



Learning and growing together

Cleeve Prior C of E Primary School

SEND Information Report

Date of report: Sept. 2021

Date of review: Sept. 2022

What is the SEND information report?

What kind of school is Cleeve Prior school?

Communicating the information report

Who to contact information/support/concerns



1

What do we do to make sure that all children feel welcome, included and achieve their potential?



2

How do we develop the skills, knowledge and expertise of staff at Cleeve Prior?



3

What do specialist services do to support the progress and well-being of children with SEND?



4

How do we identify and assess children with SEN and review their progress?



5

How do we ensure that teaching and support help your children to learn and make good progress?



6

How do we ensure children with SEND enjoy a broad and balanced curriculum?



7

How do we make sure that our school and classrooms are safe, stimulating and accessible?



8

How do we work in partnership with parents, carers and children?



9

How do we support children with transition when joining or leaving our school?



10

How do we support children's health and general well-being, including safety, attendance and behaviour?



11

How do we know that we are successful?

GLOSSARY

What is the SEND information report?

Cleeve Prior School's SEND information report outlines our special educational needs and/or disabilities (SEND) provision. Within the report, you will find key information about how we support children in school and with their next stage in education. More refined details surrounding our daily procedures can be found in our SEND policy*.

Worcestershire Local Authority also publishes a local offer* on their website, providing further information surrounding SEND support. <http://www.worcestershire.gov.uk/sendlocaloffer>

If there is an asterisk (*) you will find an explanation of this within our Glossary.

The purpose of our SEND information report is to provide information about:

- How we welcome and support children with SEND within our school.
- How we work in partnership with children, external agencies and families.
- The provision we put in place to support children with SEND

Compliance

The information report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

What kind of school is Cleeve Prior School?

Cleeve Prior School is a small, friendly, village school with family values that aims to provide a high quality education within a secure and caring Christian environment. Our aim is that all pupils will leave us as confident, considerate and responsible individuals who have developed a love of learning and learning for life in a rapidly changing and challenging world. We strive to create an inclusive environment where all of our pupils have the opportunity to shine. ***'Learning and Growing in God's Family.'***

Comments from Ofsted:

Parents response to Ofsted (2016):

Most of the parents were complimentary about the positive atmosphere in the school. They acknowledged the improvements in teaching and the way in which staff take care of their children. The vast majority of parents who responded to the Ofsted online questionnaire were equally positive about all aspects of the school. One parent wrote, 'Cleeve has embraced my child and allowed him to fly and shine'.

Our vision- what we think is important:

- We hope that children strive to achieve their best and become confident well-rounded individuals.
- We aim to ensure that Cleeve Prior School is a place where every child grows and learns in God's family.

Our SEN vision

- To ensure that all children with a Special Education Need receives an accessible, differentiated, person-centred curriculum which enables individuals to experience success.
- To continually strive for early-identification, regular monitoring of progress and evaluation of appropriate SEN provision.
- To work in partnership with parents, children and external agencies and use expertise and contributions to support the provision of an individual with SEN within our school.
- To ensure that SEN pupils are given opportunities to participate in wider school activities and roles.

Communicating the information report.

