CLAYBROOKE PRIMARY SCHOOL
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Claybrooke Primary School SEND Information Report

School	Claybrooke Primary School
Telephone	01455 209238
Head of School	Mr P Rock
SENDCo	M P Rock (Acting SENDCo)
SEND Governor	Mrs E Fawbert
Website	www.claybrooke.leics.sch.uk
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1. School context and our inclusive approach

Claybrooke Primary School is a mainstream primary school for children aged 4–11 and is part of Inspiring Primaries Academy Trust (IPAT). We aim to provide a fully inclusive school in which equality of opportunity is a reality for all children, including children and young people with Special Educational Needs and/or Disabilities (SEND).

We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We recognise that children learn at different rates and that there are many factors affecting achievement. Our aim is to identify difficulties as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential.

We follow the Leicestershire Local Authority Admissions Policy. Where a child has SEND with an Education, Health and Care Plan (EHCP), SENA at the Local Authority will be consulted as part of the admissions process.

2. What types of SEND do we provide for?

Our provision may support children with a wide range of needs, including:

- ADHD – Attention Deficit and Hyperactivity Disorder
- ASC – Autism Spectrum Condition
- Social, Emotional and Mental Health needs
- Speech, Communication and Language needs
- General learning difficulties
- Fine and gross motor difficulties
- Attachment Disorder
- Specific Learning Difficulties, for example dyslexia, dyscalculia and dyspraxia
- Sensory processing difficulties

This list is not exclusive. We adapt our provision, where possible, to meet the needs of children who attend our school.

3. Who are the best people to talk to?

Every class teacher has an important role in identifying need, monitoring progress and delivering appropriate support. In particular, class teachers:

- check and monitor the progress of pupils
- plan and deliver high-quality, differentiated and personalised teaching
- use appropriate adaptations and strategies to remove barriers to learning
- work with the SENDCo and other professionals where additional support is required
- ensure that the school's SEND procedures are followed in their classroom.

If you have concerns, please speak to your child's class teacher in the first instance. If you need further support, or the concern is more serious or ongoing, please contact the SENDCo, Mr. P Rock , through the school office.

Acting SENDCo: Mr. P Rock | Email: claybrooke@ipat.uk | Telephone: 01455 209238

4. What should I do if I think my child has SEND?

If you are concerned about your child's progress, learning, communication, behaviour, emotional wellbeing or development, please talk to your child's class teacher. The teacher will discuss your concerns, explain what support is already in place and consider whether further assessment or intervention is needed.

If concerns persist, the class teacher will discuss the next steps with you and the SENDCo. Where appropriate, and in agreement with the parent/carer, child, class teacher and SENDCo, your child may be placed on the SEND Record. More specific assessments may then be undertaken.

We want to work in partnership with families. If you have questions about SEND or are finding it difficult to know what support may help, please contact us so that we can discuss this with you and help you navigate the available services.

5. How will the school know if my child needs SEND support?

Children may be identified as having SEND at any point during their time at Claybrooke. We use a range of information and assessment evidence, including:

- information from parents/carers and the child
- class teacher observations and professional judgement
- information from previous schools or settings
- baseline and ongoing assessment
- EYFS and KS1 outcomes
- school testing and assessment
- the widening gap between a child's attainment/progress and that of the majority of peers
- feedback from external services and other professionals
- data analysis and ongoing tracking of progress.

Children may require further investigation where, despite differentiated learning opportunities, they make little or no progress when teaching approaches are targeted at their identified area of weakness; show persistent difficulty developing skills which affects attainment; have persistent emotional or social difficulties not modified by usual positive behaviour approaches; have sensory or physical difficulties and continue to make little or no progress despite specialist equipment; or have communication and interaction difficulties and continue to make little or no progress despite a differentiated curriculum.

In-school assessments may include the Boxall Profile, Goodman's strengths and weaknesses analysis, Salford Reading Assessment, working-memory assessments, the Helen Arkell Spelling Test and Small Steps tracking assessments. The SENDCo and/or class teacher can administer and analyse the standardised assessments used in school.

Where appropriate, the school may seek advice from specialist services including the Autism Learning Service, Specialist Teaching Service, CAMHS, Occupational Therapy, Speech and Language Therapy, Paediatrics and Educational Psychology, following consultation with parents/carers.

