



Cleeve Prior C of E Primary School

SEN Information Report

Date of report: September 2024

Date of review: September 2025

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. We aim for all pupils to leave us as confident, considerate and responsible individuals who have developed a love of learning for life in a rapidly changing and challenging world. We embrace the fact that all children are different and have diverse learning needs. We offer high-quality, inclusive teaching that enables all children to make the best possible progress in school and feel they are valued members of the school community. We strive to create an inclusive environment where all of our pupils have the same opportunities: 'Learning and Growing in God's Family.'



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What is the SEN information report?

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

The purpose of our SEN 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

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

Identification and Involvement

How does Cleeve Prior CE Primary identify and assess Special Educational Needs?

In the 2014 'SEND Code of Practice' it states that the definition of a child with SEN is when they require something 'additional to or different from' the rest of the class in order to make the same rate of progress from their individual starting point.

A range of strategies may be used to identify and assess SEND:



Teacher/SENCO observation



SEN assessments



Discussion with teacher



Views of parent/carer and child



Teacher assessments and whole school tracking

How does Cleeve Prior CE Primary ensure that my child with SEND is fully included in all school activities?

We believe it is important that all children and their families are included in all school activities and that children are supported appropriately. All children play an active part in assemblies and school productions, all children are allowed a chance to speak in front of their class, all children are encouraged to take part in initiatives such as School Council and all extracurricular activities are available to all children. We also complete detailed risk assessments to enable all children to access our school trips and enrichment activities.

Our Provision

What kinds of Special Educational Needs does Cleeve Prior make provision for?

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. All children in school are supported during lessons with high-quality teaching strategies and differentiation. This means that lessons are planned according to the level your child is working at. Support will depend on your child's specific needs and could include changes to teaching styles, physical environment and adult support. In the 2014 Code of Practice the 4 main areas of SEND are:

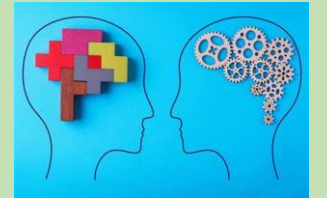
Social, Mental and Emotional Health

- Difficulties in following rules and/or instructions
- Difficulties in understanding their own or others' feelings
- Sitting still
- Making friends
- Dealing with problems in a calm and safe way
- Taking responsibility for their actions
- ADHD



Cognition and Learning

- Difficulties with memory of facts and words
- More time needed to learn skills and think about answers
- Difficulties with letters for reading and writing
- Specific learning difficulties such as Dyslexia and Dyscalculia



Sensory and/or Physical

- Hearing or visual impairment
- Physical difficulties
- Motor skills issues
- Medical needs



Communication and Interaction

- Difficulties in understanding and expressing language
- Difficulties in interaction with adults or peers
- Autistic Spectrum Condition



Teaching and Learning (In the Classroom)

How will teaching be adapted for my child with Special Educational Needs in the classroom?

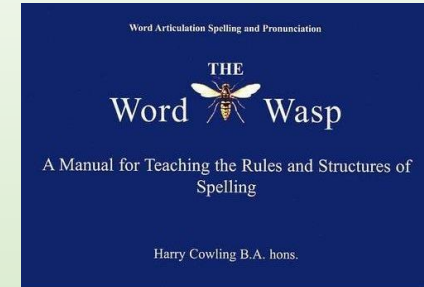
- High expectations – your child will be encouraged and supported to make the best possible progress through differentiated learning.
- Resources – we offer a range of resources such as word banks, sound cards, punctuation prompts, practical counting apparatus, pencil grips, writing supports – our teachers learn to know how your child learns best.
- Specific Strategies – how do we fill those gaps in knowledge? E.g. scaffolding techniques in writing.
- Assessment – regular and stringent assessment will ensure your child's specific needs are being met.



Teaching and Learning (Beyond the Classroom)

How will teaching be adapted for my child with Special Educational Needs beyond the classroom?

- Intervention groups – Speech and Language, Reading, Writing, Maths, Phonics and Handwriting.
- SENDCo – Mrs Laughlin will be available to offer additional advice and further support and guidance to class teachers to help remove barriers to learning so your child makes progress.
- Targeted Interventions – TAs in our school can deliver 1:1 interventions such as ‘Precision Teaching’, ‘Power of 2’ and ‘Word Wasp’ on a daily basis, if there is an identified need, to accelerate your child’s progress.
- Outside Professionals– we work with a range of professionals such as the Complex Communication Team (CCN), Pupil & School Support (PSS) & Educational Psychologist (EPS) to identify and support complex needs – see slide 14 for further information.
- SEND Support Plans and Education, Health and Care Plans – Children with significant SEND needs may require an individual plan agreed by the local authority. This decision would be made by the outside agencies, in agreement with SENDCo and parents would play an integral role in developing the plan.



What training do our staff receive to be able to work with children with SEND?

Our teachers and TAs are provided with regular training opportunities with both external agencies and in-house training. We have received training in Precision Teaching, graduated approach to teaching, ADHD, SALT, WAAM and Lego Therapy. Training is monitored and updated regularly.

Social, Emotional and Mental Health

How will children be supported with their social, emotional and mental health needs?

As a small school, we are lucky enough to be able to build strong relationships with both our pupils and their families. This enables us to identify, assess and support children's needs. All children have picked their own 'trusted adults' whom they can talk to should they need. We also have age-appropriate ways for children to let us know they're worried without having to approach someone directly. These include worry charts, monsters and boxes.

All children complete regular wellbeing questionnaires; have access to a reflection area; use worry boxes (designed by our children) and monsters to share any concerns and have been taught calming techniques such as happy breathing.

We also have a play based counsellor, Pete English, who visits our school on a weekly basis to meet with children who need emotional support on an adhoc or longer term basis.



Involving your Child...

How does Cleeve Prior involve my child with SEND in decisions about their learning?

At Cleeve Prior, we value the views and opinions of all our children. When supporting children with Special Educational Needs, we talk to them and fully involve them in the process at the appropriate level for their age. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them.

We gather the views of your child:

Pupil Questionnaire

* requires consent

If you are happy to give your name, please write it here:

1. The school understands my needs.
 Yes
 No

2. The school tells me about my learning and progress.
 Yes
 No

3. Teachers give me support when I need help.
 Yes
 No

4. Teachers listen to my concerns.
 Yes
 No

5. I am pleased with the progress I am making.
 Yes
 No

6. I am happy at school.
 Yes
 No

7. I thank the teachers who support me.
 Yes
 No

8. I am happy with the help I receive.
 Yes
 No

9. The school helps and guides me when setting my targets.
 Yes
 No

Overall, I feel what the school does for me is:
 Excellent
 Good
 Satisfactory
 Poor

Are there any other comments you would like to make?

*Thank you for completing this questionnaire.

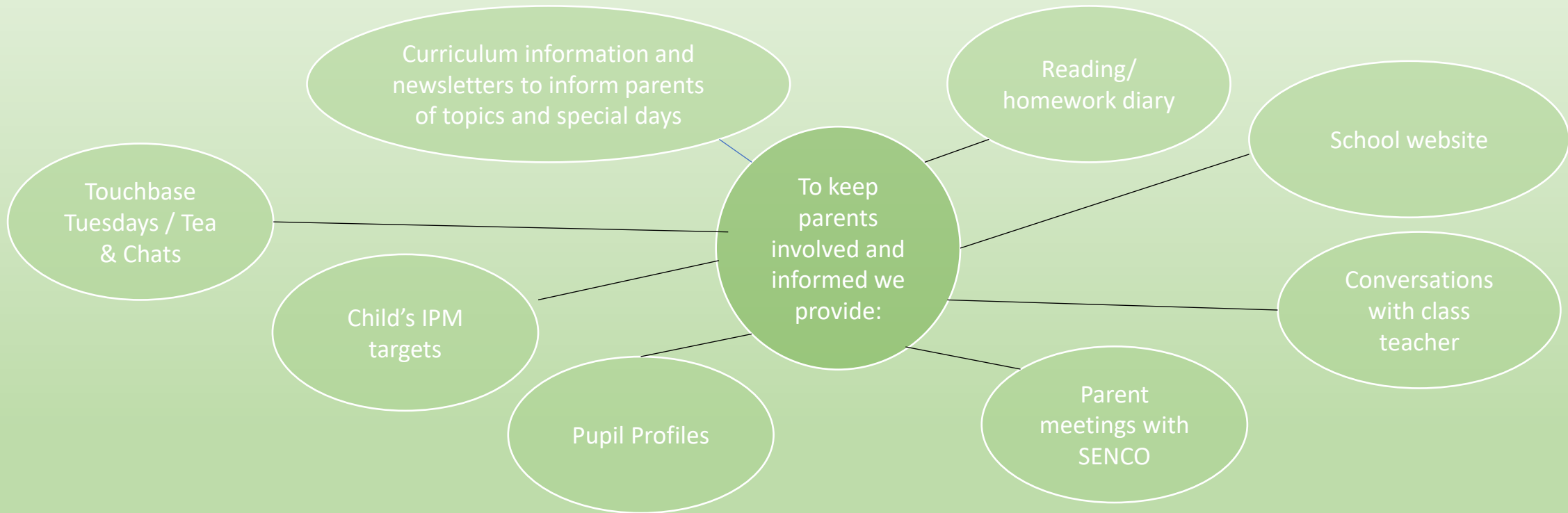
*For children with an Education, Health and Care Plan, we always share their views within the Annual Review process. Other strategies include:



Parental Involvement...

How will Cleeve Prior involve me in supporting my child with SEND?

At Cleeve Prior, we believe that working in partnership with parents will enable us to achieve the best outcomes for your children. We want all of our parents to feel involved and informed.



Cleeve Prior encourages strong home-school links and we ask for your support at home with your child's targets and related work. Please do not hesitate to ask your child's teacher how you can best support your child's progress at home.

Transition...

How does Cleeve Prior support SEND children during transition?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. As a small school, we are lucky that all teaching staff are able to build strong relationships with all pupils from their very first days. There are fewer transitions to new classes, which means fewer changes to routines.. When moving to a new class or middle/ secondary school we ensure:

SENCO/ class teacher meet to discuss a child's particular needs.

Transition day – children spend the day at their new school or in their new class.

Pre-visits – children to look around the school, visit their new classroom, meet their new teacher and any other teaching support staff.

Transition posters – your child will take this home over the summer holidays.

SEND records are passed to new teacher / school.

Parents are invited to share concerns.

SEND assessments follow the children to their new class to ensure an accurate baseline assessment.

Staff have the opportunity to work with children with SEND to gather knowledge about what is best for the child ahead of the transition.

If your child is moving to or has come from another school, including pre-school provision:

- We will contact the new/old school's SENCO to discuss any particular needs or concerns.
- All records about your child will be passed on to us or the receiving school.
- In some cases, we will endeavour to organise pre-visits to our school or make observations of your child in their present setting and attend any transition meetings.

Getting support for your child...

Who can I speak to if I have concerns or questions about my child's learning?

At Cleeve Prior, we operate an open-door policy and would encourage you to speak to us if you have any concerns about your child.



School

How will Cleeve Prior CofE Primary School let me know if they have concerns about my child?

If there are concerns about a child's level of need or progress in learning, your child's class teacher and the SENCO will arrange to discuss this with you. Your child's views will also be taken into account.

Once a child is identified as having a special educational need, a graduated approach to support is taken, in line with the Assess, Plan, Do, Review cycle outlined in the 2014 Code of Practice:

In the first instance, please arrange to see your child's class teacher, preferably at the end of the school day.

Your child's class teacher can discuss your child's progress, their targets, recent assessments, any specific support they are receiving, their differentiated learning and the specific gaps in your child's knowledge.

The teacher knows your child and will be happy to discuss your concerns.



Class Teacher

Your child's class teacher may direct you to the school SENCO, who is Mrs Laughlin. Her role includes:

- Monitoring and reviewing the SEND policy.
- Co-ordinating the provision for children with SEND across the school.
- Liaising with a range of external agencies who can offer advice and support.
- Ensuring parents are
 - Involved in supporting their child's learning.
 - Kept informed about the support offered to their child.
 - Included in reviews of their child's progress.



SENCO

Class teacher/ parent raises concerns about progress despite high-quality teaching & appropriate support in class.

Class teacher & SENCO meet to agree a targeted plan of support.

Provision and support are adapted to meet the needs of the child and a meeting is held to review progress.

If there are still concerns, the SENCO will contact external agencies for specialist support.

Specialist Support...

How does Cleeve Prior get specialist help for pupils if they need it?

Our school works with various external agencies that can provide specialist support where needed. In lots of cases, we have a named professional who we can call on. This support can take the form of a school visit (including observations or assessment of the child, discussion with staff and meetings with parents), support via email or telephone, and training staff.

If your child requires support from these services, we will always consult with you and gain your consent.

Communication and Autism Team (CAT)

Children who have a diagnosis of Autism or communication difficulties. They will also provide support for the family.

Sensory Support Service (SS)

Children who have particular sensory needs, such as visual or hearing difficulties, where access to the school environment is affected.

School Nurse (SN)

Children with allergies

Pupil and School Support (PSS)

Children who are working below the expected levels for their ages. A Pupil Support Teacher will also work with staff in schools, offering support, advice and training.

Physical Disability Service (PDSS)

Children with physical difficulties which impact on their access in the school setting.

Occupational Therapy (OT)

Children with physical and sensory difficulties.

Autism Outreach Teacher

Child with a diagnosis of Autism.

Educational Psychology Service (EPS)

Children with complex learning needs.