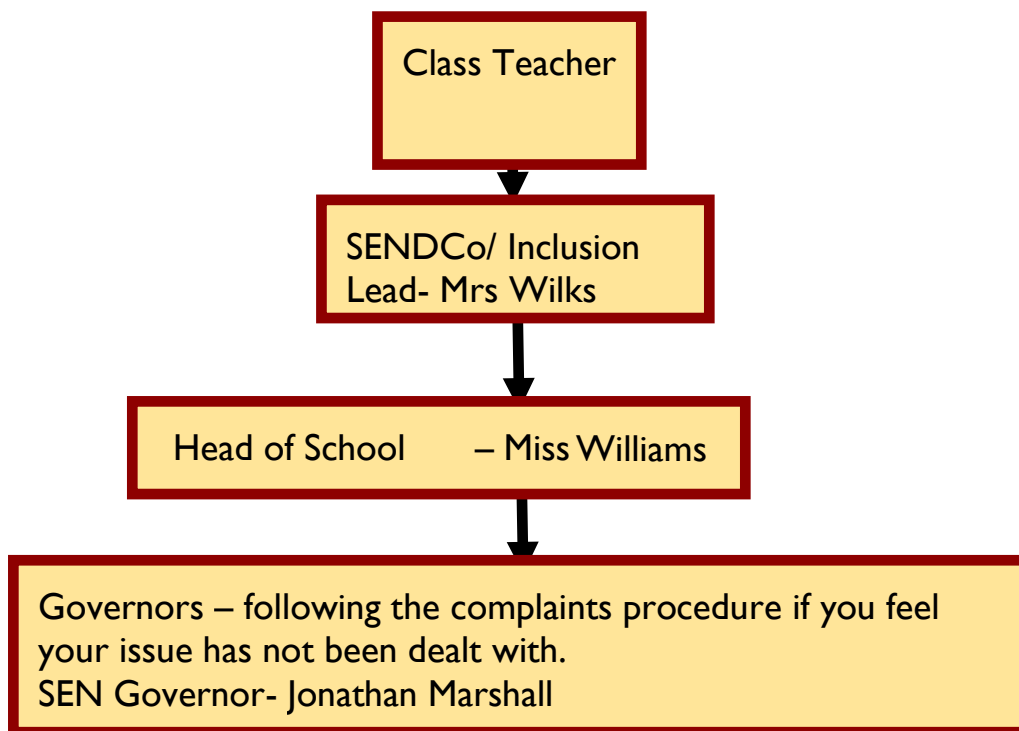
The information report and SEND policy can be found on the website. When requested a copy can be sent via the office. Please speak to office@cleeveprior.worcs.sch.uk if you require this.

More information on what is available to children with SEND and their parents/carers in Worcestershire can be found on the Worcestershire Local Offer website: <http://www.worcestershire.gov.uk/sendlocaloffer>

If you would like to speak with a member of staff, staff will be more than happy to arrange a meeting and answer your questions. Please let us know in advance if you need an interpreter or British Sign Language* signer – we will do our best to facilitate this.

Who to contact – information/support/concerns

Whenever possible, please arrange a meeting with the class teacher to share any information or discuss any concerns. If the issue is not resolved after speaking to the class teacher, follow the flowchart below for further contact.



For further parent advise, guidance or support you could contact the SENDIASS team.

Telephone: 01905 768153 **Email:** sendiass@worcestershire.gov.uk



1

What do we do to make sure that all children feel welcome, included and achieve their potential?

Welcoming children with SEND

At Cleeve Prior, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs.

Any parent or carer who wishes their child to attend Cleeve Prior School needs to apply through the Local Authority. At the point of application, parents or carers should detail any Special Educational Needs their child is experiencing. Pupils who have an Education, Health and Care Plan need to inform

the Local Authority at time of application so that they can consult the school to ensure that we are an appropriate placement for their child.

The school will meet the needs of children with the following SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Achieving their full potential

The Executive headteacher and Head of School have overall responsibility in ensuring the school meets its statutory duties in relation to SEND and Inclusion. The SENCo is delegated responsibility to lead on inclusion and coordinate appropriate provision to meet the needs of pupils with SEND. SEND issues are regularly discussed in staff meetings and support for children with SEND is consistently under review, formally this occurs half termly, but alterations within the classroom can be made on a day-to-day basis to suit the needs of the individual child. The SENCo works closely with the school team to manage the provision for SEN, she leads the programmes of support for individuals and groups of pupils with SEND and keeps a record of children that have been identified as having SEND, alongside the provision* put in place to support them.

A child's provision can also be found on their IPM* (Individual Provision Map). This document involves targets set each term for children identified as having an SEN. It is completed by class teachers in collaboration with the SENCo and reviewed by the SENCo, Class Teacher, parents/carers and child. We ensure that we change and improve provision if it is not working well, making sure that support is well matched to a child's needs and that provision or interventions* are well researched and impact of these are measured to judge effectiveness.