6. How will the school measure my child's progress? – The Graduated Response

We use a graduated approach to SEND support. This is a continuous cycle of assess, plan, do and review. The purpose is to understand what your child needs, put the right support in place, evaluate its impact and adapt provision when necessary.

Assess

We gather information about your child's strengths, needs, attainment, progress and barriers to learning. This may include classroom assessment, observations, pupil and parent voice, intervention information and specialist advice.

Plan

We agree clear outcomes for your child and identify the provision, adaptations, interventions and strategies that are most likely to support progress. Where an intervention is planned, a baseline is established so that its impact can be evaluated.

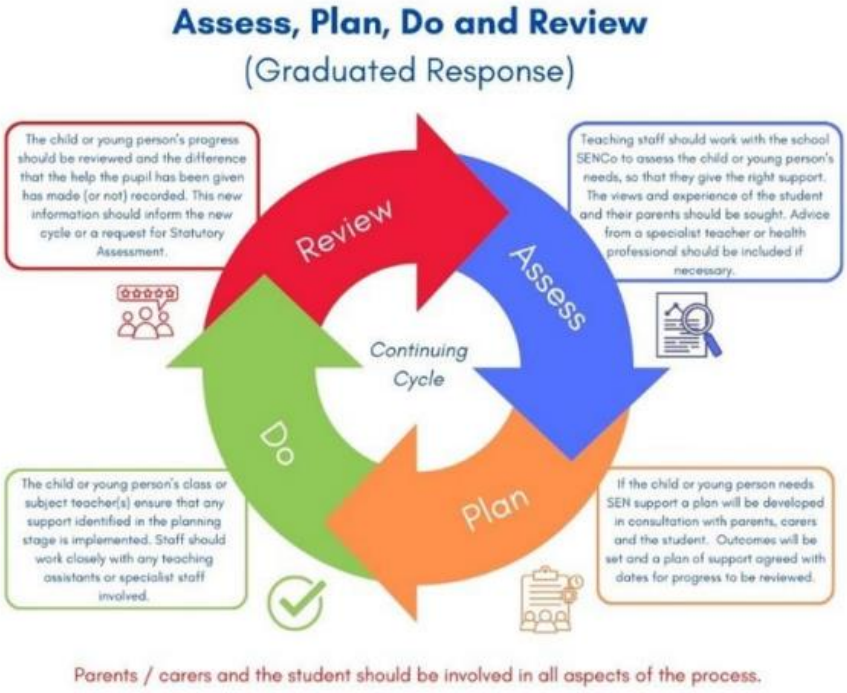
Do

The agreed provision is delivered by the class teacher, teaching assistant and/or other appropriate adults. The class teacher remains responsible for the overall progress of the pupil and works with the SENDCo and relevant professionals.

Review

We review progress towards the agreed outcomes and consider the impact of the support. If a strategy or intervention is not having the intended impact, we adjust the provision and begin the cycle again. Where progress remains limited, further assessment or specialist advice may be sought.

For pupils receiving SEND Support, provision and outcomes are monitored regularly. Intervention trackers, speech and language plans and pupil passports may be used to record strategies, outcomes and next steps. Where a pupil has an EHCP, provision is delivered in accordance with the plan and reviewed through the appropriate annual review process.



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

We believe parents and carers are essential partners in supporting children with SEND. We provide extended parents' evening appointments for pupils on the SEND Record in the Autumn and Spring terms, with additional meetings arranged where needed.

Parents and carers can expect opportunities to:

- discuss progress and outcomes with the class teacher and/or SENDCo
- help identify priorities and appropriate outcomes
- discuss the support and provision that will be put in place
- share information about what works well for their child at home
- review provision and agree next steps
- contribute to their child's pupil passport and targets.

Termly Independent Learning Plans are provided for children on the SEND Record, alongside a comprehensive written report in the Summer Term. Communication may also take place through informal meetings, home-school diaries, email and telephone calls. Parents are welcome to talk with staff at the end of the school day by arrangement.

We may also provide workshops and open learning opportunities for parents in areas such as phonics, reading and mathematics.

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

We encourage children to contribute their views about their needs, targets and the support they receive. The level and type of involvement will depend on the child's age, communication, understanding and individual circumstances.

- pupil interviews and surveys
- contributing to their pupil passport
- discussing and reflecting on their targets
- contributing to SEND support plans or EHCP reviews
- participating in pupil-centred review meetings where appropriate
- being involved in the wider life of the school through opportunities such as School Council.

