



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) ANNUAL REPORT 2023-2024

### DEFINITIONS

The following terms shall have the following meanings for the purposes of this document: -

<b>the Academy</b>	means Clifton All Saints Academy
<b>ACE</b>	means Adverse Childhood Experiences
<b>ADHD</b>	means Attention Deficit Hyperactivity Disorder
<b>ADD</b>	means Attention Deficit Disorder
<b>ASD</b>	means Autism Spectrum Disorder
<b>CAMHS</b>	means Child and Adolescent Mental Health Services.
<b>CHUMS</b>	means Mental Health and Emotional Wellbeing Service for children and young people.
<b>DfE</b>	means Department for Education
<b>EHCP</b>	means Education Health and Care Plan
<b>ICT</b>	means Information and Communications Technology
<b>IEPs</b>	means Individual Education Plans
<b>PSP</b>	means Pastoral Support Plan
<b>SALT</b>	means Speech and Language Therapist
<b>SEND</b>	means Special Educational Needs and Disability
<b>SENDCo</b>	means Special Educational Needs and Disability Co-ordinator
<b>TAC</b>	means Team Around the Child

In the academic year 2023-2024, there were 34 children on the SEND register at the Academy. These children's needs ranged from School Support Stage 1 to an EHCP. There were 13 children with an EHCP.

The Academy is committed to offering an inclusive curriculum to ensure every child is provided with the best opportunities to learn. We believe that every child is unique and brings their own qualities and strengths to our Academy community, which should be recognised, supported and celebrated. The Academy aims to raise the aspirations of, and expectations for, all pupils across the Academy with SEND.

- ❖ To identify and provide for all pupils who have special educational needs and disabilities through a graduated response.
- ❖ To work within the guidance provided in the SEND Code of Practice, 2014. To operate a whole Academy approach to the management and provision of support for special educational needs to ensure each child's needs are identified and met.
- ❖ To enable parents to be actively involved at every stage of their child's education.
- ❖ To listen to every child and ensure their viewpoints are considered and are actively involved in their own learning.

- ❖ To provide a qualified Special Educational Needs Coordinator (SENDCo) who will work closely with the SEND provision across the Academy.
- ❖ To provide support and advice to all staff working with pupils with SEND.
- ❖ To work in partnership with other agencies to help meet every child's needs.

The SENDCo is Miss Pepper, leading and managing the SEND provision across the Academy.

### **WHAT IS A SPECIAL EDUCATIONAL NEED?**

The DfE SEND Code of Practice (January 2015) states that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- ❖ Has a significantly greater difficulty in learning than the majority of others of the same age,
- ❖ They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision, for children aged 2 or more, is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

### **WHAT IS A DISABILITY?**

The DfE SEND Code of Practice (January 2015) defines a disability as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

### **WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES THE ACADEMY PROVIDE FOR?**

The Academy provides support for all pupils within the 4 areas of SEND, identified in the DfE Code of Practice (January 2015). These areas are:

- ❖ Cognition and Learning
- ❖ Communication and Interaction
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and/or physical disability

What can Cognition and Learning difficulties look like?

- ❖ Difficulties in reading and spelling
- ❖ Working memory
- ❖ Learning new information and concepts
- ❖ Working with numbers
- ❖ Concentration and focus

Specific Learning Difficulties such as, Dyslexia What can Communication and Interaction difficulties look like?

- ❖ Difficulties understanding language
- ❖ Understanding how to communicate with other people
- ❖ Using language

- ❖ Specific conditions such as, ASD, Asperger Syndrome, Speech delay/disorders or a Specific Language Disorder.

What can Social, Emotional and Mental Health difficulties look like?

- ❖ Difficulties with self-esteem
- ❖ Forming and maintaining relationships
- ❖ Attachment difficulties
- ❖ Bereavement or trauma
- ❖ High levels of stress or anxiety
- ❖ Controlling behaviours
- ❖ Specific conditions such as, ADHD, ADD or anxiety.