The Governing Body* challenges us to make sure that we improve quality of provision for children with SEND. We have a Governor who is responsible for SEND matters. He meets with the SENCo and makes visits to classrooms to look at learning and provision. Our Governors are fully involved in reviewing and revising our policies in relation to SEND and the SEND Governor has an oversight of what provision and support is occurring within the school.

Inclusion for all

We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised. Where appropriate, we try to prepare children in advance for any new environment or situation.

Children with SEND are also encouraged to fulfil wider responsibilities around the school, there are many roles that the children can become involved with: school council, eco committee and librarians.



2

How do we develop the skills, knowledge and expertise of staff at Cleeve Prior?

All staff receive training when applicable. Training for staff relates to the needs of the school and pupils and is facilitated both in school and through external course providers. Our Teaching Assistants receive high quality training in all areas relevant to their role. This includes, but is not limited to, learning difficulties, speech and language, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism. We use the eight national Teaching Standards* to develop knowledge, skills and confidence of all of our teachers as part of their continuing professional development.



3

What do specialist services do to support the progress and well-being of children with SEND?

Collaboration between education, health and social care services is important to us.

These include, but are not limited to:

- The school nurses*
- Autism/complex needs team*
- Clinical psychologists*
- Educational psychology*
- Speech and language therapy*
- Physiotherapy*
- Occupational therapy*
- CAHMS*
- Learning support service*
- Dietician*
- Community Paediatricians*
- Epilepsy/EEG Team*
- GP*
- Health visitors*

- Paediatric Audiology*
- Multi-Sensory impairment team*
- Vision Impairment Team*
- Umbrella Pathway*

The glossary will provide explanations around how each team supports individuals.

Specialist groups may work one to one with the child or support them in a group-based task, provide training for teaching and support staff and help us to assess needs and plan next steps. Each external service involves a referral process and criteria for eligibility, this means that service support is targeted on those individuals with higher levels of need.

More information about these services is provided within the Worcestershire local offer – the link is provided under the section [‘communicating the report’](#).

Parents/ carers will always be involved in any decision surrounding SEN and the best way to provide support. If the individual requires involvement from these services parents/carers will be involved at every stage and when appropriate children’s views will be considered.



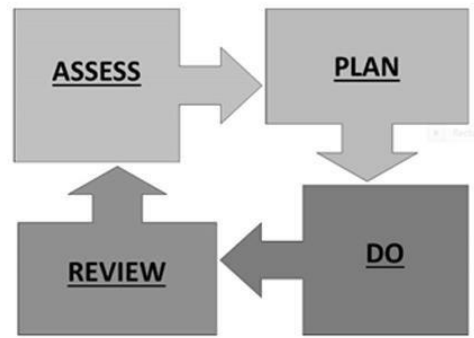
4

How do we identify and assess children with SEN and review their progress?

At Cleeve Prior C of E Primary School, great care is taken to identify and support children who we suspect have a SEND. Special educational needs and provision can be considered as falling under four broad areas:

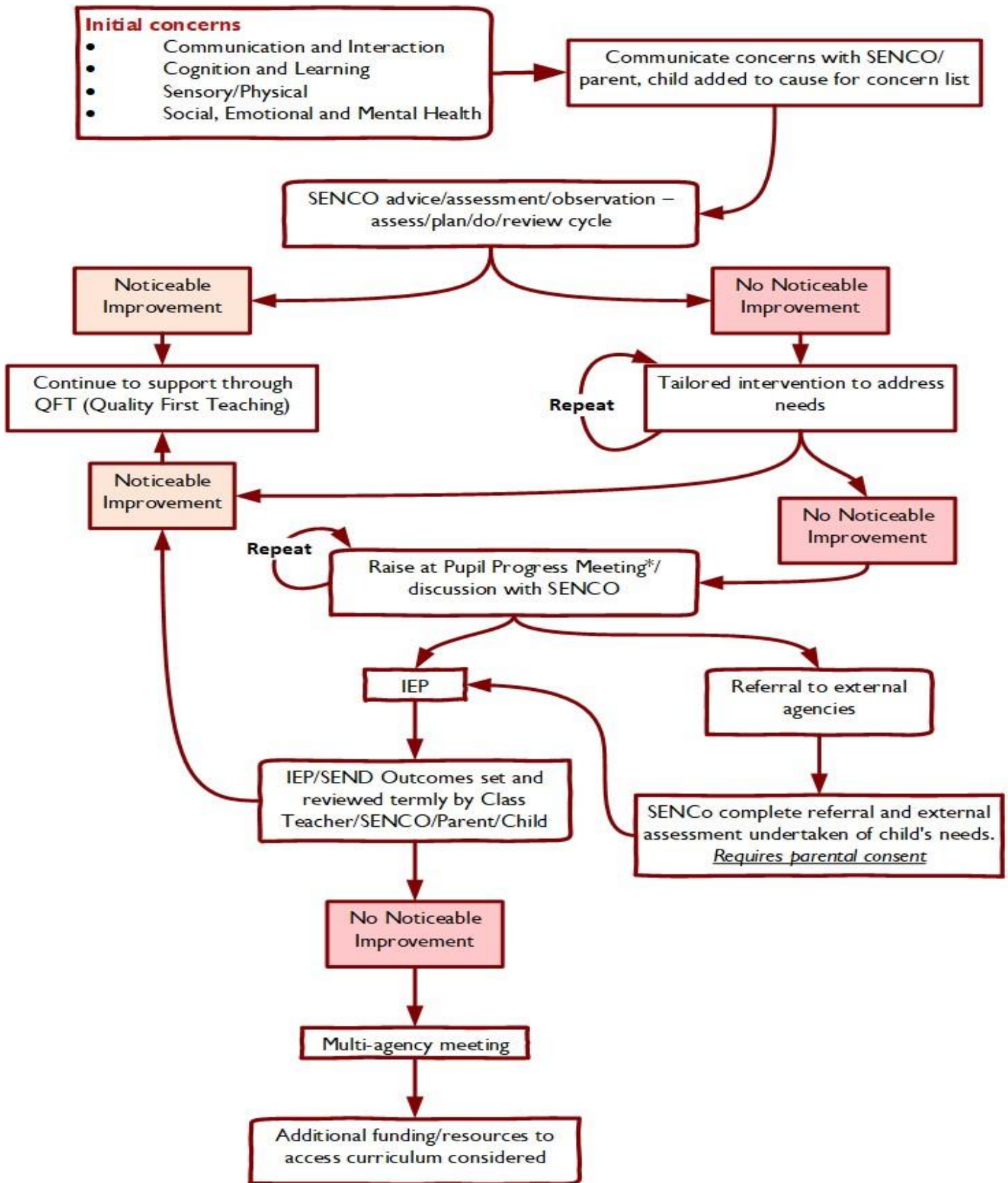
1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, mental and emotional health*
4. *Sensory and/or physical*

Each pupil's skills and levels of attainment are assessed on numerous occasions throughout the school year, including through daily learning experiences. We also liaise with prior settings to aid our understanding and awareness of any difficulties, to best support the individual child with their transition. Every individual child is discussed in pupil progress meetings and any concerns regarding progress are regularly monitored and assessed through the Graduated Response 'Assess, Plan, Do, Review model (SEN Local Offer 2019).



The class teacher will identify if they feel a child in their class needs extra support, this concern is then forwarded to the SENCo and the child is added to a concern list. They will be closely monitored, and progress will be reviewed. Interventions, assessments and observations are enforced before referring to the 4 broad SEN areas of need. Some children may require extra help but may not be identified as having a special educational need. If we determine the child has SEND, they will immediately have an IPM*. The IPMs are reviewed termly with parents and children. Parents are continually informed of ongoing changes throughout this identification process.

For more information regarding how we identify SEN please refer to our SEN policy, to summarise our process briefly please view our 'SEN identification flowchart'.



If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us following the flowchart outlined under the 'Who to contact' section.

High quality teaching - referred to as Quality First teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. Some children and young people need something additional to or different from what is provided for the majority of children; this is SEND provision.

