



Claybrooke Primary School – SEN Information Report 2025-2026

Address	Claybrooke Primary School
Contact number	01455 209238
Head of School	Mr P Rock
Special Educational Needs Coordinator (SENDCo)	Mr P Rock (Acting SENDCO)
SEND Governor	Mr H Venter
ELSA	Mrs A Slater
Website address	www.claybrooke.leics.sch.uk
Age Range	4 – 11 years
Ofsted	15th / 16th November 2023. Good
Number of children with SEND	11 pupils on the SEND Record - 11 with SEND Support.

1. The kinds of special educational needs for which provision is made at the school.
"How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?"

Claybrooke Primary School is part of Inspiring Primaries Academy Trust (IPAT).

The local Authority Admissions Policy is followed when admitting children to the school and we follow the advice and direction of the Local Authority admissions team as detailed on our website www.claybrooke.leics.sch.uk. We aim to provide a school that is fully inclusive of all children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children, including those with Special Educational Needs and/ or Disabilities (SEND).

Parents of children with SEND can apply for a place at Claybrooke by following the Leicestershire Local Authority Admissions Policy which can be found on our website. Where children have SEND with an Education Health Care Plan then SENA at the Local Authority will be consulted as part of the admissions process.

Provision is available for children with SEND which may include the following needs:

- ADHD – Attention Deficit and Hyperactivity Disorder
- ASC – Autism Spectrum Condition
- Social, Emotional and Mental Health
- Speech, Communication and Language
- General Learning difficulties
- Fine and Gross Motor difficulties
- Attachment Disorder
- Specific Learning Difficulties e.g. dyslexia, dyscalculia, dyspraxia
- Sensory processing difficulties

This list is not exclusive and at any time we will adapt our provision, where possible, to meet the needs of children that are admitted to our school.

We are a mainstream school and have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. We aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

We gather this information to address a child's specific needs from a range of sources including:

- Parent/carers



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- Child
- Class teacher
- The widening gap between self and majority of peers
- Feedback from service providers or other professionals
- Records transferred from another school
- Baseline and on-going assessments
- EYFS/KS1 results
- School testing and assessment

If a concern is raised, then the class teacher will talk with you about your child's progress and suggest ways in which you could help at home. Additional support in class or through a targeted intervention group will be provided. If difficulties persist then, in agreement with the parent, child, class teacher and the SENDCo, your child may be placed on the SEND Record. At this point, there may be a need for more specific assessments in school. The class teacher and SENDCo will discuss the next steps with you and your child.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

"How do you identify children with special educational needs?"

A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school.

Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness
- show signs of difficulty in developing skills which result in poor attainment in some curriculum areas
- show persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school or strategies put in place by the class teacher.
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional 'in-school' tests or standardised tests are used to help us identify the specific need of the child. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to support your child with any difficulties.

Assessment processes that may be undertaken within school to identify a Special Educational Need include:

1. Boxall Profile – for those children who present with a social, emotional and mental health need.
2. Goodmans strengths and weaknesses analysis
3. Salford Reading Assessment
4. Assessments for working memory
5. Helen Arkell Spelling Test
6. Small Steps tracking assessments for those who we have identified as having a specific or general learning difficulty.

The SENDCo and / or class teacher is able to administer and analyse the standardised tests mentioned above. We provide training to ensure that our staff are given the knowledge, skills and experience needed for working with children with SEND and are trained to identify pupils who may have more specific needs (e.g. ADHD, Speech and Language issues, SEMH, Dyslexia, Autistic Spectrum Condition, sensory issues).



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The school can also seek quality support and advice from other specialist agencies such as the Autism Learning Service, The Specialist Teaching Service, CAMHs, Occupational Therapists, Speech and Language Therapists, Paediatricians and the Educational Psychology Service. If required, after consultation with parents, our school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

More detail is provided in our SEND policy which is available on the school website www.claybrooke.leics.sch.uk

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care (EHC) Plans.

"How will you support my child?"

"How does the school know how effective its arrangements and provision for children with special educational needs are?"

If your child is identified as having SEND, in addition to in class support, the specific support needed to address your child's area of need will be provided.

Interventions are provided in a variety of areas including:

- reading and/ or writing
- maths
- development of speech and language skills
- social skills
- emotional or mental health support

If your child has an EHCP (Education Health Care Plan), or is in receipt of high needs funding, we will put provision in place as outlined in that plan. Pupils with an EHCP are invited to their annual review meetings so that their voice is heard and to meet the professionals involved in supporting their needs.