What can Sensory and/or Physical Disabilities look like?

- ❖ Difficulties with vision and hearing
- ❖ Sensory difficulties
- ❖ Gross and fine motor co-ordination difficulties
- ❖ Self-organisation
- ❖ Specific conditions such as, Hypermobility, Dyspraxia or physical injuries

### **WHO SHOULD I TALK TO ABOUT ANY SPECIAL EDUCATIONAL NEEDS - CONCERNS I HAVE REGARDING MY CHILD?**

The Academy endeavours to build positive relationships with parents and carers across the Academy, where they feel comfortable being open and sharing honesty, as we do as staff.

All staff at the Academy are friendly and approachable. If you have any concerns about your child, please come and speak to us. The recommended people to talk to are:

- ❖ Firstly, contact your child's class teacher who will be able to inform you of the additional support your child is receiving and the support we have to offer.
- ❖ If you need specialist support or have additional worries, then please come and talk to the Academy's SENDCo (Miss Pepper) or Headteacher (Miss Byrne).
- ❖ The Academy's SENDCo (Miss Pepper), oversees all support and progress of every child receiving additional support across the Academy. Miss Pepper can be found in the Year 1 classroom, contacted via email on [spepper@cliftonallsaintsAcademy.co.uk](mailto:spepper@cliftonallsaintsAcademy.co.uk) or via the office on 01462 628444.

### **HOW DOES THE ACADEMY KNOW IF MY CHILD NEEDS EXTRA SUPPORT?**

The Academy identifies children who need extra support in the following ways:

- ❖ Concerns raised by a parent/carer
- ❖ Concerns raised by a teacher
- ❖ Concerns raised with the children themselves.
- ❖ Children performing below the national expected levels
- ❖ Liaison with previous schools/nurseries/pre-schools
- ❖ Liaison with external agencies or health diagnosis with health professionals

### **WHAT HAPPENS IF MY CHILD IS IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEED AND/OR A DISABILITY?**

The Academy's provision for children with SEND is a whole Academy concern. The Trustee Board, Headteacher, SENDCo and all other members of staff across the Academy have day to day responsibilities for children with special educational needs.

Planning, teaching and assessing is at the heart of every class; a continuous cycle which takes account of the diverse abilities, interests and aptitudes of children at the Academy. The majority of children at the Academy will learn to their full potential and make progress within these arrangements. However, those children whose attainments fall significantly outside of the expected range, may have SEND.

The Academy uses the Graduated Approach as guidance as outlined by Central Bedfordshire and adheres to the Children's and Families Act (2014).

### **High Quality Teaching**

Inclusive high- quality teaching (HQT) and reasonable adjustments are provided for all our children from the funding and resources that are already or 'ordinarily' available.

### **SEN support**

For children who require more than what is ordinarily available. This will include a four-part cycle of Assess, Plan, Do, Review (ADPR). This will be monitored and reviewed regularly to evaluate the effectiveness and decide the next steps, three times per year.

#### **Assess**

There should be a clear analysis of a CYP's needs carried out by those who teach and know them. The assessment of need should be completed regularly and where there is little or no improvement in their progress, more specialist assessment should be carried out, from health, education or social care.

#### **Plan**

Professionals within the educational setting should work with the CYP and their parents to agree the outcomes that they are seeking, what interventions will be put into place, and agree the expected impact on progress, development or behaviour, and set a clear date for review. These should be SMART (specific, measurable, achievable, realistic, and time limited).

#### **Do**

The SENCO or team around the child should support the CYP and advise on implementing the plan of support.

#### **Review**

The effectiveness of the support should be measured, and the impact reviewed regularly and in line with the agreed dates. The views of the CYP and their parents should be considered as part of the review process, and the educational setting should revisit the ADPR cycle if little or no progress has been made at the end of the process.

### **Education, Health and Care Needs Assessment (EHCP)**

For a number of children with more complex needs or a high level of need, it may be appropriate to request an assessment for an EHCP. This decision will be jointly made by class staff, SENDCo, parents, the Headteacher and any external agencies involved. Such a decision may be made where, despite the Academy having taken relevant and purposeful action to meet the needs of the child, they have been unable to make progress regardless of receiving additional support and the implementation of advice from external agencies.

