



CLIFFE V.C. PRIMARY SCHOOL

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CLIFFE VOLUNTARY CONTROLLED PRIMARY SCHOOL

SEND INFORMATION REPORT

2020-2021

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEND are provided for in your school?	
<ul style="list-style-type: none"> At Cliffe VC Primary School we are committed to giving every child access to a high quality educational experience and the nurturing they require in order to reach the very maximum of their potential. We make this commitment regardless of a pupil's age, gender, ethnicity, background or personal circumstance. We recognise that there is a diversity of special needs including learning, health, social, emotional and physical and work to ensure all such needs are met. Diversity is valued as a rich resource, which supports the learning of all. At any given time you will find our setting supporting children with a range of additional needs and we are proud of the countless successes we have experienced as an inclusive school. 	<p>Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?	
<ul style="list-style-type: none"> All children are assessed regularly to ensure that they are making the expected academic progress. Equally pupil's personal / social / emotional needs are constantly monitored by staff and discussed in weekly staff meetings. Incidence of undesirable behaviours are also record to allow for monitoring of repeat concerns. As a result of these monitoring methods a child will sometimes be identified as needing extra help and support. The class teacher is usually the first person to notice that the child needs extra help. If this is the case then they will ask for a meeting with the SENDCOs to discuss strategies. If these strategies are not working and the gap is becoming significantly wider than their peers in any area then a discussion with parents/carers about the possibility of putting the child on the SEND register will take place. Once a discussion has taken place, a final decision will be made by parents/carers, the class teacher and the SENDCOs regarding the next appropriate steps. Our SENCo's are Headteacher, Adam Blackwood and Class Teacher Cassandra Capewell. They can be contacted on 01757 638426. Our SEND Governor is Mrs Mary Lumley, Chair of Governors. Detailed information regarding the additional provision being made for your child will be recorded in a document for you and your child, known as a 'My Support Plan'. This document will be created with the input of your child's class teacher, involved teaching assistants, our schools Special Educational Needs & Disabilities Co-ordinators (SENDCOS), any external services called upon and crucially the parents or carers of the pupil and the pupil themselves. This plan will include barriers to learning, SMART targets, interventions to be used, review dates, progress against targets, input from parents/carers and child and intended outcomes. The plan are reviewed termly in consultation with all stakeholders. Pupils who require high levels of support may be referred for an Education Health Care Plan. 	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> details of any strategies being used to support your child in class; details of any extra support or interventions for your child your child's learning targets and their long term desired outcomes the next date when your child's progress will be reviewed. <p>Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an Education Health Care Plan.</p>

3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

- Our school communicates regularly with parents, via informal conversation, Learning Reviews and written reports. For pupils with SEND, it is often desirable that there is more frequent communication as it can be particularly vital that parents and school work together closely. Parents' knowledge and understanding of their child's needs are essential in supporting the school to make the best provision for them and we aim to work in close consultation with parents at all times. This additional communication will allow us to provide regular updates on any personal / social issues the child may have encountered, successes they have had, and to ensure the most appropriate targets are set to ensure progress.
- Additional, on-going communication routes offered in regards to pupils with SEND may include:
 - regular contact through a home-school book or by e-mail to communicate things that are going well or particular successes.
 - more regular meetings between staff and parents to provide updates on progress and whether the support is working, often in the form of a My Support Plan review meeting
 - clear information about the impact of any interventions undertaken
 - additional guidance for supporting children's learning at home.
- Just as importantly we also aim to offer an 'open door' policy to all parents with immediate or urgent questions or concerns and will endeavour to make time for short, informal conversations about children whenever possible.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

- All My Support Plan documents include the voice of the pupil in question and their thoughts and perspectives are always reflected within these. These mechanisms allow for the opportunity to note the opinions of SEND pupils on a termly basis.
- Pupils are involved in Learning Review meetings so that they are aware of their current level of achievement, where they must go next to further their progress and how they can effectively do so.
- Suggestion/worry boxes allow pupils to feedback to staff in a way that perhaps avoids the 'direct contact' some pupils find difficult.
- Our School Council meet on a regular basis and endeavour to bring the concerns and ideas of their peers to wider attention and work to enhance the experience of all pupils.

School will obtain the views of all children (pupil voice) to shape provision in school, sometimes through the School Council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.

