SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) ANNUAL REPORT 2025-2026

DEFINITIONS

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

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

Special Educational Needs and Disability (SEND)

Annual Report 2025-2026

In the academic year 2024-2025, there were 38 children on the SEND register at Clifton All Saints Academy. These children's needs ranged from SEN support to Specialist and targeted support with or awaiting an EHCP.

At Clifton All Saints Academy, we are 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 school community, which should be recognised, supported and celebrated.

We aim to raise the aspirations of, and expectations for, all pupils across our school with Special Educational Needs and Disabilities.

- 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 school 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 school.
- 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 at Clifton All Saints Academy is Miss Pepper, leading and managing the SEND provision across the school supported by Mrs O'Grady who is the Deputy SENDCo.

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, or

-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 SCHOOL PROVIDE FOR?

We provide support for all pupils within the 4 areas of Special Educational Needs and Disability, 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 (Autism), 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, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (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?

At Clifton All Saints Academy, we endeavour to build positive relationships with parents and carers across the school, where they feel comfortable being open and sharing honesty, as we do as staff. All staff at Clifton All Saints 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 our school SENDCo (Miss Pepper or Mrs O'Grady).
- Our SENDCo (Miss Pepper and Mrs O'Grady), oversees all support and progress of every child receiving additional support across the school. Miss Pepper can be found in the Year 1 classroom, contacted via email on spepper@cliftonallsaintsacademy.co.uk or via the office on 01462 628444 and Mrs O'Grady can be found in the year 4 classroom and contacted via email on no'grady@cliftonallsaintsacademy.co.uk

HOW DOES THE SCHOOL KNOW IF MY CHILD NEEDS EXTRA SUPPORT?

At Clifton All Saints Academy, we identify 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 ϖ 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?

At Clifton All Saints Academy, provision for children with SEND is a whole school concern. The Board of Trustees, Headteacher, SENDCo and all other members of staff across the school 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 our school. The majority of children at Clifton All Saints 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.

At Clifton All Saints Academy, we adhere to the Graduated Response as outlined by Central Bedfordshire and the DFE SEND Code of Practice (January 2015).

All children

Inclusive first quality teaching is provided for all our children through a broad and balanced curriculum, where clear differentiation is in place to meet individual learning needs.

Additional provision

If a concern is raised, the class teacher may implement additional small group provision, with a short-term need. This will be planned and then reviewed every half term.

SEND Support

Where a Special Education Need is identified, the class teacher will have a discussion with the SENDCo about the next course of action. The views and concerns of both the child and their parents/carers are important within this process.

Where appropriate the views of your child may be collected via observation, small group or 1:1 work with either the class teacher or the SENDCo. This information will be gathered alongside the class teacher's concerns and then a discussion with parents will determine the next steps for your child. At this meeting, a decision may be made as to whether there is a need to place the child on the school's Special Educational Needs Register.

All support and interventions occur on the graduated approach of assess-plan-do-review cycle Individual Education Plans (IEPs). Outcomes will be identified and recorded and regular review meetings will be held with parents and child, where appropriate, to evaluate the effectiveness of the support in place and discuss the progress that has been made. The

class teacher will meet with parents on a termly basis. The focus of this meeting will be to discuss your child's needs, support and the progress they have made and agreeing to any actions that need to be carried forward. Miss Pepper (SENDCo) will attend a review meeting where either the parent or class teacher feels it is appropriate to do so.

Targeted SEND support

If, following the graduated approach cycle, it is felt that your child has more complex needs, then advice and support will be sought from other professionals such as: educational psychologists, occupational therapists, paediatricians, social workers, advisory teachers and the school nurse. Working in partnership with parents and other professionals a 'SEND support plan' will be devised and implemented and the assess-plan-do-review cycle will be adopted. A review will happen in a similar manner as at SEND Support and Miss Pepper as SENDCo will attend the review meetings.

Education, Health and Care Needs Assessment (EHCP)

For a very small number of children with more complex needs or a high level of need, it may be appropriate to request an assessment for an Education Health and Care Plan (EHCP). This decision will be jointly made by class staff, SENDCo, parents, Headteacher and any external agencies involved. Such a decision may be made where, despite the school 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. This decision will be taken with reference to the criteria as outlined in Central Bedfordshire's Graduated Response documents.

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

At Clifton All Saints Academy, we endeavour to create a three-way relationship between the child, the parent/carer and the school, 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 school, informing school 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?

At Clifton All Saints Academy, we also believe 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 SCHOOL CHECK THAT MY CHILD IS MAKING PROGRESS?

We measure every child's progress across the school against national and age-related expectations. We work 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 we have personalised time tables 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
- IEPs
- Close home/school 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 (Team around the child) meetings

WHAT DOES THE PROVISION AT CLIFTON ALL SAINTS ACADEMY LOOK LIKE?

At Clifton All Saints Academy, we offer an extensive provision within the 4 areas of Special Educational Needs and Disability, 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.
- Individual Educational Plans (IEPs) delivered daily.
- Planned precision teaching groups.
- Daily reading.
- Extra specific intervention groups.
- Additional assessment completed in school.
- Educational Psychology services assessment and advice.
- Involvement from ‘SpLD outreach service’.
- Involvement from ‘Down Syndrome Outreach Service’

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
- Speech and Language therapist (SALT) working with specific children every fortnight.
- In class support
- Individual Educational Plans (IEPs) in place
- Group intervention with specific children
- Advice taken from specialists and other agencies
- Individual speech and language therapy sessions with specific targets.
- Involvement from 'Ivel Valley Outreach Service'

Social, emotional and mental health

- A clear whole school behaviour approach and plan in school.
- 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 whole school.
- 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
- Involvement from 'Ivel Valley Outreach Service'
- Involvement from JIGSAW.

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 Clifton All Saints 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 school, work closely and collaboratively to develop their expertise. Staff have the following specialisms and training:

- Miss Pepper and Mrs O’Grady are fully qualified SENDCo’s and hold the National Award for SENDCos.
- All staff have received training in Precision Teaching.
- All staff have received Autism (ASD), ADHD 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.
- Two members of staff have completed the ‘Cognition and Learning’ training.
- One member of staff was Lego Therapy trained and delivered interventions.
- One member of staff delivered daily sensory circuits.
- The school employs a fully qualified speech and language private therapist who delivers fortnightly with identified children.
- The school employs a fully qualified child counsellor who delivers therapy sessions weekly with identified children.

HOW ARE TRUSTEES INVOLVED IN THE SEND PROVISION OF THE SCHOOL?

Miss Pepper and Mrs O’Grady (SENDCo) monitor the SEND provision in school on a termly basis and report to the governors to inform them about the progress of children with SEND and the effectiveness of the support and intervention the School has put in place across the academic year.

Carol Weller is our SEND Trustee and meets with Miss Pepper/Mrs O’Grady every term.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESS BY THE SCHOOL?

At Clifton All Saints Academy, we closely work 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,SpLD outreach, ‘Down Syndrome Outreach Service’ and link Educational Psychologist.

We also employ 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 school’s website. The website contains a copy of the SEND policy, the Local Offer, our whole school provision map and useful SEND links. You can also talk to your child’s class teacher or contact Miss Pepper/Mrs O’Grady, via the school office on 01462 628444 or spepper@cliftonallsaintsacademy.co.uk.