available locally, access the Leeds Local Offer Directory for parents:

<https://leedslocaloffer.org.uk/#!/directory/33327>

Clpagate Primary School can be found on The Leeds Local Offer website:

<https://leedslocaloffer.org.uk/#!/model/page/place/5565>

SEND Information Advice support service (SENDIASS) - 0113 3785020

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- > **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- > **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- > **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages