Clifford Primary School SEND Information Report

Approved by: Jennifer Langford Date: 11th September 2026

Next review due by: 11th September 2027

This report sets out information about our provision for students with special educational needs and/or disabilities (SEND).
This information is updated annually.

1. **What kinds of SEND are provided for?**
   We currently support children with a wide range of needs which are:
   Communication and interaction
   Cognition and learning
   Social, emotional and mental health
   Sensory and physical needs

2. **How do we identify pupils with SEND and how do we identify their needs?**
   We carefully monitor all our pupils from the time they start at Clifford Primary School.

   Extra support will be put in place if a child:

   makes less progress than their peer group

   widens the attainment gap between themselves and their peer group

   makes less progress than during previous years

   fails to reduce the attainment gap between themselves and their peers

   develops a change in behaviour that impacts their learning and/ or social interactions

   experiences a change in their emotional wellbeing

   begins to have attendance issues such as Emotional Based School Avoidance (EBSA)

   Assessment of needs is initially carried out by the class teacher. If an issue is suspected, then parents or carers will be informed and the next steps decided. The SENDCo will assess children too, based on information given by the class teacher and by the parents. In some cases, we refer children on to see therapists e.g. for speech and language difficulties, emotional needs or to see a consultant. At times, we employ an Educational Psychologist to assess a child and their recommendations are used.

   Not all children who are making slow progress or have low attainment will be put on our SEN register.

   Children who have an EHCP or an IDP will have their needs reviewed on an annual basis.

3. **How do we consult with parents or carers and their children?**
   All parents or carers receive 3 reports a year which state their child's attainment and progress and are invited in to termly parents' evenings.

   We have a SEND register and before adding children's names to the register we meet with the parents to discuss whether the child should be added to it.

   Where appropriate, children are involved in creating a 'One Page Profile' to include their likes and dislikes and any information they wish to share.

   Children on our SEND register receive an IEP (Individual Education Plan) every term and parents are invited to comment on their progress. Parents will be invited to meet the SENDCo each term. The IEP targets are shared with children at the beginning of each new cycle.

   For children with an EHCP (Educational Health Care Plan) or IDP (Individual Development Plan) there will be an annual review too.

   In our consultation meetings:
   All parties will contribute to an agreed action plan and what the desired outcomes are.
   We will discuss the strengths of the child as well as their areas of difficulty.
   We will discuss concerns raised by parents and teaching staff, and sometimes by children themselves.

4. **How do we assess and review pupils' progress?**
   We monitor the progress of our SEND children regularly against the National Curriculum objectives and against the targets set out in their IEPs and targets set out in EHCPs/IDPs.

   We use the Graduated Approach of Assess, Plan, Do, Review to ensure support is adjusted as needs change. If a student does not make progress, the cycle restarts with a different plan or higher level of expertise rather than repeating the failed strategy.

   The class teacher or teaching assistant gather entry and exit data for children working in intervention groups and will discuss these with the SENDCo and head teacher. Typically, interventions last 6 weeks. We assess the impact of interventions during the six-week block and at the end. To record this, we use Intervention Trackers.

5. **How are pupils supported as they move between phases?**
   We are a small school, and all adults know our children well. Adults share information during transition meetings between phases.

   Information is shared if a child joins us from another school or if they leave for another educational establishment. At the end of Key Stage two we aim for children to have a smooth transition to their secondary school. Transition meetings are held between us and local secondary schools during the summer term. Our nearest secondary school hosts additional transition days for children with SEND. These children benefit from being escorted by a member of staff too.

6. **How we teach pupils with SEND?**
   A quality first teaching approach is used throughout the school using the format of assess, plan, do, review. All teachers are accountable for the progress of every child in their class. Interventions are put in place to provide extra additional support.

7. **How do we adapt the curriculum and the learning environment?**
   Teachers adapt their teaching so that lessons and activities are suitable for all.
   We are fortunate in having skilled teaching assistants in each class. Between the class teacher and the teaching assistant all children receive a high level of support. We aim to support all our learners and use a variety of teaching methods and resources, and we make use of our display space to create working walls which children can refer to.