Psychotherapist

Children with emotional and mental health difficulties

Speech and Language Therapy (SALT)

Children with a high level of speech and language difficulties.

Admission of Disabled Pupils...

How do you ensure all children are treated equally at Cleeve Prior?

At Cleeve Prior, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Cleeve Prior School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our Accessibility Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The school works towards these aims by:

- Promoting high-quality learning and attainment
- Providing high-quality curriculum entitlement and a high-quality learning environment
- Promoting our Christian Values to enable the children to value themselves and each other
- Promoting an effective partnership with parents and the wider community.

You can find further information in our Accessibility Plan, which is on our website.

Support Services...

Who are the support services who can help parents with pupils with Special Educational Needs?

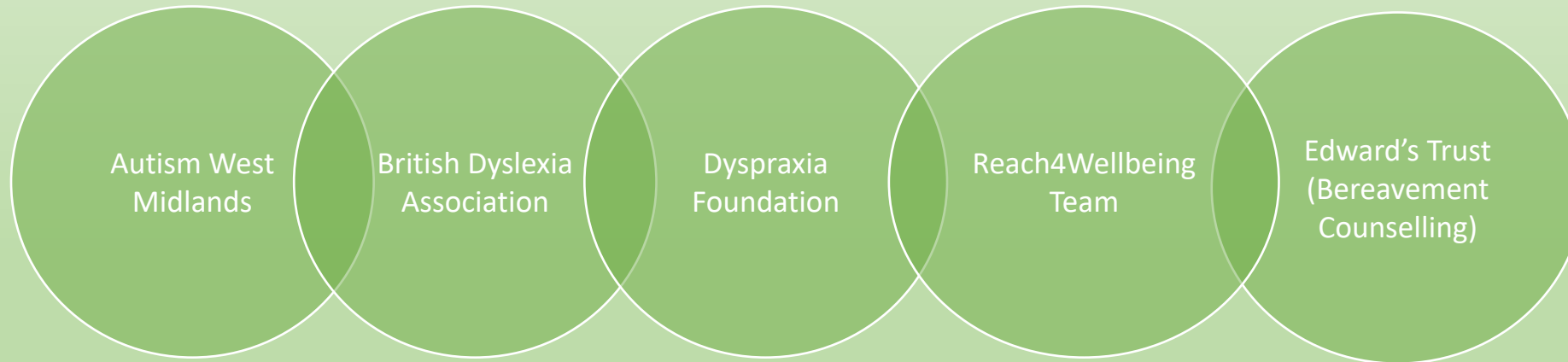
The Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) exists to provide advice and information to parents and pupils in Worcestershire. Click [here](#) to visit their website.

This information is designed to explain Special Educational Needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may affect you.

Email: sendiass@worcestershire.gov.uk

Tel: 01905 768153

There are many other organisations which could support your child and family. Some of these are detailed below:



Where can I find information about the Worcestershire Local Authority SEND offer?

The information in this report feeds into Worcestershire's local offer. Click [here](#) to visit their website.

Queries or concerns...

What can I do if I have a concern about the provision for my child with Special Educational Needs?

At Cleeve Prior, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs.

If you were to have a question or concern about the provision for your child with special educational needs, in the first instance, we would encourage you to contact your child's class teacher, following that, the school SENCO, Mrs Laughlin.

If you still have concerns, then please contact Mrs Laughlin, head of school, by telephoning the school office or writing a letter marked for her attention. The school and governing board take complaints seriously and will do everything they can to resolve the issue quickly.

In the unlikely event your concern is not resolved, then please make contact with Mrs Caroline Unitt, our Chair of Governors, in line with our Complaints policy procedure. Please see our website for further guidance.

What is the role of the SEND governor?

In our school, we have a governor who is responsible for Special Educational Needs. Her name is Jane Foster and her role is to liaise with the SENCO throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school.

The SEND governor is the link between the school and the governing board in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

What do those letters mean?



Acronym	What it means?	Acronym	What it means?
SENCO	Special Educational Needs and Disabilities Co-Ordinator	TA	Teaching Assistant
SEN	Special Educational Needs	EHCP	Education, Health and Care Plan
PSS	Pupil and School Support	EYFS	Early Years Foundation Stage
CAT	Communication and Autism Team	SALT	Speech and Language Therapy
EP	Educational Psychologist	SPD	Sensory Processing Disorder
FSW	Family Support Worker	EAL	English as Additional Language
SN	School Nurse	ASC	Autistic Spectrum Condition
SS	Sensory Support	ADHD	Attention Deficit and Hyperactivity Disorder
OT	Occupational Therapist	HI/VI	Hearing/ Visual Impairment
EH	Early Help	TAC	Team around the Child