



Special Educational Needs Information Report

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	The school
Next Review Date:	August 2025

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of Clearwater Primary Academy and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1 The type of SEN provision

1.1 The SEN provision that the school caters for is:

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Social, emotional and mental health	Children who may be withdrawn or display challenging or disruptive behaviour.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

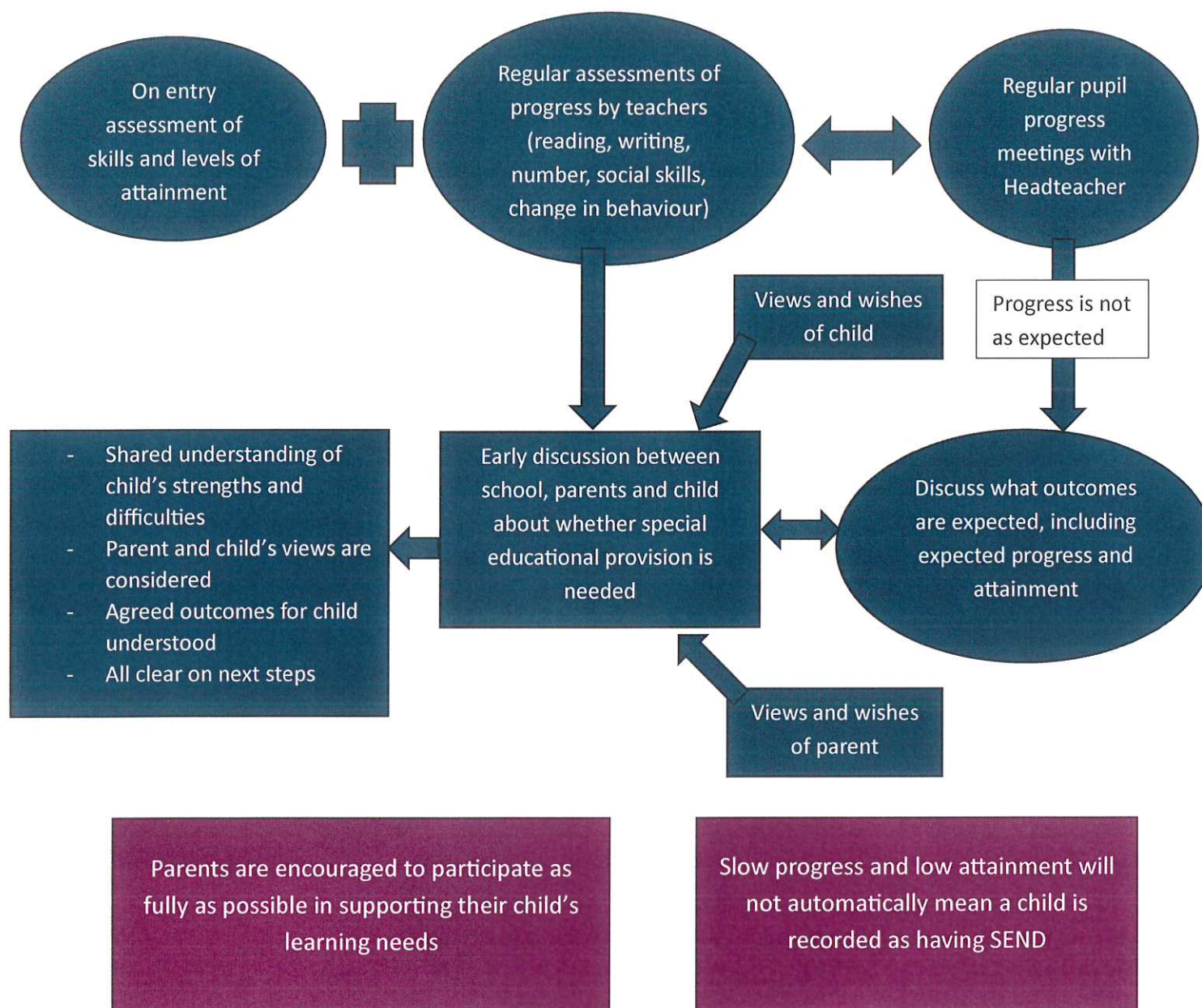
1.2 The school's Accessibility Plan can be found here:

[Accessibility-Plan-2021-24.pdf \(clearwateracademy.co.uk\)\]](#)

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is:

- On entry assessment of skills and levels of attainment (e.g. Maths 'Ready to progress' assessments, baseline assessment in reception, phonics assessments and a range of other assessments)
- Termly monitoring of progress and engagement through teacher assessments and standardised assessments
- Termly pupil progress meetings between Class Teacher and Headteacher
- Clear analysis of children's needs, using a variety of assessment measures
- Discussion between school, parents, child (and relevant outside professionals where relevant) about whether special educational provision is needed
- Class Teacher and SENDCO review progress and revise interventions, strategies and support in place
- The SENDCO is Marie Harris contactable on senco@clearwateracademy.co.uk or 01452 347690

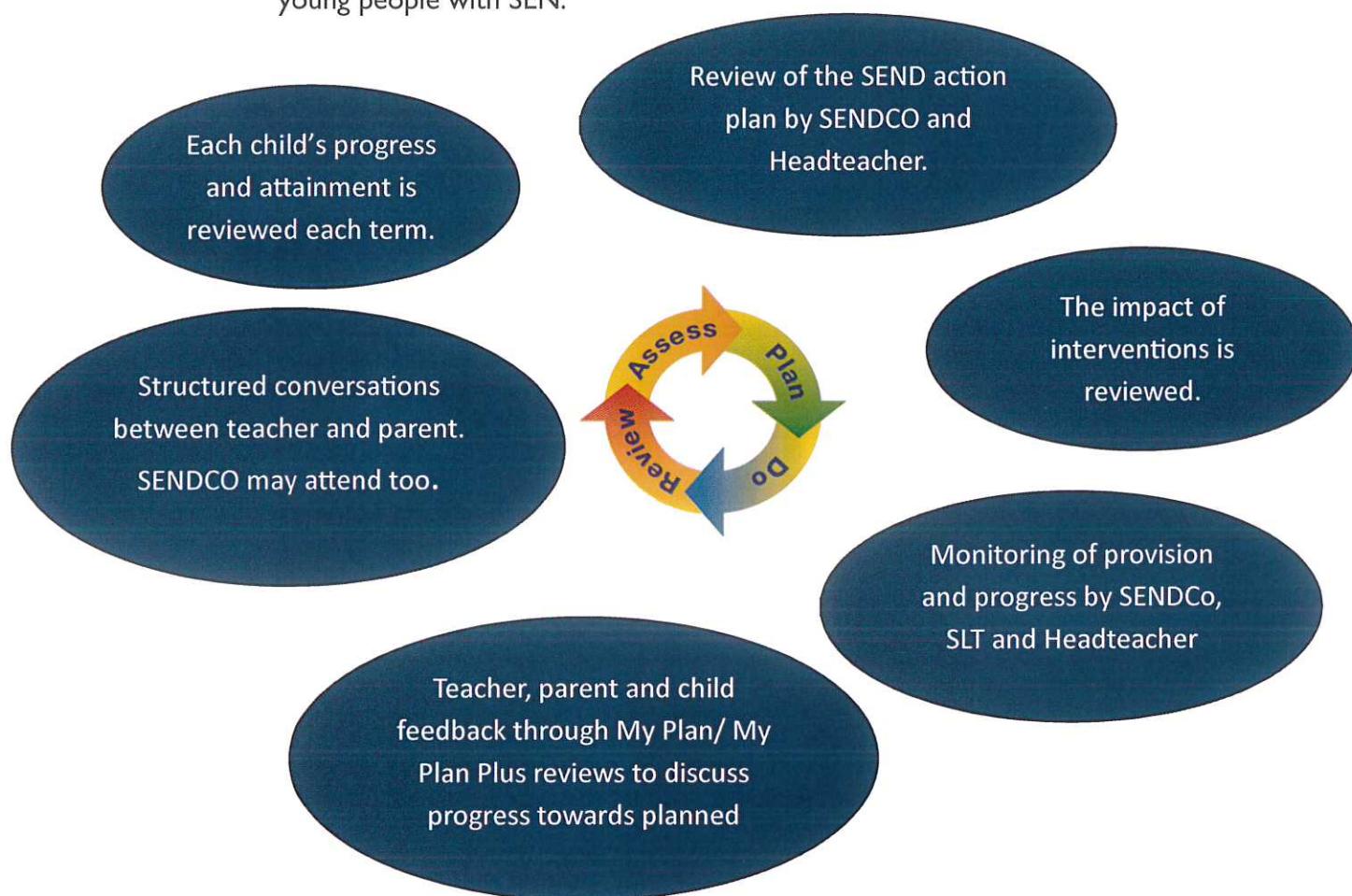


2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

- All teachers plan for the needs of children with SEND in their class. This includes using support from the SENDCO and advice from outside professionals when relevant.
- Class Teachers direct Teaching Partners to deliver some interventions and support within the classroom. Class Teachers regularly liaise with Teaching Partners about progress being made.
- All children identified with SEND (including those with Education, Health and Care Plans) have a short-term plan (known as My Plan or My Plan Plus). These specify the planned expected termly outcomes and the provision that will be in place to meet these. The SENDCO monitors the provision for children with SEND over the term and feeds back to teachers and Teaching Partners and the Headteacher about the quality of the provision observed.

- All short-term plans are reviewed termly with parents and new plans devised to take account of the progress made.
- The SENDCO monitors the quality and frequency of the My Plans and feeds back to Class Teachers and the Headteacher.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:



3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan) is:

3.1 by adapting the curriculum, equipment and learning environment:

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 adapt how we teach to suit the way your child works best.

These adaptations include

Different grouping,
1:1 work

Giving longer
processing time

Pre-teaching key
vocabulary

Reading
instructions aloud

Adapting resources

Social stories

Quiet workstation
area

Providing multi sensory
aids (e.g. cubes, visuals
coloured overlays)

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

Sensory and
movement breaks

3.2 with additional support for learning:

Reinforcing and
retrieving learning
practice in a small
group

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

Providing specific
practice with an adult
(e.g. precision teaching,
additional reading)

3.3 through activities available to pupils with SEND in addition to those available through the curriculum:

Attendance at extra-
curricular activities
(e.g. i-rocks, sports
clubs,

Use of quieter spaces
around the school

Use of a lift and
evacuation chair
when needed

Planning Sports Days, school visits and whole
school events to include activities so that
children with SEND can access with additional
breaks alongside peers who do not have SEND

Adapting timetable of
provision at after school
club

3.4 through improving the emotional, mental and social development of pupils with SEN:

Using the school culture of building relationships to ensure a trusted adult available for each child.

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

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

Use of My Profile and other visual to gain child's views and bespoke plan to work with a supportive adult to develop strategies for a planned period of time.

Referral to outside agencies through consultation with parents (e.g. TIC+, Navigation Hub, school nurse, Early Help)

4 The School's facilities

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:

Wheelchair accessible building (accessible toilets, lift).

Stairs with clear visual edge, clear uncluttered corridors and classrooms.

Large changing suite, additional quiet spaces

5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN:

- Training needs are identified and sourced once an analysis of needs across the school has been undertaken.
- Ongoing training throughout the year including Quality First Teaching approaches with adaptations and differentiation (e.g. retrieval practice, pre-teaching, use of adaptations).
- Advice recommended by advisory teaching service, educational psychologists, speech and language therapists and other outside agencies.

5.2 Specialist expertise is obtained by the school by:

- SENDCO liaison with the diabetes team so that Teaching Partners are trained and updated in diabetes management.

- Sourcing yearly anaphylaxis training for Teaching Partners.
- Select Teaching Partners have been trained in Speech and Language Level 1 through DGAT and Level 2 through NHS Speech and Language Team.
- SENDCO liaison with early years team to train EYFS staff in Total Communication Approach.
- SENDCO sourced ATS training offer for Teaching Partner training in 'supporting and managing anxiety'.
- SENDCO sourced Virtual School training for Thera build lego games training for Teaching Partner.