Class teachers, working with the SENDCo, monitor all pupils' progress regularly. SLT, School Governors and Subject Leaders also monitor progress by conducting formal and informal observations and pupil interviews. A record of all additional support and outcomes is kept; to monitor the effectiveness of this additional support, intervention trackers or speech and language plans are used to assess progress and help to identify next steps. Each child with SEND has a pupil passport that outlines the day-to-day strategies needed to support their needs. Your child and you are invited to share your voice in this document and we endeavour to include the child in their own target setting and in monitoring their own progress.

3b. The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs.

"How will both you and I know how my child is doing and how will you help me to support my child's learning?"

We meet with parents two times a year at parents' evenings; parents of pupils on the SEND record are offered extended parents evening appointments to discuss progress, next steps and amend provision if necessary. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. Regular contact is kept between parents and teachers via messages from the office, email or phone calls. We also hold workshops and open learning sessions for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

3c. The school's approach to teaching pupils with Special Educational Needs.

"What is your approach to individual learning?"

Class teachers all deliver high quality teaching that is tailored to meet the needs for all individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils. We also take into account recommendations from outside agencies when adapting teaching to



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meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

The classroom environment is designed to be as friendly as possible for those with SEND and every classroom includes the following:

- Visual Timetable
- Working Walls that support learning
- Scaffolds for writing – various types are available
- Phonics, Spelling and Maths Mats
- Talk Partners – peer support

The school supports teachers and teaching assistants by providing a range of training opportunities run by school based staff and external agencies. Areas covered recently include:

- Autism Spectrum Condition – Good Autism Practice Level 2 training
- DIPT training
- Comic Strip Conversation training
- Lego therapy training
- NELI training
- Paediatric First Aid training

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.

“How will the curriculum be matched to my child’s/young person’s needs?”

The school complies with relevant accessibility requirements, with space for small groups and individual withdrawal sessions including our quieter library area.

The building can be accessed by wheelchair users and includes a toilet for disabled and changing. Staff are highly trained and have experience of working with a wide range of agencies. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. laptops, I pad, reading books, maths equipment, coloured overlays, sensory equipment). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress.

3e. Additional support for learning that is available to pupils with special educational needs.

“How is the decision made about the type and how much support my child will receive?”

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher and/ or the teaching assistants; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil’s needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, thus ensuring that they are ready for transition to the next educational setting. As outlined above, there will be regular meetings with parents/carers of children with SEND with regard to the outcomes for their child and how this will be supported. Where appropriate, the child will also be consulted. External advice may also be sought from the following people:

- Educational Psychologist
- School Nurse
- Paediatrician
- Autism Outreach Service
- Specialist Teaching Service
- Occupational Therapist
- Speech and Language Therapists
- Oakfield Short Stay School



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When allocating additional support to classes, the Senior Leadership Team will base their decisions on the advice of those above as well as:

- Make-up of each cohort
- Cohort specific data regarding attainment
- Cohort specific data regarding progress
- Behaviour profile of specific cohorts
- Expertise of teachers

3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

“How will my child be included in activities outside the classroom including trips?”

We provide a range of extra-curricular activities, including clubs, trips and residential visits, which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. Alongside teachers, our ELSA is skilled in providing support strategies for pupils before trips and residential visits.

Also in line with our policy for Inclusion, children with SEND will be encouraged to take part in activities that are run in school:

- Differentiated competitive sports teams – this is taken into account with inter and intra school competitions
- SEND children encouraged to take part in Young Voices and choir activities.
- School council
- Enhanced transition arrangements for SEND children on transfer to secondary school
- A range of after school clubs including lego and gardening club.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs.

“What support will there be for my child's overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being through pupil interviews and surveys. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. nurture groups/ support from our ELSA) and progress is monitored using the Boxall Profile. Some pupils may have needs related to behaviour and we work closely with parents to support these pupils in school. If your child has additional medical needs, we will make arrangements by implementing a care plan, in accordance with our medical policy. Staff have First Aid and Epi-pen training regularly. Your child's safety is of paramount importance to all staff in school. We have a safe-guarding policy and a trained Designated Safeguarding Leader and a Deputy Lead. All staff are regularly trained in looking for signs which indicate a concern.

4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND coordinator.

“How will I be able to raise any concerns I may have?”

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or head teacher. The SENDCo at Claybrooke Primary School is Miss S Jones - contact details claybrooke@ipat.uk Tel: 01455 209238

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

“What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?”



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It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by the SENDCo to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. The school has had recent training in:

- Read Write Inc Phonics
- Direct Precision(reading/spelling intervention)
- ELSA (emotional literacy support)
- Lego therapy
- Colourful Semantics
- NELI training

The SENDCo regularly attends the local authority SENDCo net briefings and IPAT SENDCo meetings to keep up to date with local and national developments and to share best practice.

