

Clifton Primary School

SEN Information Report for Academic Year 2024/2025



Pam Goodfellow Chair of Trustees

This policy will be reviewed annually on or before November 2025

This information report has been prepared by Terri Hadfield (Headteacher) and Sarah Middleton-Wood (SENCO) and approved by the Local Governing Body for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.




<p>The academy makes provision for the following kinds of SEN</p>	<p>Clifton Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:</p> <ol style="list-style-type: none"> 1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD) 2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia. 3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health. 4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-Sensory Impairment (MSI). <p>The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need.</p>
<p>The academy identifies and assesses SEN by:</p>	<ul style="list-style-type: none"> • Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group. • If identified as SEN, Pupils are given a Pupil Passport (PP) which details small step targets to close gaps in basic skills for both Literacy and Mathematical development and may include outcomes to develop social skills and learning behaviour. Teachers are responsible for updating Pupil Passports and setting the next steps on their learning journey. Pupils requiring a PP will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability. • All pupils' outcomes in their PPs are addressed daily or when appropriate depending on the nature of the outcome. Some pupils are withdrawn for additional specific learning programmes such as Dyslexia Gold (specifically for pupils with dyslexia or dyslexic tendencies), Speech and Language programmes (overseen by NHS SALT), Phonological Awareness training (developing early phonological skills), 1:1 Reading intervention, small group Mathematical instruction, Reading and Inference training, as well as delivering any physiotherapy or physical intervention support; such as finger strength development or chewing/mouth strengthening support, wheelchair skills development and fine motor skills development. • Some pupils also require support within the classroom for specific learning difficulties. All pupils follow the Graduated Approach and where a pupil is not

	<p>making the expected progress on the outcomes in their PP over two terms, it may be considered appropriate to start looking at referrals to external agencies for support. This might lead to referral for an EHC Plan if the SEN Support Plan is showing an increasing level of need to support a pupil to make expected progress. EHC Plans are reviewed annually. Pupils with a plan are given support dependent on their level of need. All pupils receive additional top up time from the school budget to ensure all Literacy and Mathematic lessons are supported, including PE sessions (for pupils with a physical disability) and lunchtime support where appropriate.</p> <ul style="list-style-type: none"> • Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENDCO is responsible for ensuring all physiotherapy sessions are carried out. <p>THE GRADUATED APPROACH:</p> <ul style="list-style-type: none"> • Where a pupil is identified as having SEND, we will put special educational provision in place. This SEN support follows a four-part cycle (assess, plan, do, review) through which earlier actions and decisions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. • Class teachers retain responsibility and accountability for the progress, attainment and development of all pupils in their classes, including those pupils who access support from a teaching assistant or specialist teacher. Wherever there are concerns about a pupil’s progress, class teachers should consult with parents/carers about these and the measures being taken to address them. • Quality first teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEN. Senior leaders at Clifton Primary School continually monitor and evaluate the quality of teaching and learning for all pupils, including those at risk of underachievement and/or with SEN. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered. <p>The school’s systems for tracking and monitoring the progress of individual pupils provide class teachers with timely information about those not making expected progress. At this stage, teachers will need to consider whether to modify their teaching or provide targeted intervention in order to enable pupils to ‘close the gap’ with their peers. Pupils are closely monitored for one term to see if progress improves. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have SEN. Early identification of SEN is essential in ensuring positive outcomes for pupils.</p>
<p>The academy supports SEN in accordance with its policy framework</p>	<p>Further information about the academy’s approach to:</p> <ul style="list-style-type: none"> • Assessing and review the progress of children with SEND; • Teaching children with SEND; • Adapting the curriculum and learning environment for children with SEND; • Making decisions on additional support in relation to children with SEND;

