

SEND information report

2023-24

The Special Educational Needs and Disability
Coordinator (SENDCo) at
Clearwater Primary Academy is:
Mrs Marie Harris
senco@clearwateracademy.co.uk
01452 347690

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Clearwater Primary Academy Overview	Clearwater Primary Academy cohort
<p>Clearwater Primary Academy is a growing mainstream primary school with 2 form entry for children aged 4-11. The school is part of the Diocese of Gloucester Academies Trust (DGAT). Our vision is to provide educational excellence inspired by the world around us and to grow curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian values.</p>	<p>There are 257 children on roll at Clearwater Primary Academy (October 2023). The proportion of children within each group is as follows:</p> <ul style="list-style-type: none"> ▪ SEND: 14.1% ▪ SEND support: 10.1% ▪ Education Health Care Plan: 3.9% ▪ Free School Meals: 9.3% ▪ Pupil premium: 10.1% ▪ Looked after or in Care: 0.8% ▪ English as an additional language: 6.2%

What is SEND?

SEND refers to a learning difficulty or disability which calls for special educational provision to be made, for example, where a child has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 is additional to, or different from, any provision made generally for other children of the same age in mainstream schools.

What SEND needs does school provide for?

There are four key areas of special educational needs outlined in the SEND Code of Practice.

Area of SEND	Definition
Communication and Interaction	Children with speech, language and communication needs have difficulty in communicating with others, such as those with an developmental language disorder or with an autism diagnosis.
Cognition and Learning	Children who learn at a slower pace than their peers, even with suitable adaptation to the curriculum. This includes moderate learning difficulties, dyslexia, dyscalculia and ADHD.
Social, emotional and mental health difficulties	Children may be withdrawn or display challenging or disruptive behaviour. These behaviours may reflect underlying mental health needs and/or trauma. This area includes ADHD and attachment difficulties.
Sensory and /or physical needs	Children may have visual or hearing impairment or physical impairment and they may need additional equipment to assist with learning.

Clearwater C. of E. Primary Academy provides support for children with all these needs.

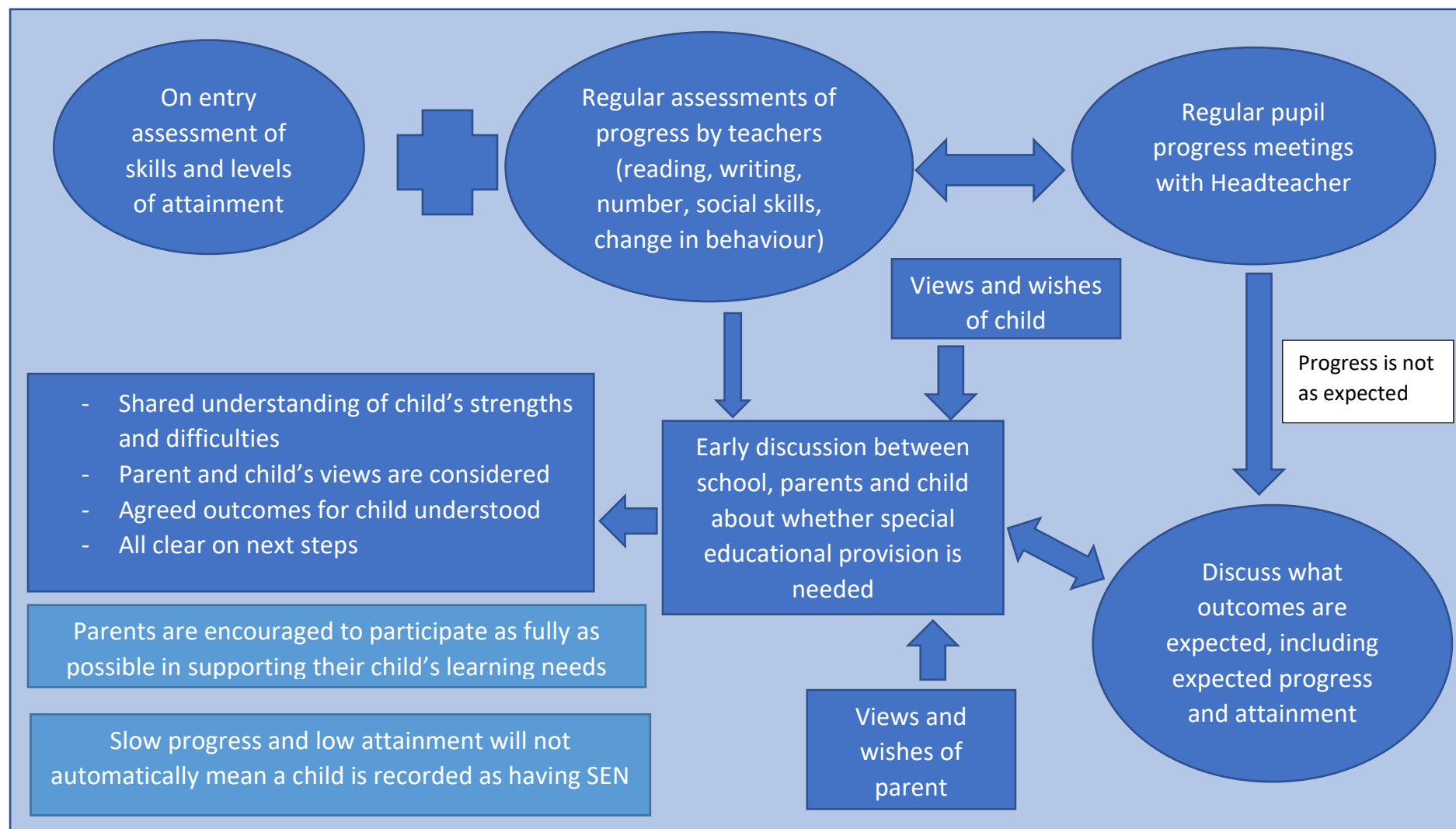
Who can I talk
to if I think my
child has SEND?