6 **The School's consultation**

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

- Members of teaching staff are available for daily message handover at drop off and collection times
- Dojo messages are used for individual communication between Class Teachers and parents
- There are planned structured conversations between Class Teacher and parents of children with SEND. The SENDCO may attend some of these conversations.
- When children are on the SEN register, My Plans and reviews of progress are discussed with parents each term with the Class Teacher (and sometimes SENDCO attends) and a copy sent home.
- The SENDCO meets with parents where there are concerns about their child's progress and development at school, in the home or community. This can be prior to, during and after the identification of any additional needs.
- Communication from school to parents for key dates and information through fortnightly newsletters and shorter messages is via school ping
- There are planned parent evening appointments twice a year
- An annual report goes out to parents each year.

6.2. pupils about their education is:

- Class Teachers and Teaching Partners give feedback (verbal and written) to children as they are learning.
- Children with SEND complete a My Profile with a trusted member of staff and have conversations about strengths and extra support needed. This can be with a Teaching Partner, Class Teacher or SENDCO.

7 The School's Partnerships

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

- When safeguarding concerns have been identified, the Designated Safeguarding Lead or deputies liaise with social care through processes described in the Child Protection and Safeguarding Policy
- Where there are health needs for an individual child the SENDCO meets with parents. There may be signposting, communication with or referral to health agencies (e.g. school nursing service, TIC+, occupational therapy, speech and language therapy, paediatricians, social prescriber, navigation hub, bowel and bladder team, diabetes team) as needed.
- The SENDCO liaises with local authority services on an individual basis whilst following the Graduated Pathway. This can include services such as Advisory Teaching Service, Educational Psychology Service, Early help co-ordinator, TALC (Team Around Locality Cluster), Education Inclusion Team. Advice and recommendations to support a child are received and shared with teachers and parents through meetings, report sharing and multi-agency meetings.
- The school works with voluntary agencies to support families (e.g. Barnardo's and parent support groups) on an individual family basis in collaboration with parents/ carers so that additional needs can be identified and provided for.
- Records of meetings and advice are stored in individual children's folders electronically on a secure school system so that teachers involved in a child's education and care and kept fully informed when necessary.

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

- The school has a Designated Teacher (Donna Hayward) who liaises with The Virtual School and carers and/or parents for termly (PEP) meetings for children who are looked after by the local authority. The Designated Teacher liaises with the SENDCO to consider relevant and suitable provision to meet any identified needs.

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

- EYFS Lead contacts pre-schools, nurseries and childminders and arranges visits to the current settings and child's home prior to a child's admission.
- SENDCO contacts pre-schools, nurseries, childminders to ascertain any SEND needs and provision that may be required in preparation for a child starting at Clearwater and attends any multi-agency meetings during the summer term where appropriate.
- SENDCO meets with parents/carers who have concerns about their child's development before they start school.

- Where SEND needs have been identified from a previous school or parent, the SENDCO contacts the primary school that a child is transferring from in order to build a clear picture of the child's needs and what provision may be required.
- When children move on from Clearwater, we liaise with staff at the new school to ensure a child's strengths, preferred learning styles and additional provision are shared as well as any strategies, data and records.
- 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.
- SENDCO contacts receiving secondary schools and plans bespoke transition arrangements for children who may need them (e.g. additional visits, attendance at transition meetings with ATS and both schools)

7.4. The school collaborates between the following education providers and other settings:

- Pre-school, nurseries and childminders (e.g. Enchanting childcare, Field Court Little Explorers, Chestnuts Nursery, Barbar Day Nursery, Busy Bees)
- Previous primary schools that a child has attended and primary schools that a child is due to transfer to, to aid the transition process
- Secondary schools (Severn Vale, Holmleigh Park, Marling, Ribston, Newent)
- Alternative provision when needed (e.g. The Altus School, Wickshelm House)

8 The School's key contacts

SEN co-ordinator:

- Marie Harris senco@clearwateracademy.co.uk 01452 347690

If you have concerns about SEND 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 contact for complaints from parents with pupils with SEN:

- Marie Harris senco@clearwateracademy.co.uk 01452 347690
- Kate Moss head@clearwateracademy.co.uk 01452 347690

The school's complaints policy can be found here:

- [DGAT Complaints Policy FINAL \(clearwateracademy.co.uk\)](#)

9 The School's Link to the Gloucestershire Local Offer

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at • [Glosfamilies Directory](#).

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: September 2025

Signed

SENDCO Jim Harris

Headteacher K. Moss