<p>which is set out at:</p>	<ul style="list-style-type: none"> • Ensuring inclusion of children with SEND with children without such needs across all school activities; • Supporting the emotional, social and mental development of children with SEND; and • Evaluating the effectiveness of our provision for our children with SEND.” <p>Can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.</p> <ul style="list-style-type: none"> • Other policies which describe our regulatory responsibilities include; <ul style="list-style-type: none"> ○ Accessibility Plan ○ Admissions Arrangements ○ Safeguarding policy and procedures ○ Complaints procedures ○ Early Years Foundation Stage ○ Equality Information ○ Data Protection ○ Health & Safety ○ Home-school agreement document ○ Behaviour ○ Sex & Relationships Education ○ Supporting Children with Medical Conditions • Government guidance about SEN can be found on the DfE Website: www.gov.uk/government/organisations/department-for-education • Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3 • Equality and Human Rights Commission guidance on Reasonable adjustments: https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustmentsdisabled-pupils • For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 • Equality Act, Advice for schools: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
<p>The academy's SENCO's details are:</p>	<p>SENDCO : Sarah Middleton-Wood Telephone: 01482 325913 Email: smiddleton@clifton.het.academy</p>
<p>The academy's staff have been trained and have expertise in the following areas:</p>	<p>Clifton Primary School has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. The staff receive training 'in house' and from outside agencies where appropriate. Where pupils require specialist expertise, this is secured by referral to outside agencies and by school staff accessing specialist training.</p>

	<p>Different training has been provided from external agencies such as and not limited to:</p> <ul style="list-style-type: none"> • City Psychological Service - Educational Psychologist • Northcott Autistic Spectrum Disorder Outreach Service • NHS Speech and Language Therapist service • IPASS – Integrated Physical and Sensory Service • Pupil Referral Unit – Support for pupils with behavioural difficulties • Tweedykes & Ganton Outreach Support Service (SLD and ASD support) • Virtual School – Looked After Children
<p>The academy will secure equipment and facilities for children with SEND by:</p>	<p>The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. toilet blocks, handrails, sensor tap, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom)</p> <ul style="list-style-type: none"> • Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays and coloured books, as needed, and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. When required, some pupils with identified Dyslexia will also follow a specialist intervention programme. • All pupils with ASD, when required, will be provided with a quiet learning space for 1:1 learning activities – this will usually be away from the main learning classroom in order to reduce the business of the classroom environment so that pupils are able to learn in a quiet, non-stimulating environment. • Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted. • All pupils who are visually impaired will have an access to larger print materials (appropriate to the required print). The school work closely with IPASS to provide the necessary learning materials. • Access to and from the school/classroom is reviewed yearly with the help of IPASS – access is adapted when and where needed. • At times some children may require additional support from the school for their emotional wellbeing. This can take place via check ins or specific ELSA work. Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations. • Pupils with attention deficit are encouraged to participate in sensory breaks within the classroom and also have the opportunity to participate in Sensory Circuits or go to our sensory room. <p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to</p>

	<p>ensure that this is a successful and discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.</p> <p>A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible. We provide support for children during lunchtimes by offering an zones of activities on the playground to support with structured play, these zones also include a 'chill' zone in which children are able to have quiet time and complete things like colouring/drawing.</p>
<p>The academy aims to involve the parents and children with SEND in the education of the children and will do so by:</p>	<p>Clifton Primary School recognises the significant contribution parents/carers can make to the education of their child and as such the school seeks to work in full partnership with parents. We aim to keep parents fully informed and involved during their child's time at the school. We take into account the wishes, feelings and knowledge of parents/carers and encourage them to make an active contribution in their child's education and in identifying outcomes that will make a difference to them and their child.</p> <p>The class teacher is the key person to support parents/carers. If a parent/carer has information or concerns they wish to share about their child we encourage parents/carers to share this with their child's class teacher in the first instance. Parents are invited to termly SEN Reviews with the class teacher and the SENDCo to discuss their child's progress. As part of the graduated approach, we hold Pupil Centred Planning meetings to discuss pupils' needs and review targets, and to obtain parents' views and aspirations. We support parents through the EHCP referral process, collating evidence for the My Support Plan. We also meet parents for EHCP Annual Reviews and seek their views and feelings about their child's progress over the course of the previous year.</p> <p>Ensuring pupils' representation is of significant importance to the person-centred planning process we follow here at Clifton Primary School. The views of pupils are sought routinely and at regular intervals to ensure that a pupil's voice is heard in decisions relating to them. This can take the form of;</p> <ul style="list-style-type: none"> ○Termly SEND review meeting with the SEND team and conversations around pupil progress, achievements and next steps ○One page profiles are used to gather information about pupils, parents, support and medical needs ○SEN Support plan targets are discussed with the pupils
<p>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the academy by:</p>	<p>If parents/carers have a concern regarding their child's progress, please see your child's class teacher. If you wish to take this further you may wish to speak to the SENCO, Mrs Middleton-Wood.</p> <p>Mrs Middleton-Wood will be available to contact parents Monday – Wednesdays however will not be contactable Thursday and Fridays due to teaching commitments. If you need to speak with Mrs Middleton-Wood please email: admin@clifton.het.academy with FAO: SENCO and Mrs Middleton-Wood will get back to you within 3 working days.</p> <p>If parents/carers are still concerned about the progress or provision for their child, they can contact the SEND Governor or Headteacher by email: admin@clifton.het.academy or by making an appointment through the school office.</p>

