



Clarendon Primary School Special Educational Needs and Disability (SEND) Information Report

General Information/Frequently Asked Questions:

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the school SENCO/senior leader in school may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue, then you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child via The Early Help process, which can be explained by the SENCO.

What is the school ethos/approach to SEN and Disability?

The school aims to support all pupils in making good progress as soon as they start at the school. We aim to have a fully inclusive curriculum, with pupils supported and challenged to achieve highly and to make good progress in all areas. Pupil progress is tracked very carefully on entry in Nursery and/or Reception and high expectations of progress are set for all pupils. Early identification of any problem helps to ensure that appropriate support and interventions are put in place, so that all learners are able to access education at an appropriate level. Staff at Clarendon understand that children learn at different rates and will require different levels and types of support in order to succeed. They adapt their teaching in a responsive way in order to provide targeted support to address potential barriers to learning.

How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. Parents are invited to attend parents' meetings in the autumn and spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Individual Provision Maps are written for children who have special educational needs and these are discussed fully with parents and pupils. Parents may also request information at any time regarding the progress of their children. Children with an EHCP (Education, Health & Care Plans) will have an annual Person Centred Review meeting where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals.

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

The school monitors pupil well-being carefully and plans to support pupils and their families in the best interest of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil. We have a full-time Learning Mentor who works closely with the Deputy Head for Inclusion to provide swift intervention for any children or family that needs help. In addition to the PSHE curriculum which is taught to all pupils, the school supports individuals and groups of pupils in a range of ways, including through life skills groups and the use of small group, 1-1 interventions with school staff or external agencies.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Parents of children with special educational needs are fully involved in reviewing the progress towards agreed targets and in setting new targets. They are also kept informed of the provision for their child at school and staff are always happy to discuss suggestions for how parents can best support their child at home.

How do school involve children and young people in their education and in the decision making process?

All children are involved in setting their own targets for development, where this is appropriate. Children are involved when Provision maps are reviewed and their ideas and aims are taken into consideration when any new plans are written. The school encourages pupils to share any concerns they have and to discuss any wishes they have to support their development/ learning.

Who, outside of school, can I turn to for advice and support?

The following services may be able to offer support and advice for parents:

Bolton's SEND Team- 01204 332091
Independent Advisory Service (IAS) – 01204 848 722 – Cheryl Wyatt
Aspire Behaviour Support Service – 0333 200 8705 – Danny Maher
Educational Psychology Service – 01204 338060 – Sue Cornwell
Woodbridge SEND Service – 01204 3329732 – Kate Marsden
School Nurse/ Health Visitor – 01204 337578
CAMHS – 01204 483222
Social Care – 01204 337479
Community Paediatrics – 01204 463500
Speech & Language Therapy Service – 01204 462670 – Louise Cohen
Speechwise – 0161 706 0511
Occupational Therapy / Physiotherapy – 01204 462670
Sensory Support Service – 01204 333120 – Peter Marsh
SENDAs Helpline - 07385404594
Fort Alice – 01204 365677

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer is available on the council website: <https://mylifeinbolton.org.uk/send.aspx>

How should complaints regarding SEN provision be made and how will they be dealt with?

All complaints are dealt with in line with the school's Complaint Procedure which is available by contacting the school office. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head Teacher or the Chair of Governors, as outlined in the Complaints Procedure.

How do I get a copy of the school SEND policy?

The school SEND policy is available in the Policies section of the school website. A copy is also available from the school office on request.

Who do I contact for further information?

Mrs Claire Cairns is the school SENCO. If you would like to discuss any area of concern with Mrs Cairns, please contact the school office to arrange an appointment. (01204 333411)

Need specific information

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Clarendon School policy for the identification of needs	- Formative teacher assessment within class - Use of summative assessments - Monitoring of progress made across a range of subjects - Woodbridge SEND Service observations	- Information from parents - Information from Speech & Language therapists following referrals in or out of school - Formative assessment of communication development - Ladywood - EP Assessment	- Information from parents - Monitoring of progress in related areas in EYFS - Observation in class, playtimes, lunchtimes - Behaviour logs on CPOMS, changes in attitude etc. - Aspire support worker to add to caseload and create SNAP profile/report	- Information from parents/health visitors/school nurse - Age-related checks e.g. vision/hearing - Observations in P.E. at playtimes
How Clarendon School assess whether a child/young person has a SEN	- Diagnostic tests linked to specific areas of concern (e.g. Pearson) - Assessment by external professionals such as Educational Psychologist - Pupil progress meetings	- Assessments by Speech & Language Therapists referred by school - Ladywood - Health professional – i.e. health visitor/school nurse	Concerns raised by class teacher or parent if additional strategies are needed to support the pupil. Logs made on CPOMS.	Additional support or advice needed to assist pupil to access full curriculum in school
Type of SEN provision made throughout Clarendon Primary School	- Cuisenaire rods in Maths for years 1-4 and children with an EHCP in Y5-6 - Small group interventions e.g. First Class in Number, 1:1 sessions - Learning Mentor - Specialised resources - Use of Early Years Developmental Profile to	- Speech Therapy programs - Talking partners - Time to Talk, Talkabout, Talkboost - EYFS Screening by Speech & Language Therapist - EYFS Narrative Groups - Use of Communication In Print	- Nurture - CAMHS - Aspire Behaviour Support Service - Behaviour chart 1:1 sessions i.e. Drawing and talking therapy - Learning Mentor - Referrals to Fort Alice for counselling	- Sensory support service - Access to Sensory Circuits 1:1 sessions - Occupational Therapy - Physiotherapy