Contact your child's
teacher through dojo or
arrange a time to speak
with them.

Contact the SENDCo
01452 347690
Or
senco@clearwateracademy.co.uk

Contact Marijana , school's
Family engagement and
support lead through Move -
More
marijana@move-more.org

How does school identify and assess children with SEND?



How can I and my child be involved in decisions?

How does Clearwater Primary Academy monitor and track my child's progress and SEND support?

Each child's progress and attainment is reviewed each term.

Termly structured conversation between teacher and parent. SENDCO may attend too.



Teacher, parent and child feedback through My Plan/ My Plan Plus reviews to discuss progress towards planned outcomes.

Termly review of the SEND action plan by SENDCO and Headteacher.

The impact of interventions is reviewed.

Monitoring of provision and progress by SENDCo, SLT and Headteacher

How are staff in school trained to work with and support my child?

Who else may work with my child?

School staff training

Quality first teaching with adaptations and differentiation for all

Managing diabetes

Delivering speech and language interventions

Supporting children with visual impairments

Precision teaching approaches

Other agencies

offer advice to support individual children

Speech and language therapist, play therapist

GLOUCESTERHSIRE
COUNTY COUNCIL

Advisory teaching service,
Early Help, Educational
psychology service,
Inclusion Team

HEALTH PROVISION

School nurse,
paediatricians, bowel and
bladder clinic, speech and
language therapists,
occupational therapists

VOLUNTARY AGENCIES

Barnardo's, parental
support,

How will school adapt teaching for my child?

Your child's teacher is responsible for the progress and development of all the children in their class.

Quality first teaching is our first step in responding to your child's needs. We will make sure your child has access to a broad and balanced curriculum.

We differentiate (or adapt) how we teach to suit the way your child works best.

These adaptations include

Grouping, 1:1 work

Giving longer processing time

Pre-teaching key vocabulary

Reading instructions aloud

Adapting resources

Adapting staffing to support on a group or 1:1 basis

Use aids, e.g. laptops, visual timetables, larger fonts

Social stories

Quiet workstation

Sensory breaks

How will school
resources be secured
for my child?

Teaching partner support
is evaluated and used
flexibly to meet needs
across the school.