SEND provision is educational provision which is additional to or different from that made generally for others of the same age, beyond the differentiated approaches and learning arrangements normally provided as part of quality first teaching.



5

How do we ensure that teaching and support help your children to learn and make good progress?

All teaching is based on building upon the individual's prior knowledge, (what they can do and understand) to enable them to access the learning task. Learning is adaptable in order to meet individual needs within the classroom and staff carefully consider strategies and resources to enable children to complete tasks and develop independence. Specific strategies to support an individual within the classroom may be suggested by the SENCo or external agencies. Support is planned and reviewed by the class teacher daily, with collaboration with parents/carers and the pupil themselves where appropriate.

Additional provision may take the form of resources, additional support from within school, for example Teaching Assistants (TAs) and it may involve specialist staff or support services. School may involve specialists at any point to advise them on SEND and effective support (these services are mentioned in section 3).

We ensure that provision is made for those who need it. In order to do this, we endeavour to:

- Know where children are in their learning
- Identify any barriers to learning
- Ensure decisions are informed by the insights of parents/carers and children
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review their additional or different provision

When a child requires extra support, we often offer small group sessions that we refer to as 'interventions'. We ensure that approaches used within interventions are based on the best possible evidence and monitor the impact on progress. The interventions will be carefully planned and seek to address any gaps within learning and aid the child in making progress with these learning goals.

Pupils identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should typically be available to every child in every classroom. Below is our school offer in response to the Local offer that shows what support is available across the school

Cleeve Prior CE Primary Graduated Response

Wave 1 Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching	Wave 2 Targeted intervention and support for some learners	Wave 3 Specialist support for a few learners
<ul style="list-style-type: none"> • Differentiated planning demonstrating access, support & extension with clear use of LO/SC • Groupings – consideration to supportive pairings, mixed ability • Availability of clearly labelled resources e.g. writing slopes, pencil grips, left-handed equipment, and word banks etc, coloured backgrounds of paper. • Visual concrete aids to support learning i.e. number lines, 100sq, alphabet strip, dictionaries etc. • Visual timetables • Visual timers • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT • Clear rules, reward systems and hierarchy of sanctions • Quiet area, ‘time out’ zone • Positive reinforcement listening/catch me cards • Circle time and PSHE • Right to a voice – Eco committee, School Council, Librarians • Modelling positive social interactions. • Structured teaching of playground games. 	<ul style="list-style-type: none"> • Intensive small group programmes to support Literacy & Numeracy skills (tracking back to fill gaps) • Catch Up reading schemes • Phonic based intervention programme • Small groups targeting speaking & listening • Small groups targeting social skills/behaviour management (Time to Talk KS1, Socially Speaking KS2) • Gross motor skills/Coordination programmes – Smart Moves • Fine motor skills/Handwriting programmes • Keyboard Skills groups • Personalised word mats/banks, specific equipment • Anxiety management strategies 	<ul style="list-style-type: none"> • Precision teaching to meet individual targets • Adult support to access the curriculum • Assessment and support programmes from external agencies • Fine Motor programmes • Increased access to ICT for recording • Personal visual timetable • Visual timers, keyword lists • EAL personalised dual language dictionary • Alternative communication system e.g. use of signing • Access to Nurture provision • Pastoral Support Plan (1:1 support) Lego Therapy • Flexible workstations



6

How do we ensure children with SEND enjoy a broad and balanced curriculum?

At Cleeve Prior, we provide a curriculum that is broad, balanced and accessible that aims to excite and inspire all children. We endeavour to ensure opportunities for children to achieve in lots of different ways and aim to achieve development of skills in all areas whether that be through creative arts, technology, sports or academic learning. We arrange 'wow moments' for each topic whether that be through educational visits, workshops, guest visitors into school or topic related days to inspire excitement about learning. Teachers set high expectations for each pupil using appropriate assessment to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work.

If your child has been identified as having a Special Educational Need their Individual Provision Map (IPM) indicates additional interventions to accelerate progress. Refer to section 5 for more information around provision that is in place to support your child.

Children have the opportunity to extend their learning through participating in after-school clubs and off-site visits.