9. How will the school adapt its teaching? – Quality First Teaching and Individual Learning Plans

Quality First Teaching (QFT)

Quality First Teaching is the foundation of our SEND provision. Class teachers deliver high-quality teaching that is tailored to meet individual needs. Teachers are trained to differentiate and adapt learning, taking account of ability, prior learning and different ways in which pupils learn.

Teachers regularly and systematically review teaching for all pupils, including those at risk of underachievement. We use recommendations from external agencies when adapting teaching to meet specific needs. Where there is a concern about progress, provision may become additional to and different from the usual differentiated curriculum offer so that the pupil can learn more effectively.

Classroom strategies may include visual timetables, working walls, writing scaffolds, phonics/spelling/maths mats and talk partners. Adaptations are selected according to individual need rather than applied as a one-size-fits-all approach.

Individual Learning Plans (ILPs)

Where a child requires a more personalised programme of support, an Individual Learning Plan (ILP) can be used to make the intended outcomes, provision, strategies and review arrangements clear. The ILP should build on assessment information and the child's strengths and needs.

- identify the specific area(s) of need
- set clear, achievable and measurable outcomes
- identify the strategies, adaptations and/or interventions to be used
- make clear who will provide the support and how often it will take place, where appropriate
- include relevant pupil and parent/carer views
- provide a clear point for reviewing impact and deciding next steps.

ILPs sit within the graduated response rather than replacing Quality First Teaching. They are reviewed and adapted as part of the assess–plan–do–review cycle, so that provision remains responsive to the child's progress and changing needs.

10. How will the curriculum and learning environment be adapted?

The curriculum and learning environment are adapted where necessary to remove barriers to learning. We provide spaces for small-group and individual work, including a quieter library area.

- visual timetables and accessible classroom routines
- working walls and learning prompts
- writing, phonics, spelling and maths scaffolds
- appropriate grouping according to need and progress
- laptops and tablets/ICT
- reading books and mathematics resources
- coloured overlays

- sensory equipment, including wobble cushions and fidget sticks
- space for small-group and individual withdrawal sessions.

The school is on one level, with ramps available to support wheelchair access. There is a disabled toilet and changing facility. Accessibility is reviewed annually and suitable adjustments are made where possible.

11. What additional support is available and how is it decided?

Additional support is tailored to the individual needs of pupils. It may be provided by the class teacher and/or teaching assistants and may take place individually or in a small group.

Support may address areas such as:

- reading and writing
- mathematics
- speech and language development
- social skills
- emotional wellbeing and mental health
- specific learning needs identified through assessment.

Where a pupil has an EHCP or receives high-needs funding, provision is put in place in accordance with the plan.

Our aim is to provide sufficient support to help pupils become increasingly independent rather than reliant on adult support, supporting successful transition to the next educational setting.

When allocating additional support, the Senior Leadership Team considers specialist advice alongside the make-up of each cohort, attainment and progress data, the behaviour profile of the cohort and staff expertise.

12. How will my child be included in activities and wider school life?

Clubs, trips and residential visits are available to pupils with SEND. We plan carefully with parents/carers where additional needs need to be considered. Our ELSA can provide support strategies before trips and residential visits where appropriate.

- differentiated participation in competitive sports
- Young Voices and choir activities
- School Council
- after-school clubs, including clubs such as Lego and gardening
- school trips and residential visits
- enhanced transition arrangements for SEND pupils.

We seek to make reasonable adjustments so that pupils can participate alongside their peers. Where appropriate, activities are risk assessed and planned with parents/carers to ensure individual needs are understood and supported.

13. What support is available for emotional and social development?

We recognise that emotional and social development is an important part of education and that being happy at school is crucial. School leaders monitor pupil happiness and wellbeing through pupil interviews and surveys.

Where pupils have identified emotional or social needs, support may include nurture provision and support from our ELSA. Progress may be monitored using the Boxall Profile. Where behaviour is a concern, we work closely with parents/carers to understand need and support the child in school.

Where a child has additional medical needs, the school will implement an appropriate care plan in accordance with the school's medical policy. Staff receive relevant first aid and EpiPen training. Safeguarding is a priority, with a trained Designated Safeguarding Lead and Deputy Lead and regular staff training to recognise signs of concern.