- Cliffe School has rigorous procedures for the assessment of pupil's achievements and subsequent collection and analysis of the data this provides. It is our hope that all children with SEND will make at least expected progress in line with their peers and our provision is structured in the most effective way to facilitate this. We employ a number of strategies to communicate children's progress throughout the year. These include Learning Review meetings, My support Plan review meetings and Annual Reports to Parents. This information will usually include progress made against the child's personal targets, as well as overall progress in relation to age related expectations.
- My Support Plan documents and the regular review meetings that come alongside these provide opportunity for parents and pupils to also reflect upon progress made in relation to 'non-academic' outcomes. These will often relate to personal and social progress that is perhaps not reflected in the standard description of a pupils progress.
- We celebrate children's out of school achievements in Show & Tell, assemblies in school and at our Celebration Assemblies with parents.
- All parents / carers can monitor their child's classroom activity via the online 'SeeSaw' platform.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

- Transition is very well planned for all children. We recognise that these times can often be particularly difficult for pupils with additional needs.
- In the Summer term before children enter our Foundation year future pupils from all feeder settings are invited to attend a series of transition sessions. During these they will have the opportunity to meet their class teacher and other members of the school family. If required, additional transition days can be included in an individual plan to support the transition process for vulnerable pupils.
- In addition staff from our Foundation setting and when appropriate our SENDCOs will visit pre-school settings to see highlighted pupils within their usual context in order to assess and plan for any additional needs they may have once with us. Close dialogue between parents, pre-school settings and our staff is encouraged and supported well in advance of a pupils transfer to our setting.
- During the final weeks of the summer term all parents will be invited to an Support Plan meeting at which both the current and future class teacher of their child will be present to discuss ongoing needs and targets. This ensures as smooth a transfer as possible between year groups and helps build an immediate relationship between parents / carers and future teachers. When it is recognised that a pupil may find the transition particularly difficult provision can be put in place to support his, such as classroom visits, photo guides to future staff and classroom layouts, 'social stories' relating to specific anxieties etc.
- Transition discussions between our school and future Year 7 destination schools can begin as soon as parents and staff feel it is appropriate and will certainly will occur

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

<p>throughout Year 6. Dialogue between Year 6 staff and the appropriate staff from future settings will occur and opportunities for parents to be included within this will be made if required. Pupils with SEND will be given the opportunity to visit their future school and often with greater frequency than their peers without additional needs. Our staff will also work to support this process and if deemed appropriate can attend these transition visits with our pupils.</p> <ul style="list-style-type: none"> • When transferring to other schools 'mid-career', transition meetings will be arranged so that all concerns can be identified, and all information shared to ensure your child is well supported. Parents/carers and the child's views are carefully listened to. • 'Preparation for adulthood' is a key theme throughout much of our curriculum, equipping all pupils including those with SEND with the skills they will need for future success. 	
7. What is your School's approach to teaching children and young people with SEND?	
<ul style="list-style-type: none"> • Cliffe Primary School prides itself on the quality of teaching delivered to all pupils. This teaching builds upon a very effective curriculum which meets the needs of all pupils. Our Headteacher and Senior Leadership Team are involved in an ongoing review of teaching and learning throughout the school, to ensure consistency is upheld in all lessons and across all classes. This process of monitoring and evaluation is also supported by the input of our SEND Governor. • Lessons are carefully differentiated and some children may need additional resources or adaptations to be made in class. These will be discussed with parents and pupils and detailed upon appropriate documentation. • We use a range of 'interventions' to support all pupils and in particular for those with SEND. These interventions are usually structured learning programmes, with a clearly defined objective and a set time frame of implementation. This work is often carried out away from the classroom, delivered by a suitably experienced and / or qualified member of staff with the aim of supporting pupils to make more rapid progress than they would within general classroom teaching provisions. It allows us to target work more precisely at individual needs, and enhances work done in the classroom, rather than replacing it. Interventions are monitored carefully to ensure that they have a positive impact upon children's learning. • Staff receive regular training and support provided by a number of different agencies in order to ensure that they are providing the best possible approaches to address individual needs. Sometimes, this partnership working will extend further with agencies having direct involvement in pupils' learning to ensure that they have the right level of informed support. • We have a strong programme of PSHCE which includes Social and Emotional aspects of Learning. • Positive behaviour strategies are implemented throughout the school. 	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.

8. What sort of adaptations is made to the curriculum and the learning environment of children and young people with SEND?

- At Cliffe School all 'reasonable adjustments' that need to be made to ensure all children have equal access to the curriculum, wider opportunities and physical surroundings of the setting will be made.
- We believe that all teachers are teachers of SEND. We will make effective changes to the curriculum and learning environment to ensure that all children are able to achieve their full potential. All staff have high expectations of all children and will put relevant adaptations in place to ensure they achieve this. Where physical adaptations to the building or resources must be made we will endeavour to have this done in a timely fashion and effective manner.
- All reasonable adjustments will be made to ensure SEND pupils can access both day trips and residential visits and we are proud to say that no child has ever found themselves excluded from an opportunity we have offered.
- All work is differentiated to meet the needs and learning styles of the individual child.
- We encourage all children to be independent learners through the use of visual timetables and informative working walls and displays.
- Dyslexia friendly resources are used across the school, allowing for all learners to access them.
- Specific learning resources are sourced on a needs basis to allow for access to learning.

