SEND Information Report

Clipstone Brook Lower School

October 2026

Introduction

At Clipstone Brook Lower School, our vision is to be a friendly school at the heart of the community, providing ambitious outcomes for our pupils to give them the best start in education and in life. Underpinning our commitment is our core mission: **"Belong, Thrive, Learn."**

We welcome all children regardless of background, ability, or additional needs. Staff, governors, pupils, and parents work collaboratively to ensure every pupil is supported to overcome barriers to learning, achieve their potential, and grow into a confident, resilient individual.

We aim to meet each child's needs through high quality teaching and learning, with early support where needed to reduce barriers to progress.

We work collaboratively as a staff team with children, parents and carers, specialist teachers, and outside professionals to ensure every pupil is supported to overcome barriers to learning, achieve their potential, and grow into a confident, resilient individual.

1. How does the school identify and organise support for children with special educational needs?

All staff at Clipstone Brook Lower School play a part in supporting children with additional needs. Teachers plan lessons that are adapted to suit different abilities, and most children make progress within this. However, some children may need extra help. The SEND Code of Practice (2015) identifies a child or young person as having Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

We continuously monitor children's progress through classroom observations, baseline and on-going assessments and regular progress meetings. Information may also be obtained by:

- Parents, informally or formally
- Previous settings
- Other professionals in education, Health or social care.

If a child is finding learning difficult and not making the expected progress over time despite receiving high-quality adaptive teaching, we work quickly to understand why and decide how best to help.

Support is tailored to each child and might include:

- Adaptive work in class
- Extra small group or 1:1 sessions
- Support from Learning Support Assistants that supplement, rather than replace classroom teacher instruction.
- Specialist advice from outside services

Each child's support is recorded on a Provision Map and reviewed regularly. Some children will also have a

SEND Support Plan with specific SMART targets. If progress is not as expected, we adjust the support and may involve specialist services.

Parents are involved throughout this process because we know that working together leads to the best outcomes.

2. Who are the key people in the school available to discuss parental / carers concerns about their child's difficulties?

If you have concerns, your child's class teacher is usually the best person to speak to first. They know your child best and can explain what support is already in place. If needed, they can share your concerns with other staff straight away.

You can also speak to The Inclusion Coordinator (INCO) and Special Educational Needs Coordinator (SENCO), **Miss Mandy Pake.**

We have an open door policy. You can make an appointment with your child's teacher or Miss Pake by emailing the school office: **office@clipstonebrooklower.co.uk** or leaving a message at the school office, either in person or by telephone: **01525 376085**

3. How will parents / carers be informed about a child / young person's progress within the school and how will his / her progress be measured?

We check all children's progress regularly. Teachers assess learning every day, and formal checks are carried out each half term. For children needing extra help, we may track progress more closely (weekly or daily) to make sure support is working. If it isn't, we make changes.

Parents are kept up to date in different ways, which may include:

- Parent consultations and meetings
- Letters or emails
- A home–school communication book
- Written reports

Children with additional needs will be included on a Provision Map or may have a SEND Support Plan with specific SMART targets. These follow the "Assess, Plan, Do, Review" cycle, and teachers meet regularly with parents to share progress and strategies.

If your child has an Education, Health and Care (EHC) Plan, progress will be reviewed each year at an Annual Review meeting, chaired by the SENCO. The child, parents/carers and all professionals involved will be invited to attend.

4. What support will parents / carers receive if their child / young person has been identified as having special educational needs?

We work in partnership with families and want you to feel supported. We encourage regular contact and offer many opportunities to meet, celebrate successes and discuss progress.

If your child is identified as having SEND, you will be informed early — it should never come as a surprise. We will work with you to plan the right support. If specialist services are needed, all referrals will be made in conjunction with you and we will facilitate this process to ensure we all best understand your child's needs.