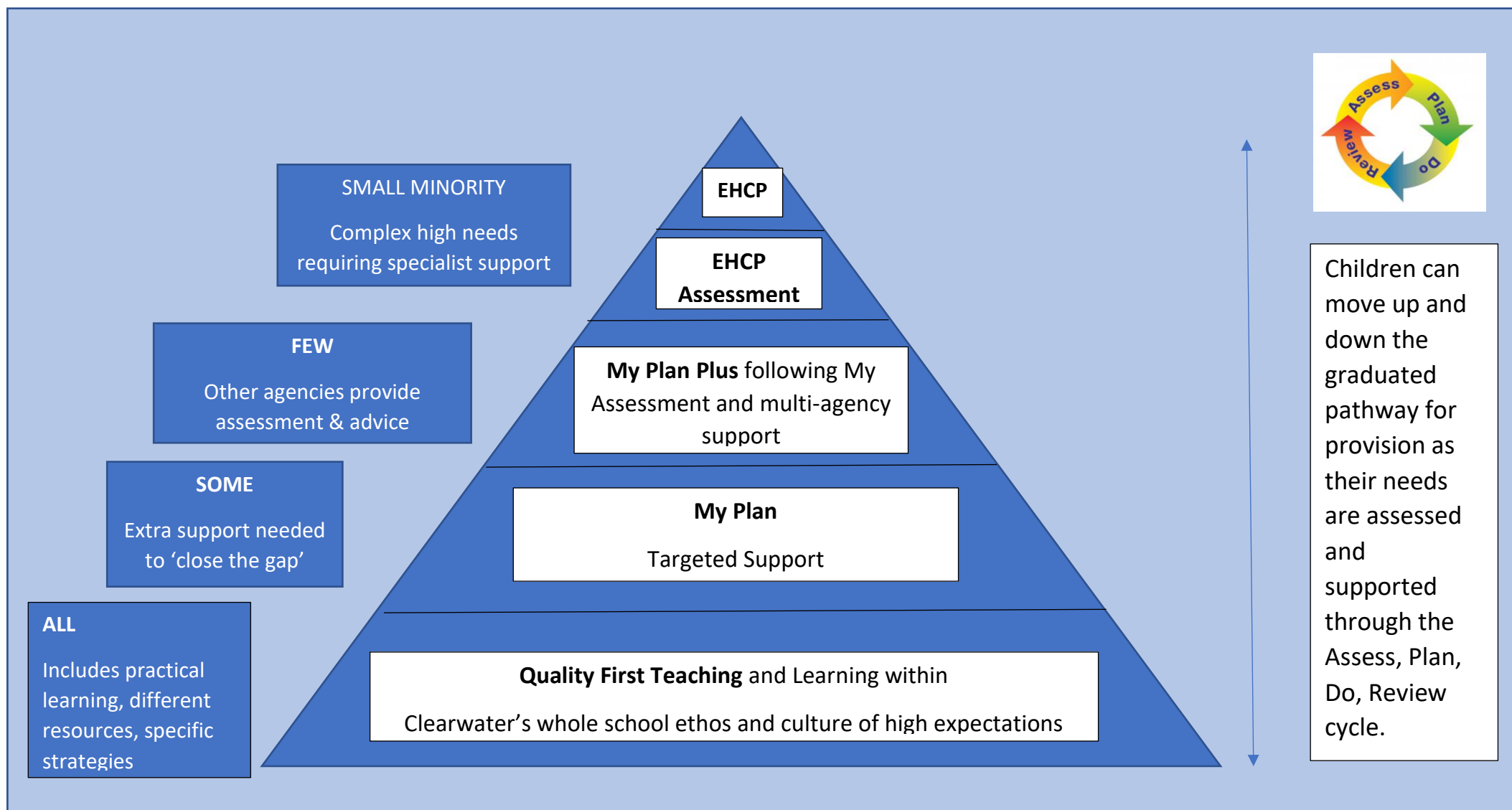
Further training for staff is
delivered in house or
through external agencies
to meet needs.

School covers up to £6,000
of necessary costs. If further
funding is needed, we will
seek it from the Local
Authority.

External specialist
support is sought when
required.

Extra equipment or
resources are sourced
to meet needs.

The Graduated Pathway



What happens if my child requires more significant help through an Education, Health and Care Plan?



In conjunction with parents and involved agencies, using the ADPR cycle to monitor progress and attainment, a decision will be made about whether your child needs an Education, Health and Care Needs Assessment by the Local Authority.

Information is shared with the Local Authority (LA) about your child's needs from different agencies and a decision will be made by an LA panel about whether your child is eligible for an EHC Plan.

You have the right to appeal against this decision.

The EHC Plan will state in detail your child's strengths, needs and the provision that is needed to meet the long- and short-term outcomes that are being sought.

A review of the EHC Plan is conducted annually to discuss and review the progress of your child, set new outcomes and amend the EHCP if necessary.