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

- At Cliffe we firmly believe that the wellbeing and academic progress of all pupils is primarily the responsibility of the relevant class teacher, with a broader overview being maintained by both the SENDCOs and Senior Leadership Team. With this in mind we maintain a highly skilled and experienced body of staff with a good understanding of the additional needs within their own classroom and a good understanding of how best to meet these.
- All staff, both teaching and support, are offered and partake in a variety of ongoing staff development opportunities. Individual staff training needs are identified during the Performance Management process and the school has excellent links with a wide range of professionals who provide on-going training for staff in school.
- Our SENDCOs has completed the National Award for SEND Co-ordination.
- The SENCO attends regular network meetings to keep abreast of current legislation and latest ideas and initiatives.
- Staff attend regular CPD relevant to the needs of children within our school.
- Enhanced Mainstream Schools are accessed when required as an additional source of expertise.

All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?

- Cliffe School has rigorous procedures for the assessment of pupil's achievements and subsequent collection and analysis of the data this provides.
- Progress of children with SEND is monitored through pupil progress meetings, analysis of the data, teacher reports on progress of SEND pupils and intervention records.
- All interventions provided for pupils in addition to the standard classroom opportunities are focussed upon a specific intended outcome or aspirational target for achievement. The impact of all such work is closely monitored by all staff involved and overseen by the SENDCOs. The intended outcomes of all individualised support and interventions are shared with parents in My Support Plan meetings and updates of progress given frequently.
- The effectiveness of teaching for all children is monitored closely and often through classroom observations. Provision for SEND is also monitored for effectiveness as a routine part of these observations.
- When the impact of work targeted at our SEND pupils is not immediately quantifiable in the way that perhaps strictly 'academic' work is every effort will be made to assess the impact of such 'pastoral' support through the use of discussion with pupils and parents, health and wellbeing surveys etc.

The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?

- All children, including children with SEND are encouraged to attend a wide range of extra curriculum and extracurricular activities. Where reasonable adjustments are to be made during the school day, external providers are aware of these adjustments that need to be made. Through the support of the SENDCOs this enables all children to be actively involved in every aspect of the school life. Our school strives for all children to partake in all activities.
- Careful planning with parents, staff and external support may be accessed to provide opportunities for SEND pupils to engage in activities in the school. This may include risk assessments to ensure the safety of the staff and pupils.
- Adaptations to teaching and the physical environment are put in place on a needs basis.

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEND should be equally represented in positions of responsibility e.g. the school council.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

- At Cliffe School our commitment to nurturing the 'whole child' is integral to all that we do. We are committed to providing high quality opportunities for SMSC (Spiritual, Moral, Social and Cultural) education and PSHE (Personal, Social and Health Education). Regular and pre-planned PSHE lessons contribute to children making good progress in this area of learning and great value is placed upon recognising the rights and responsibilities of pupils both as individuals and part of broader communities. The similarities and differences between all pupils, groups and communities is celebrated and the values of tolerance and respect interwoven into the daily life of school.
- We are proud to hold the status of an 'Investors in Pupils' school, an accreditation that recognises the quality of work that we do in respect to encouraging pupil voice and the well-being and recognition of all stakeholders.
- Extra provision is also put in place to support the emotional and social development of pupils with specific needs, including SEND. We have a number of staff members who are specifically trained in delivering a variety of personal and social support packages and access to small group support sessions delivered by external services.
- We are pleased to say that our school suffers very few incidence of 'bullying' and both parents and pupils report that our school is an environment in which they feel safe and supported.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

- We work in close partnership with a range of specialist support and outreach services to ensure an effective level of support and care for all pupils can be met. These additional services include Educational Psychologists and specialised teaching colleagues from local Enhanced Mainstream Schools (EMS) who can help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists are also available to support schools in making the best possible provision for SEND pupils. Should we feel that the involvement of another agency will help us to meet a child's needs we will consult parents before seeking the support of such services. With appropriate consent we will then engage with these services as seen appropriate and communicate any support measures they have advised us to make.
- The school always gains parental consent prior to any involvement from outside agencies.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

- Cliffe VC Primary School operates an 'open door' policy and parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss additional support children are receiving. If you wish to discuss your child's needs further please contact the Headteacher / SENDCOs who will be able to talk about how we can support children with SEND.
- In the event that you would like to speak to our SEND Governor, Mrs Lumley, please speak to our administration staff who will help you make contact.
- Finally, if you do not feel that the issues have been resolved then you will need to follow our formal complaints procedure as outlined in the Complaints Procedure policy.

There must be a designated governor for SEN in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.