   We adapt our curriculum by:
   - Scaffolding support
   - Chunking objectives and instructions
   - Providing timetables and/ or now and next cards
   - Utilising technology, such as voice recording devices, transcription and other APPS to support recording of work
   - Providing coloured paper or overlays

   We adapt our learning environments by:
   - Having a calm space in or outside of the classroom
   - Allowing appropriate fidget tools to support emotional regulation
   - Keeping classrooms free from clutter and busy walls to minimise distraction and overwhelm
   - Using neutral tones on displays for a calmer effect
   - Ensuring children are positioned appropriately in the classroom

8. **How do we give additional support?**
   We give our children the support they need to access the curriculum and to be happy in our school. This could include for example additional speech and language sessions, following a gross motor skills program which has been devised by an Occupational Therapist, being part of a Friends program to develop skills in social interaction or receiving additional 1:1 or small group adult support in the classroom. We offer 1:1 Emotional Literacy Support with our qualified ELS Assistants. The school will fund up to 6 sessions of 'Butterflies Counselling and Play Therapy for Children', where appropriate.

9. **Staff training and expertise**
   Our teaching and support staff have many years of experience. We have a newly qualified SENDco as of 2.9.26 who now has one day a week designated SEND time.
   All teaching staff receive training throughout the year so that we are equipped to support our children; including those with medical issues. We access additional training when needs arise.

When needed, we access support from other professionals such as Family Help, Educational Psychologists, School Nursing Service, Speech and Language Therapy, Occupational Therapy and CAMHS.

10. Can we secure equipment and facilities for our SEND?

Over the years we have built up our own bank of resources. Our school has wheelchair access and a separate toilet for children with physical disabilities. We have good links with specialists in our local authority and aim to access specialist equipment if required.

11. How do we evaluate the provision for our SEND pupils?

We monitor our provision by:
Tracking attainment and progress
The SENDCo and governor for SEND carries out a learning walk at least once a year
Our 'SEND in a Nutshell' document
Talking with the children and asking them their opinions
Book trawls
Reviewing impact of interventions
Observing the children during team teaching exercises
Regularly reviewing Pupil Profiles and IEP's
Meeting pupils with EHC plans and their parents at annual reviews and offering termly meetings too
Pupil progress meetings with teachers

12. How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

We are inclusive and provide all pupils with equal opportunities.

We adapt our lessons and teaching and learning experiences for them to be inclusive to all. We never exclude children due to the SEND in any subject; including physical education.

Specific children may require 1:1 support to engage in certain aspects of their learning, this may mean that the learning is child lead and done in a different way to the rest of the class to ensure the child is accessing the learning appropriate to their individual needs.

13 **How do we provide support for children with social and emotional needs?**

- All teaching staff have been trained in restorative practice.
- Our staff are approachable and spend much time talking and listening to children. 'Mindfulness' activities are incorporated into school life.
- Effective teaching of PSHE and circle time.
- We have to qualified Emotional Literacy Support Assistants (ELSA).
- We train our Year 6 pupils as Peer Mediators.
- We work with professionals from other agencies including Family Help, Educational Psychologists, Speech and Language Therapy; Occupational Therapy, CAMHS, Social Care and Health.

14. **When do we work with other organisations?**
    As and when we need to, we will refer children to external agencies. We sometimes use Educational Psychologists, School Nursing Service, Speech and Language Therapy, Occupational Therapy and CAMHS.
    We sometimes refer parents to take their child to see their GP, optician, dentist or hearing specialist.

15. **How can parents complain about SEND provision?**
    All our staff aim to work closely with the parents and carers of all our children. In the first instance, parents or carers are advised to discuss the complaint with the class teacher. If this does not resolve the issue then the case will be referred to the head-teacher.

    Parents or carers are entitled to make disability discrimination claims to the first–tier tribunal (Special Educational Needs and Disability) if they believe that the school has discriminated against their child. This is an organisation which handles appeals against local authority decisions.

16 **Who are the named contacts within school?**
    Head-teacher: Mrs Jennifer Langford
    SENDCo: Mrs Jennifer Langford and Mrs Katie Lloyd

17. **What is the Local Offer and where are details of it published?**
    The Local Offer lists all the services and provisions which are available locally and gives information on procedures for accessing these. Our local authority's Local Offer is published at What is the local offer? - Herefordshire Council

The SEND information report will be reviewed annually by the governing body and the SENDCo.

The governing body will approve any changes made to the SEND information report before it is displayed on our school website.