What support does school offer children with SEN for their emotional, mental and social development?

Our school vision is to grow curious, responsible and confident learners within a caring community, in partnership with our families, upholding our Christian values.

Clearwater C of E Primary School staff care for your children and support their emotional, social and mental health development through regular conversations with them and teachers and teaching partners.

The school follows a carefully planned curriculum to support children's personal, social, health, citizenship and economic (PSHCE) development.

At times, children may experience situations that impact on their social, emotional and mental health needs. We work with children and parents to identify needs, offer first tier support, such as time with a member of staff and we signpost to agencies that can offer more specialist support.

How will my child be included in activities alongside children who don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils.

No child is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments to make sure that they can attend.

All pupils are encouraged to take part in sports days, assemblies, workshops.

Access plans in place for disabled children as part of the Graduated Pathway Plans

We have a lift to access the upstairs

Large print, visuals and clear signage

Evacuation chair available for safe evacuation in an emergency

My child is coming from/going to another school. How will you help?

Parents/carers are welcome to visit the school before starting at Clearwater.

When children join our school, we liaise with the previous school and find out as much about your child as possible for a smooth transition. We request previous progress data, records and reports.

Before starting in Reception, all children have planned visits and meeting with their teacher, including home or current setting visits.

For children who have an EHCP, the secondary school is invited to the Year 6 annual review to ensure a smooth transition can be planned. If outside agencies are involved, there may be additional transfer meetings planned.

When children move on from Clearwater, we liaise with staff at the new school to ensure a child's strengths and learning styles are shared as well as any strategies, data and records.

How does the school make sure that the admissions process is fair for pupils with SEN or a disability?

The Local Authority processes applications for entry to Reception for the school. Applications should be sent to the Coordinated Admissions Team at Shire Hall, Gloucester, GL1 2TP

The oversubscription criteria is explained clearly in the School admissions policy.
The priority order avoids unfairly disadvantaging prospective pupils with a disability or special educational needs.

Children who have an Education, Health and Care Plan (EHCP) will be allocated a place at Clearwater C. of E. Primary Academy if, following consultation with the LA and agreement that Clearwater can meet need, the school is named in their EHC Plan. If the EHCP has been applied for but not yet confirmed, an application should still be made in line with the admissions process.

What should I do if I have
a complaint about my
child's SEN support?

If you have concerns about SEN provision at Clearwater please discuss with the class teacher in the first instance. If you have further concerns please then contact the SENDCo. If your concerns have not been resolved then please consult with the Headteacher.

If you still feel that your concerns have not been resolved after following the process above, then contact the Governors following the complaints policy.

The complaints policy can be found on the school website.

[DGAT Complaints Policy FINAL \(clearwateracademy.co.uk\)](https://clearwateracademy.co.uk/DGAT%20Complaints%20Policy%20FINAL)

What support is
available for me and
my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Contact Marijana , school's
Family engagement and
support lead through
Move -More
marijana@move-more.org

Gloucestershire has a Local Offer for Parents and Carers. There is specific support for Families with SEND
[GloSFamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [SENDIASS Gloucestershire](#) 0800 158 3603, 01452 4275660, 1452 427567

SENDIASS provides information and support for young people and parents/carers of children with special educational needs and /or disabilities aged 0-25.

Links to school
policies and LA
support

[SEND policy](#)

[School
Accessibility Plan](#)

[Anti-bullying
policy](#)

[Gloucestershire
County Council's local
offer](#)

[Support for families
with SEND in
Gloucestershire](#)

[SEND Mediation
and Tribunal](#)



Glossary

Word/phrase/acronym	Definition
Annual review	An annual meeting to review the provision in a pupil's EHC plan.
Area of need	The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
Differentiation / adaptation	When teachers adapt how they teach in response to a pupil's needs.
EHC needs assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
EHC plan	An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
First-tier tribunal / SEND tribunal	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Local offer	information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
Outcome	A target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment .
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability .
SENDCO	Special educational needs and disabilities coordinator
SEND	Special educational needs and disabilities
SEND Code of Practice	The statutory guidance that schools must follow to support children with SEND.
SEND information report	A report that schools must publish on their website, that explains how the school supports pupils with SEND.
SEND support	Special education provisions which meets the needs of pupils with SEND.
Transition	When a pupil moves between years, phases, schools or life stages.