7

How do we make sure that our school and classrooms are safe, stimulating and accessible?

We work hard to make sure our school building and all classrooms are safe, stimulating and accessible.

We endeavour to enable children with SEND and disabilities to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities. Much of the school is wheelchair accessible, although some of the facilities are not. There is a disabled toilet large enough to accommodate changing.

- We liaise with the GRT (Gypsy, Roma, Traveller) Services, who assists us in supporting our GRT families.
- Specialist teams provide guidance, advice and equipment for a child with particular access or support needs.
- We use technology when necessary to assist learning.



8

How do we work in partnership with parents, carers and children?

We strive to develop great partnerships with parents/carers and children. We provide various opportunities to work together to meet the needs of the individual. These opportunities include:

Parents/Carers

These include:

- Home/school contact books
- Letters
- Certificates sent home for achievements
- Additional meetings as required with members of staff
- Termly Individual Provision Maps for children with SEN
- Team Around the Child (TAC) meetings for those who we feel require this and have external agency involvement.
- Annual reviews for children with EHCPs
- End of year reports
- Parents evening
- Individual Provision Map reviews
- Coffee mornings

Children

These include: pupil passports (find out the best way they learn and what they like and dislike), pupil conferencing, pupil voice surveys, school council, PSHE lessons and discussions/ Collective worship

- Where applicable meetings occur surrounding the child's view
- IPM meetings talk about their progress



9

How do we support children with transition when joining or leaving our school?

We always do our best to support pupils in moving on from one class to the next and from our school to middle school/secondary school, as well as any pupils who join or leave us in between.

Joining Cleeve Prior

We will invite you to visit the school (if appropriate with your child) to have a look around and introduce you to staff that will work with your child while they are in the school. If other professionals are involved with your child, we will endeavour to hold a Team Around the Child (TAC) meeting to discuss your child's needs and have a collaborative discussion to ensure suitable provision is in place prior to your child starting school. A member of staff may make a home visit and also visit your child in their school setting to ensure comfortable transition.

Transition between classes

When transitioning classes at Cleeve Prior school your child will have the opportunity to meet with the new teacher before the move takes place. Information will be passed on to the new class teacher in advance to ensure provision continues effectively across the school. All IPMs, EHCPs and relevant documentation will be shared with the new class teacher during a handover session.

Further transition to your child's next academic placement

We will talk with your child to identify how they are feeling about the move and the teacher in Oak Class will ensure that lots of transition activities occur to make sure your child is as confident and relaxed as possible enabling this process to be a positive experience. Where possible we will support a visit to the new school in advance of the move. Additional transition visits are arranged as needed. Transition to middle school is supported by close liaison between our Oak Class teacher and SENCO and their middle school/secondary school colleagues. The SENCo will ensure that all records about your child are passed on as soon as possible. In all the above scenarios, we will develop personalised transition plans tailored to individual needs. These may include but are not limited to additional visits to school; photo books; 'All About Me' information from parents/carers/children themselves.



10

How do we support children's health and general well-being, including safety, attendance and behaviour?

Social, emotional and mental health

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) and Circle Time. All children are encouraged to share any worries. If further social / emotional support is required, this can be arranged through the SENCo. We are aware that some children with SEND are particularly vulnerable when it comes to making friendships. We offer a variety of support with this including targeted playground activities and playground buddies.

Where appropriate, we work with parents to get support from external agencies, including the Parent Support Adviser, Family Support Worker or Child and Adolescent Mental Health Service.

Bullying and safety

We take any suggestion of bullying very seriously and act in strict accordance with the school's antibullying policy. We have a zero tolerance of bullying and talk about all aspects of bullying in Collective Worship and lessons.

Behaviour

After any incident, the child is given an opportunity to reflect on their behaviour with an adult. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include an Independent Pastoral Support Plan (PSP) which identifies issues, targets and support. The PSP checklist is completed with the child and parents meet with the SENco/ Class Teacher to create targets and outcomes for the child. See Behaviour Policy for more information.