## **HOW CAN I SUPPORT MY CHILD AND BECOME INVOLVED IN THEIR NEXT STEPS?**

The Academy endeavours to create a three-way relationship between the child, the parent/carer and the Academy, to give all children the best opportunities to achieve and learn.

Parents will be involved in planning and review meetings, regular contact between home and the Academy, informing the Academy of any changes with your child, sharing information about your child and advice on how to support your child at home.

The class teacher will discuss ways in which you can support your child at home. Some strategies will be evident on the child's IEP or other intervention documents.

## **HOW IS MY CHILD INVOLVED IN THEIR NEXT STEPS?**

The Academy also believes that children are at the heart of support for their own learning too. Your child will undertake the following:

- ❖ Attend any planning/review meetings (when necessary).
- ❖ Attend individual conversations with their teacher.
- ❖ Participate in daily tasks.
- ❖ Talk about how the support they receive makes them feel.
- ❖ Talk about their strengths and things they find challenging.
- ❖ Talk about strategies they feel might help them.

## **HOW WILL THE ACADEMY CHECK THAT MY CHILD IS MAKING PROGRESS?**

The Academy measures every child's progress against national and age-related expectations.

The Academy works hard to monitor the progress of all learners, in the following ways:

- ❖ Half termly pupil progress meetings which highlight any child needing extra support.
- ❖ The SENDCO has SEND update meetings with teachers to share progress information.
- ❖ Some children have individualised targets that are set with you, your child and the class teacher and these are reviewed at least 3 times a year.
- ❖ If your child is working well below age related expectations, their progress is tracked on an adapted SEND system by their teacher, so that we can celebrate the small steps of progress they make each term. These children have personalised timetables and planning.

## **HOW WILL I BE INFORMED THAT MY CHILD IS MAKING PROGRESS?**

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

In addition to the usual parent evenings and school reports you may be informed about your child's progress in the following ways:

- ❖ Individual provision maps
- ❖ Pupil Passports
- ❖ Close home/Academy liaison
- ❖ PSP meetings
- ❖ The opportunity to contact the class teacher or SENDCo whenever you have a concern or a question.
- ❖ Reports from any outside agencies involved with your child and the opportunity to discuss these with the SENDCo and your child's class teacher.

- ❖ Annual EHCP review meetings
- ❖ TAC meetings

### **WHAT DOES THE PROVISION AT THE ACADEMY LOOK LIKE?**

The Academy offers an extensive provision within the 4 areas of SEND, identified in the DfE Code of Practice (January 2015).

#### **Cognition and Learning**

- ❖ Quality first teaching.
- ❖ A differentiated curriculum, planning, delivery, success criteria and outcome.
- ❖ A variety of teaching styles and multi-sensory approach to cater for every individual.
- ❖ Effective use of adult support in the classroom.
- ❖ Phonics teaching which is carefully tailored to each class.
- ❖ Visual timetables.
- ❖ Extensive use of resources.
- ❖ Specific planned group work with the teacher.
- ❖ Writing frames.
- ❖ Additional individual reading.
- ❖ IEPs delivered daily.
- ❖ Planned precision teaching groups.
- ❖ Daily reading.
- ❖ Extra specific intervention groups.
- ❖ Additional assessment completed in the Academy.
- ❖ Educational Psychology services assessment and advice.

#### **Communication and Interaction**

- ❖ Quality first teaching
- ❖ A variety of teaching styles cater for every individual.
- ❖ A differentiated curriculum, planning, delivery, success criteria and outcome.
- ❖ Visual timetables
- ❖ Talk partners
- ❖ Extensive use of resources
- ❖ Effective use of ICT and technology
- ❖ SALT working with specific children every fortnight.
- ❖ In class support
- ❖ IEPs in place
- ❖ Group intervention with specific children
- ❖ Advice taken from specialists and other agencies.
- ❖ Individual speech and language therapy sessions with specific targets.