You may be invited to:

- Meetings with teachers and the Inclusion Coordinator/SENCO
- Workshops, coffee mornings or support groups for parents of children with SEND
- Reviews of your child's SEND Support Plan or EHC Plan

We also have an experienced Family Worker, **Mr Sam Gale**, who can support with:

- Behaviour strategies at home
- Help with forms and accessing benefits or external support
- Signpost you to outside agencies, charities, and local support services

5. What support is offered to ensure the wellbeing of children / young people with special educational needs and disabilities?

Your child's wellbeing is a top priority. All staff help to keep children safe and happy, and we also have key staff such as:

- Family Worker
- Communication Champions
- Emotional Literacy Support Assistant
- Speech and Language Support Practitioner Apprentice

Support may include:

- Emotional Literacy intervention
- Drawing and Talking intervention
- Zones of Regulation intervention
- Social skills groups

If needed, we may involve outside services such as the Mental Health Schools Team (MHST) or Child and Adolescent Mental Health Services (CAMHS).

Our Positive Relationships and Behaviour Policy focuses on our core school rules: ***"Ready, Respectful, Safe".*** Our whole school approach to positive behaviour and wellbeing is designed to create a calm, caring

culture which enables all children, including those with SEND to learn, succeed and feel they belong. Some children will need adaptations of what, 'Ready, Respectful, Safe' looks like. Adaptations can be made informally by the class teacher, or a more formal plan made with the SENCO and shared with families and the child.

6. How will teaching be adapted to support the child / young person with special educational needs?

All children are entitled to provisions that help them achieve their best. Teachers plan learning to suit different abilities and adapt lessons daily as needed. Children will be supported through four ties of support that are intertwined with the graduated approach of Assess, Plan, do, Review.

Stage 1: Ordinarily Available Provision and Monitoring - Quality First Teaching is the first step in ensuring all pupils benefit from effective teaching practices. Where emerging needs are identified class teachers will implement adaptations and interventions as appropriate, through our Ordinarily Available Provision (OAP) offer.

Stage 2: SEND Support - This level of provision is more targeted, with support organised through a SEND Support Plan. Support at this stage may include; small group intervention, 1:1 intervention, additional adult support, adapted learning resources and adapted curriculum activities.

Stage 3: Education, Health and Care Plan (EHCP) - This level of provision is for pupils with severe, complex, or persistent needs. Most children at this stage will have an EHCP, or will be going through the Education, Health, and Care Needs Assessment (EHCNA) process.

7. What different types of support can the child / young person receive in school?

All children are taught by their class teacher in their classroom.

Some children may also have:

- ➢ Scaffolding of tasks
- ➢ Breaking learning tasks and instructions into smaller steps
- ➢ Flexible grouping
- ➢ Adaptive seating
- ➢ Additional processing time (thinking time)
- ➢ Specific strategies to help them access learning tasks
- ➢ Group work and targeted interventions
- ➢ One-to-one adult support for key learning tasks

Children may also have access to resources such as:

- ➢ Whole-class use of visuals (visual timetables, wordbanks etc.)
- ➢ Adaptive resources (writing slope, pencil grips, coloured overlays, etc.)
- ➢ Regulation and sensory resources (wobble cushion, resistance band etc.)

➢ Quiet spaces

Support is always based on the individual needs of each child

8. How will the school support the child / young person in unstructured times such as lunchtimes and playtimes and enable her / him to have access to after school clubs, school trips and journeys?

We want all children to enjoy every part of school life. Support at break and lunch is planned around a child's needs. This might include:

- Additional adult support at unstructured times
- Social skills support
- A trusted adult to go to if needed
- SEND Support Plans
- Risk Assessments
- Access to a nurture space 'The Den'

All children are encouraged to join after school clubs and trips. If extra support is needed, we plan for this, carry out risk assessments, and talk with parents. We also help children prepare for trips in advance to reduce any worries.

