

Pennine Academies Yorkshire – Multi Academy Trust
Clayton Village Primary School SEND Information Report

Introduction

The following document is an information report detailing relevant information about Special Educational Needs and Disabilities (SEND) at Clayton Village Primary School. The information contained within the report is also to be considered alongside the schools SEND Policy and Local Offer.

Information Required	Clayton Village Primary School
The types of SEND that are provided for	The school provides support for students with the following areas of SEND: Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Needs Sensory and/or Physical Needs
The policies for identifying pupils with SEND and assessing their needs	The school SEND policy and Local offer can both be found on the school website.
The name school SENDCo	Miss Emily Needham
The arrangements for consulting parents of children with SEND and involving them in their child's education	Parents and carers are kept fully involved in situations around SEND and their children. We operate many systems to engage parents including: <ul style="list-style-type: none"> ● Support Plan Reviews ● Education, Health and Care Plan Reviews ● Parents Evenings ● Communication Books ● Telephone Consultations
The arrangements for consulting young people with SEND and involving them in their education	Pupils are kept fully involved in situations around their education. The level of engagement depends upon age and developmental stage but may include: <ul style="list-style-type: none"> - Annual review meetings - APDR meetings - 1:1 observations - Questionnaires
The arrangements for assessing and reviewing pupils progress towards outcomes and how parents and young people are involved as part of the assessment and review.	The school uses a variety of assessment processes as relevant to different pupils and different year groups. These are reviewed at differing frequencies dependent on the child and their needs. We review progress daily in lessons which informs our planning. All children on the SEND register have termly pupil progress meetings. The impact of intervention and support programs are reviewed at the end of the blocks of support. EHCP targets are reviewed termly.

	Parents and carers are issued with termly reports.
The arrangements for supporting pupils moving between phases of education and preparing for adulthood.	We provide extensive support for students at all change points in their education. This includes the progression of both years and phases. There are detailed teacher handovers and SENDCO involvement where appropriate. The school works closely with local secondary settings to ensure appropriate transition plans are in place.
The approach to teaching pupils with SEND.	We have adopted an inclusive approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The school uses guidance provided by the local council to ensure that adaptations are made to ensure every student has equal opportunities.
The additional support for learning that is available for pupils with SEND	Additional support is highly individualized to meet the needs of pupils, but can include such things as: <ul style="list-style-type: none"> • Low sensory learning environments. • Short term intervention programs. • 1:1 support • Shared support / small group support • Specialist equipment • Modified timetables
The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured	We have an extensive programme to ensure all our staff receive detailed and expert training in the area of SEND. This is regularly reviewed to reflect the needs of our children. This is not only delivered by our school and Multi Academy Trust (MAT) staff but also with the support and expertise from our SEND Consultant and other external professionals.

<p>The securing of equipment and facilities to support children and young people with SEND.</p>	<p>The school works in partnership with other agencies to ensure that appropriate equipment is available to support our students.</p>
<p>The evaluation of the effectiveness of the provision made for pupils with SEND.</p>	<p>The school and designated SENDCO have strong systems established to regularly (at least three times per year) review provision and effectiveness through pupil progress meetings. The school and MAT also have a rigorous programme of self-review and external review to ensure the effectiveness of all our systems.</p>
<p>The way pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND.</p>	<p>The inclusive approach to our student’s education means that all students take part in all parts of school life that are available to them. If adaptations need to those in the school who do not have SEND be made to allow for this full inclusive approach, then this will be arranged.</p>
<p>The support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying</p>	<p>There are strong support systems in place across school to ensure the wellbeing of all students though PHSE lessons and circle times. Each class has its own zones of regulation area to support emotional regulation.</p> <p>There are a team of staff with specialist training in mental health who ensure that pupils with SEND are able to express any view or concerns. The school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.</p>
<p>The arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p>	<p>Any complaints should be referred through the schools complaints procedure which can be found on the schools website or emailed directly to office@cvps.paymat.org</p>

<p>The contact details of support services for parents of pupils with SEND</p>	<p>Please see Bradford Local Office for an extensive list of services available within our local area.</p> <p>SENDIASS Barnardos 01274 513300</p>
<p>The named contacts within the school for when young people or parents have concerns</p>	<p>Heidi Rahim Headteacher Emily Needham Assistant headteacher for Inclusion</p>
<p>The schools contribution to the local offer</p>	<p>Please refer to school website</p>
<p>The LA's local offer</p>	<p>Please refer to school website</p>
<p>The arrangements for the admission of disabled pupils</p>	<p>The school has a fully inclusive approach and information on admissions can be found in the school's admission policy.</p>

<p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.</p>	<p>The school treats all students equally, in line with our inclusive approach to education.</p>
<p>The facilities you provide to help disabled pupils access your school</p>	<p>The school has an accessibility policy to ensure appropriate facilities are in place within our school building. This information can be found in the accessibility plan.</p> <ul style="list-style-type: none">• Ramped entrance• Hygiene suite with changing facilities• Staff trained in manual handling