#### **Social, emotional and mental health**

- ❖ A clear whole Academy behaviour approach and plan.
- ❖ Celebration assembly every week
- ❖ Every class teacher uses rewarding, stimulating and clear rewards and sanctions in the classroom.
- ❖ Parent forum to discuss concerns and highlight strengths.
- ❖ Class Dojo points reward system throughout the Academy.
- ❖ Visual timetables
- ❖ Values assembly and certificates every week, delivered to individual children.
- ❖ Group/partner work

- ❖ Zones of Regulation and individualised toolboxes.
- ❖ IEPs and group work drawn up where needed.
- ❖ Lunchtime sports leaders. Down time (15 minutes daily)
- ❖ External support from CHUMS
- ❖ Individual reward activities
- ❖ Involvement of CAMHS

### **Sensory and/or physical difficulties**

- ❖ Flexible teaching arrangements
- ❖ Pencil grips for children
- ❖ Fine motor interventions- 'Write from the Start'
- ❖ Staff awareness of any physical impairment.
- ❖ A variety of large apparatus and outdoor equipment to encourage physical development. Appropriate seating plans in class.
- ❖ Resources made available to suit individual needs.
- ❖ Handwriting interventions
- ❖ Access to equipment such as pencil grips and over lays.
- ❖ Additional support at lunchtime for specific children.
- ❖ Access to ICT where needed.
- ❖ Sensory circuits
- ❖ Sensory movement breaks
- ❖ Support from Physiotherapy and Occupational Health services
- ❖ Additional support in PE lessons and lunchtimes.
- ❖ School Nurse
- ❖ Reasonable adjustments to environment to support children.

### **WHAT SPECIALISMS AND SEND TRAINING DO STAFF HAVE?**

At the Academy, all staff are trained to meet the needs of all learners in adapting lessons to increase the use of elements to support children who need extra help. All teachers across the Academy, work closely and collaboratively to develop their expertise.

Staff have the following specialisms and training:

- ❖ Miss Pepper is a fully qualified SENDCo and holds the National Award for SENDCos.
- ❖ All staff have received training in Precision Teaching and all teachers support staff to conduct daily Precision Teaching interventions.
- ❖ All staff have received ASD, ACE and Attachment and Trauma training.
- ❖ Miss Pepper has received 'Know me to Teach me' training and has delivered this back to all staff.
- ❖ One member of staff has completed the ELKLAN Speech and Language training.
- ❖ One member of staff has completed the 'Attention Autism' training.

### **HOW ARE TRUSTEES INVOLVED IN THE SEND PROVISION OF THE ACADEMY?**

- ❖ Miss Pepper (SENDCo) monitors the SEND provision in the Academy on a termly basis and reports to the Trustees to inform them about the progress of children with SEND and the effectiveness of the support and intervention the Academy has put in place across the academic year.
- ❖ Carol Weller is our SEND Trustee and meets with Miss Pepper every term.

### **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESS BY THE ACADEMY?**

The Academy closely works with any external agencies that we feel are relevant to individual children's needs including CHUMS, CAMHS, JIGSAW, GPs, social workers, the school nurse, paediatricians, physiotherapists, occupational therapists, Ivel Valley Outreach Service, Weatherfield Outreach Service and Educational Psychologists. The Academy also employs the services of an Independent Speech and Language Therapist who works closely with specific children to devise and deliver personalised programmes to address their individual needs.

### **WHERE CAN I FIND OUT MORE INFORMATION ABOUT SEND?**

Further information can be found on the SEND page of the Academy's website. The website contains a copy of the SEND policy, the Local Offer, our whole Academy provision map and useful SEND links. You can also talk to your child's class teacher or contact Miss Pepper, via the Academy office on 01462 628444 or [spepper@cliftonallsaintsAcademy.co.uk](mailto:spepper@cliftonallsaintsAcademy.co.uk)