14. What expertise and specialist services are available?

Developing staff confidence in teaching and supporting pupils with SEND is a high priority. Training needs are identified by staff and/or the SENDCo in response to the needs of pupils already in school and those known to be joining.

Recent training has included:

- Read Write Inc. Phonics
- Direct Precision reading/spelling intervention
- ELSA (Emotional Literacy Support)
- Lego therapy
- Colourful Semantics
- NELI training
- Autism Spectrum Condition – Good Autism Practice Level 2
- DIPT training
- Comic Strip Conversations
- Paediatric First Aid.

The SENDCo attends Local Authority SENDCo network briefings and IPAT SENDCo meetings to keep up to date with local and national developments and share best practice.

Specialist advice may be sought from Speech and Language Therapists, Educational Psychologists, the Specialist Teaching Service, Community Paediatricians, Health Visitors/School Nurse, Autism Outreach Service, CAMHS, Family Support Workers/Social Workers and other appropriate services. We also liaise, where appropriate with the Occupational Therapy service, Paediatrics and Oakfield Short Stay School among services that may be accessed where appropriate.

Following specialist advice, trained support staff work with pupils to implement agreed strategies and interventions. Feedback between support staff, class teachers and the SENDCo helps to monitor the impact on progress. Claybrooke employs four Learning Support Assistants, one of whom is trained as an ELSA.

15. How accessible is the school and what equipment is available?

Accessibility 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.

Resources available to support individual needs include sensory resources, ICT such as laptops and tablets, reading books, mathematics equipment and coloured overlays. Provision is reviewed according to the needs of pupils in school.

16. How will SEND support be managed with governors and external agencies?

The SENDCo, class teachers and Senior Leadership Team monitor the effectiveness of SEND provision. School governors and subject leaders also contribute through formal and informal observations, learning walks and pupil interviews.

The SEND Governor, Mrs E Fawbert, supports the SENDCo with SEND action planning and monitoring/evaluating interventions. This includes taking part in learning walks and pupil interviews.

The school works with health, social care, Local Authority support services and voluntary organisations where these are relevant to meeting a pupil's needs and supporting families.

17. What should I do if I have a complaint?

If you have a concern about your child's SEND provision, please raise it first with your child's class teacher. If the concern is not satisfactorily resolved, you can make an appointment with the SENDCo, Head of School or another member of the Senior Leadership Team.

The Chair of Governors Mr H Venter, is available to listen to concerns and support resolution. The school's Complaints Policy sets out the formal procedure and is available through the school office or school website.

18. What support services are available to families?

If you need help finding an organisation or service for your child, please contact the SENDCo, who can help you navigate the Leicestershire Local Offer.

- Leicestershire Local Offer: www.leicestershire.gov.uk/local_offer
- Leicestershire Local Offer Facebook page: www.facebook.com/Leicslocaloffer
- SENDIASS: sendiass@leics.gov.uk | 0116 3055614
- Leicestershire Autism Outreach Service: sts@leics.gov.uk

SENDIASS provides advice and support for parents and carers of children and young people with SEND. The school can also help families identify the most appropriate service for their circumstances.

19. How will we support transition between settings and phases?

Claybrooke provides transition arrangements to help children move confidently between classes and settings. Children have opportunities to meet their new teacher and become familiar with their new classroom environment.

For children moving to secondary school, there is a planned transition programme. Children with SEND, and those who are less confident or vulnerable, may be supported by a member of support staff and/or the ELSA through an additional induction programme. The SENDCo liaises with the receiving school's SENDCo and relevant records are passed on.

Children joining in EYFS visit school on a number of occasions before starting. Parents attend an initial session with their child and meet the teacher and teaching assistant. Parents can share information about their child's development. Where a pre-school identifies additional needs, the SENDCo and class teacher can be involved in pre-school meetings.

Where the school is alerted to a possible learning difficulty, we make best endeavours to gather relevant information and plan appropriate differentiated provision. Bespoke transition arrangements may include additional visits and meetings between parents and the staff who will support the child.

20. Where can I find the Local Offer?

Claybrooke Primary School works closely with Leicestershire County Council to ensure that our SEND provision aligns with the Local Authority's Local Offer. The Local Offer provides information about services and support available to children and young people with SEND and their families.

Leicestershire County Council Local Offer: www.leicestershire.gov.uk/local_offer

Questions about SEND at Claybrooke?

Please contact Mr P Rock, Acting SENDCo
01455 209238 • claybrooke@ipat.uk