<p>The academy works with other agencies to support children with SEND and their families by:</p>	<p>At times it may be necessary to consult outside agencies to receive their more specialised expertise. The governing body understands the value of this support for pupils.</p> <p>Services include:</p> <ul style="list-style-type: none"> • City Psychological Service - Educational Psychologist • Northcott Autistic Spectrum Disorder Outreach Service – to support our children with diagnosis of ASD and ADHD and those that are on the waiting list to be assessed. • NHS Speech and Language Therapist service – to support children with communication difficulties. • IPASS – Integrated Physical and Sensory Service – to support our children who have a physical or visual impairment. This may include difficulties with movement, fine and/or gross motor skills. • Pupil Referral Unit – Support for pupils with behavioural difficulties • Tweendykes & Ganton Outreach Support Service – support for our children with SLD difficulties. • Virtual School – to support with our Looked After Children • Social Care and Early help – to support families with any difficulties that they may be having in all areas. • SENDIAS – support for parents with multiple things.
<p>The academy acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</p>	<p><u>How to Contact Hull SENDIASS</u></p> <p>Parents and carers can self-refer to access Hull SENDIASS via:</p> <p>Telephone on: (01482) 467541 Email on: hullsendiass@kids.org.uk Online: Hull SENDIASS Online Contact Form via https://www.kids.org.uk/hull-sendiass</p> <p>Please leave details of the SEND issues you are facing and these will be passed onto a Practitioner who will aim to get back in touch to discuss this with you within 5 working days</p> <p><u>Other useful websites for parents:</u></p> <div style="display: flex; justify-content: space-between; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid black; padding: 5px; width: 250px;"> http://www.parentsforinclusion.org/ </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-bottom: 10px;">  <div style="border: 1px solid black; padding: 5px; width: 200px;"> http://www.specialkidsintheuk.org/ </div> </div> <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="border: 1px solid black; padding: 5px; width: 450px;"> http://www.scope.org.uk/support/families/parents-carers </div> </div>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.parentsforinclusion.org/>



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>



<http://www.dyslexiasparks.org.uk/>

The academy works on transition arrangements for children joining or leaving the academy by:

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Primary-Secondary Transition

- Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEN team will administer the process following any request by the parent.

	<ul style="list-style-type: none"> • Transition to secondary school for vulnerable pupils is planned carefully and might include additional visits, use of social stories, transition books, communication passports and / or transition meetings to support new pupils. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines. • The SENDCO ensures that, where needed, an interim annual review is held before the October half term for EHCP Year 6 pupils, during which the secondary school of choice is detailed on the interim annual review and submitted to the SEND Team. • All children with an Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6. <p><u>Transition within the school</u></p> <p>Vulnerable pupils are supported through transition between classes and key stages. Support might include additional visits to their new classroom, use of social stories, transition books, communication passports and / or transition meetings. Teachers will also meet with the child's next class teacher to ensure that all key information and strategies are passed on.</p>
<p>The Local Offer produced by the Hull Local Authority is available at:</p>	<p>The Hull Local offer can viewed at http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelId=3018&lockLA=True</p> 