

## Clawton Primary School SEND Annual Report

1	The kinds of special educational needs for which provision is made at the school.
	Learning Difficulties, Speech & Language, Dyslexia and Autism
2	Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
	We ensure early identification and use only accredited, teacher and data led interventions that we know have impact. We use CEM as a Baseline for identification in our EYFS and have termly assessments summative and formative to ensure our pupils are making progress.
3	<p>Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—</p> <p>a) how the school evaluates the effectiveness of its provision for such pupils;</p> <p>b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</p> <p>c) the school's approach to teaching pupils with special educational needs;</p> <p>d) how the school adapts the curriculum and learning environment for pupils with special educational needs;</p> <p>e) additional support for learning that is available to pupils with special educational needs;</p> <p>f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;</p> <p>g) support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>
	<p>a) The head-teacher with the SENDCO have half termly meetings to discuss the SEND Register, and progress of the children. There are also pupil-progress meetings by staff and the SEND Team.</p> <p>b) Formative assessment is discussed during staff Professional Development Meetings; Summative Assessment is three times a year, Late September/October, January &amp; May.</p> <p>c) SEND pupils are totally included in all lessons, support is scaffolded and not unless absolutely necessary 1:1. Children are taught in mixed ability groups with the teacher focussing on those who need extra support.</p> <p>d) The learning environments have been re-organised to give maximum focus on learning and easy accessible resources. All children have access to manipulatives in Maths and teachers incorporate this in lessons. Resources are labelled so that children can access them.</p> <p>e) We use data led interventions e.g. Talk Boost, Elephant Maths, Toe by Toe, Nesy, extra reading. Every class has a support assistant who have had very recent access to training and regular guidance of all matters SEND</p> <p>f) The school is planning better access for all pupils with washroom developments in EYFS and Year 5/6. There are recently play-ground markings in both areas.</p>

	g) The support staff are skilled in working with children with SEND particularly those with anxiety and emotional concerns.
4	In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
	The Interim Head Teacher: Sandy Brown & Jaime Paget, support SENDCO
5	Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
	The school has a management partnership with Woolacombe Teaching School and direct access to expertise in a range of subjects and SEND themes e.g. Dyslexia & Autism. The school accesses the Babcock Educational Psychologist Service and has had recent training on all matters relating to Autism and SEND Interventions/Support
6	Information about how equipment and facilities to support children and young people with special educational needs will be secured.
	All children have their own individual lap-top.
7	The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
	Regular Parent Consultation Evenings, held 3 times a year, review the Individual Educational Plans of those pupils. Parents have access to teaching staff every morning and appointments made to ensure better continuity and information sharing
8	The arrangements for consulting young people with special educational needs about, and involving them in, their education.
	We have a School's Council. The Headteacher regularly talks with SEND pupils on other occasions.
9	Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
	The governing body are very aware of the complaints procedure system and have had recent experience of this. They have had a Governance Review in order to improve their management of the school.
10	How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
	We have designated governors for SEND and the new Chair of Governors has direct over-sight of the needs of the whole school and families.