	track progress of EYFS children with high needs			
How Clarendon Primary School evaluates the effectiveness of the provision made	Progress tracked each half term in core subjects. Pupil Progress Meeting	Speech and Language assessments completed Pupil Progress Meeting	Targets reviewed and updated regularly Pupil Progress Meeting	Regular visits from external agencies to monitor progress. Pupil Progress Meeting
How Clarendon Primary School adapts the curriculum and school environment for pupils	Differentiated curriculum planning, activities, delivery and outcomes In-class targeted teacher/TA support Visual timetables Use of writing frames Access to ICT including AI (Teachmate) Individual or group reading Daily individual reading support Daily maths support Individual/small group phonics support Advice from external agencies A.R.R.O.W tuition Dyslexia friendly classrooms in KS2 – tinted classroom screen, exercise books and overlays as basic.	Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words Increased visual aids, modelling etc. Visual timetables Use of symbols and communication In Print Structured school and class routines Use of PECS (Picture Exchange Communication System) Use of Signalong Advice from EP/specialist teacher A.R.R.O.W tuition	Whole school behaviour and relationships policy Whole school rewards and sanctions systems All staff receive training in Unconditional Positive Regard and Emotion Coaching Extra-curricular clubs Circle Time/Class Assembly PSHE focus work Use of IBPs Social stories Small group or 1:1 social/life skills Individual counselling Individual mentoring or support Individual reward system Reduced/adapted timetable if necessary	Staff aware of implications of physical difficulty Loop system for hearing aids Writing slopes Pencil grips Brain gym Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc. Occupational/ Physiotherapy programmes Access to iPads/ enlarged key boards Use of appropriate resources e.g. hearing aids Use of enlarged print/ dark lined exercise books Advice from EP/specialist teacher
How the school ensure the inclusion of pupils with SEN in activities outside of the classroom	All children have access to and participate in an inclusive and enriching curriculum inside and outside the classroom. Any additional needs or considerations included in risk assessments. Additional staffing ratios where needed.			
What specialist skills/ expertise do school staff have?	TAs trained 'First Class in Number' interventions in Yr2/4 TAs trained to deliver phonics sessions TA trained on precision teaching and screen for dyslexia (Pearson)	Early Years Staff trained in Signalong Use of social stories Ongoing advice and support from in-house speech therapist	Learning mentor able to provide 10-week Mindfulness for Parents Programme The School holds the Gold Mental Health Kite Mark	Staff trained to adapt written work for visual impaired children Staff trained to support children with tracheostomy, epilepsy, asthma.

What training are the staff teaching and supporting pupils with SEN having/recently had?	Woodbridge SEND Service - discussions with class teachers to support and implement strategies. Dyslexia Awareness training, Working memory training Communication In Print training	Speech & Language Therapists discussions with class teachers/ SNA to support and implement programmes of work Talkboost Interventions	Behaviour Support discussions with class teachers/ SNAs to support and implement strategies. Whole school review of behaviour policy/ guidelines Emotion Coaching	Teachers given advice and recommendations from Sensory Support Services to work with children with VI/ HI
What external specialist services are accessed by school to meet the needs of pupils and support their families	Educational Psychology Service Woodbridge SEND Service	Speech and Language Therapy Service Working with any other specialist advisors	Aspire Behaviour Support Service Health Visitors School Nurse	Occupational Therapy Physiotherapy Visual Impaired Services Hearing Impaired Services School Nurse
How is equipment and facilities to support pupils secured?	Where possible, items are secured using the school budget and/or monies allocated for SEN. For larger items the need is identified at annual reviews/ person centred reviews and priorities are identified to best support each pupil.			
How does Clarendon School support pupils with SEN during transition?	Prior to starting school the school meets with parents, health visitors or staff from nursery schools/ playgroups to discuss all pupils so they can make the best start at school. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision which may need to be made and to discuss any specific concerns. When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Progress data and other information are passed on and teachers are able to access any information from previous years. Year 6 pupils will have additional transition days to their secondary school in liaison with Woodbridge SEND Service. Assessment documents and other necessary paperwork will be transferred with meetings with Secondary School SENCO and staff.			
How does Clarendon School support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?	Opportunities for the children to discuss relevant and current issues and voice their opinions and thoughts through our PSHE curriculum Life skills provision: Cookery, Cre8 and Forest Schools Nurture Groups Additional transition days to secondary school 10-week SALT transition programme for vulnerable Y6's preparing for KS3 Meeting with secondary school teachers Careers Day (annual event)			