The SENDCo will identify what training is needed to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapists
- Educational Psychologist
- Specialist Teaching Service
- Community Paediatricians
- Health Visitors/School Nurse
- Autism Outreach Service
- Child & Adolescent Mental Health Service
- Family Support Worker/ Social Worker

Following specialist advice and input, trained support staff work within classes to deliver interventions and support. They work closely with children during the school day to implement the advice given and to maximise the impact of the support. Regular feedback sessions take place between support staff, class teachers and the SENDCo to ensure that the impact of specialist expertise is as high as possible and to ensure that there is an impact on progress.

At Claybrooke we employ four Learning Support Assistants, one of whom is trained as an ELSA (Emotional Literacy Support Assistant).

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

"How accessible is the setting both indoors and outdoors?"

Accessibility of the school is reviewed annually. The school is on one level and ramps can be put in place to enable movement around the school for wheelchair users. We have a disabled toilet and changing facilities.

A range of resources, including 'wobble cushions' and fidget sticks are available for children identified as having sensory needs.

The school has access to ICT facilities including laptops and tablets.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

"How are parents involved in the setting? How can I get involved? Who can I contact for further information?"

We believe that it is of paramount importance to involve parents in their child's education. We hold extended parent's evenings for parents of pupils on the SEND record in the Autumn and Spring terms. Additional meetings can be held with the class teacher, SENDCo or both. We provide termly outcomes plans for all children on the SEND Record and a comprehensive written report in the Summer Term. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school



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day, home-school diaries, emails and phone call discussions. Parents are welcome into the building at the end of the day to look at and discuss their child's work and progress.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

"How will my child's views be listened to?"

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by involving pupils in pupil interviews and pupil surveys. Pupils are encouraged to put themselves forward as School Council Representatives so they have the opportunity to be involved in making whole school decisions. Pupils are invited to contribute to their pupil passports, discuss their targets and are encouraged to reflect on these. Where children have a SEND outcomes/support plan or EHCP, these are reviewed annually in a pupil-centred review meeting.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

"What should I do if I have a complaint?"

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. The Chair of Governors (who is also the SEND governor) Mr H Venter, is also available to listen to complaints and mediate with our school to resolve any issues. There is a complaints policy in school, in which such procedures are outlined (contact the school office for details or look on our school website).

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of special educational needs and in supporting the families of such pupils.

"Who else has a role in my child's education?"

Governors are aware that in addition to teachers and teaching assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations (e.g. ADHD solutions) and Local Authority Support Services as detailed previously. Our SEND Governor, Mr H Venter, supports the SENDCo in action planning and monitoring / evaluating SEND interventions. He takes a lead role on the Governors' curriculum and standards committee as well as taking part in learning walks and conducting pupil interviews.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

"What other support services are there who might help me and provide me with information and advice?"

If you need support in finding an organisation or support service for your child, please contact our SENDCo, Miss S Jones (on 01455 209238) or via email at claybrooke@ipat.uk who will be happy to help you navigate through the Leicestershire local offer http://www.leics.gov.uk/local_offer

You may also like to access the Leicestershire local offer Facebook page

<https://www.facebook.com/Leicslocaloffer>

You may find the SENDIASS service useful in providing advice.

sendiass@leics.gov.uk

Tel : 0116 3055614

Leicestershire Autism Outreach Service can be contacted at

sts@leics.gov.uk



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12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

"How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"

At Claybrooke we have a transition day enabling children to meet their new teacher and get to know their new classroom environment. Our website details each year's curriculum and parents are welcome to meet with new teachers to discuss any specific concerns. Open mornings/ afternoons enable parents to keep abreast of the work their children are doing and give a chance to familiarise themselves with methods and standards. Parents' evenings and regular informal contact through an 'open door' policy provide good opportunities for parents and teachers to talk informally.

Children transferring to secondary schools have a planned transition programme. Children with SEND/less confident/vulnerable children are accompanied by a member of the support staff (and / or ELSA) for a planned programme of additional induction. The SENDCo liaises with the secondary school SENDCo and records are passed on.

Children entering school in EYFS, visit the school on a number of occasions prior to the beginning of the new school year. Parents also attend the first session with their child, to get to know the teacher and teaching assistant and play alongside their child in the setting. Parents meet with the teacher to pass on information relevant to the development of their child. Pre –school providers involve the SENDCo and class teacher in pre-school meetings for children who may have additional needs.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

13. Information on where the local authority's local offer is published.

"Where can I find the local authority's Local Offer?"

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website at http://www.leics.gov.uk/local_offer