Attendance

Attendance is closely monitored. Any concerns are referred to an officer from the Education Welfare Services. See our attendance policy for more information.



11

How do we know that we are successful?

We believe that success is important. We can measure and monitor success of an individual child with SEN by considering the following:

- Their academic standards and progress
- Their behaviour
- Their school attendance
- Their level of active participation
- Their engagement and involvement with extra curricula activities
- Their involvement in the wider school environment
- Feedback from children and parents

- Their positive attitudes involving their self-belief, friendship and attitude towards learning
- Their personal resilience and confidence

GLOSSARY

SEND policy	The document that reflects the statutory requirements of special educational needs and how the actual practice of the school meets them.
Local offer	Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
British Sign Language	A visual means of communicating using gestures, facial expression, and body language. Sign Language is used mainly by people who are Deaf or have hearing impairments. The most common form of Sign Language is BS
provision	Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school
IPM	IPM Individual Provision Map is a plan with targets for an individual with SEN.
Interventions	Interventions are programmes involving a set of steps to help kids improve at things they struggle with
Governing body	Each school has a governing body which comprises members of the local community, parents, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.
Teaching standards	Teaching standards were created, according to the Department for Education, to “set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England”.
PPM	PPM Pupil progress meetings are meetings whereby staff gather to discuss the progress of each individual child and share ideas and strategies to help support them further.
The School Nurses	School Health Nurses work out of health centres, GP surgeries and some schools to provide advice and guidance to schools about public health issues
Autism/Complex needs team	Specialist teachers who work with children and young people and provide support to schools

Clinical psychologist	Clinical psychologists are specially trained to assess and treat children and young people whose thought patterns and behaviours may affect their health, wellbeing and development.
Educational psychology	Educational Psychologists help children or young people who are experiencing difficulties with their access to learning. These difficulties may include behavioural, social or emotional needs.
Speech and language therapy	Speech and Language Therapists assess children to identify why children and young people may have speech, language, or communication difficulties. They identify what support families and schools can provide to enable the child to communicate and understand to their full potential.
Physiotherapy	Physiotherapists who work with children are specialist practitioners who have the right skills and specific knowledge to deliver appropriate care and education to encourage family involvement.
Occupational therapy	Children's Occupational Therapists assess and advise children and families on how they can participate in daily activities to enable them to become as independent as possible. This includes general self-care, school, work and play dependant on the age of the child. They may also investigate sensory processing difficulties.
CAMHS	Child Adolescent Mental Health Services - CAMHS provides support to children and families where the young person is experiencing significant mental health difficulties.
Learning support service	Works with schools and settings to help them better meet the needs of children and young people with special educational needs and/or disabilities
Dietician	Some children will have problems eating and chewing and therefore may not get the nutrition they need. A dietician will advise about special diets, supplements, and food in general.
Community Paediatricians	Community Paediatrician are children's Doctors who specialise in childhood behavioural disorders, childhood disability and complex medical conditions.
Epilepsy/EEG Team	The EEG (Electroencephalography) service offers departmental recordings of routine, sleep and overnight ambulatory EEG to adults and children. A mobile service is offered to visit clients with learning disabilities and challenging behaviours at home or in school or day centres if a visit to hospital is too stressful.
GP	Your GP is the health professional that you will probably consult most often. The GP is your first point of call. GPs can refer your child to more specialist professionals and can offer a range of services including physiotherapy, occupational therapy, counselling, health checks and vaccinations.
Health visitors	The Health Visiting team works with all young children and their families to promote healthy lives and prevent illness.
Paediatric Audiology	The Audiology service screens children's hearing at reception age. If a child fails, their hearing test they will be referred to the Audiometric nurses who will perform a more detailed examination.
Multi-Sensory Impairment team	Supports deafblind and multi-sensory impaired babies, children, and young people (0 to 19 years), their families and carers

Vision Impairment Team	The Vision Impairment Team supports babies, children and young people with a vision impairment, their families and carers.
Umbrella Pathway	The Umbrella Pathway (Neuro-Developmental Assessment) has been developed to provide an assessment, process for all children and young people presenting with Autism Spectrum Conditions.