9. How does the school involve children / young people in decisions that affect them?

We encourage children to have a voice in their education. This can include:

- Talking about their SEND Support targets
- Sharing their views in reviews and meetings
- Choosing clubs or activities
- Giving feedback on interventions
- Learning how to ask for help and talk about what they can do independently
- Children with EHC Plans are supported to share their views at their Annual Reviews
- Representation of children with SEND needs in the School Council

10. How are the school's resources allocated to support children / young people with SEND?

Funding for SEND comes from the Local Authority, Central Bedfordshire, via the formula budget. The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school. Additional funding is also allocated for children who have an EHC Plan. All SEN funding is used to provide children with SEN the extra support and resources required to meet their learning needs. This may include employing Learning Support Assistants, delivering specific

intervention programmes or purchasing specialist teaching materials or resources. Support is planned and recorded on Provision Maps or SEND Support Plans. These are reviewed regularly to check impact and adjusted as needed. The Headteacher and Inclusion Coordinator report on SEND provision to the Governing Body each year.

11. What services external to the school can provide support to children with SEND?

We work closely with external professionals, including:

- ➢ Early Years SEND Team (EY SEND)
- ➢ Speech and Language Therapy (SALT)
- ➢ Specific Learning Difficulty Team (SpLD)
- ➢ Chiltern Special School (Autism advisory teachers)
- ➢ Occupational Therapists (OT)
- ➢ CAMHS/ Mental Health School's Team
- ➢ School Nursing Service
- ➢ Specialist outreach teams (hearing, vision, physical needs)
- ➢ Jigsaw Outreach (support for Social, Emotional, and Mental Health needs, particularly where there is a risk of suspensions or exclusions)
- ➢ Educational Psychologists (generally in relation to EHCNAs)

Support might involve classroom observations, 1:1 sessions, reports with recommendations, or attending meetings. Parents are always informed and permission is sought before involving external professionals

12. How are staff in the setting / school / college supported to work with children / young people with special educational needs and what training do they have?

We invest in training so staff can support a wide range of needs. Training is delivered in-house and by external specialists. Staff have experience or training in areas such as:

- Speech and language difficulties
- Autism
- Dyslexia and learning difficulties
- ADHD
- Social Emotional and Mental Health Needs
- Hearing and visual impairments
- Physical disabilities
- Medical needs
- Attachment difficulties

Specific staff are also trained in a range of targeted interventions such as ELSA and Drawing and Talking.

At Clipstone Brook Lower School we have also supported children with a range of medical needs including: diabetes; epilepsy; asthma; hearing aids; continence difficulties and allergies including those requiring epipens.

13. How will the school support the child / young person in moving on to another school or college or to the next key stage in their education or life?

Transitions can be challenging for all children, particularly those with SEND, so we plan carefully to make them as smooth as possible.

For children starting with us in Pre-School we will:

- Offer visits to school and home visits
- Provide transition booklets if needed
- Meet with parents to discuss concerns

For children starting with us in Reception we will:

- Visit nurseries and meet staff
- Offer visits to school and home visits
- Provide transition booklets if needed
- Meet with parents to discuss concerns

When moving to a new class in school we will:

- Hold handover meetings with new staff
- Share all plans and targets
- Offer extra visits and transition books if needed

When moving to another school we will:

- Share information with the new school's SENCO
- Pass on records quickly
- Arrange a transition meeting if needed
- Prepare your child for the change

When moving to middle school we will:

- Meet with the new school SENCO
- Arrange extra visits if helpful
- Hold transition meetings for children with EHC Plans
- Support children in understanding the changes

14. How accessible is the setting / school / college environment?

Our school is on one level, many of the areas in school are wheelchair accessible and there are disabled toileting facilities

For children with hearing, vision or communication needs we:

- Work with outreach teams for specialist advice
- Provide training for staff
- Use resources such as Widgets and PECs

We want every child to feel confident and able to access all areas of school life.

15. Who can parents / carers contact for further information at the early years setting / school / college?

If you have concerns or questions, please speak to your child's class teacher first. You can also meet with:

- Mandy Pake - Inclusion Coordinator (INCO) and SENCO

If external agencies are involved with your child, The INCO/ SENCO can help you get in touch with them.

In addition to class teachers and learning support assistants, the following staff at Clipstone Brook Lower School may also be involved in providing support for your child:

- Sarah Orr - Headteacher
- Louise Thompson - Assistant Headteacher
- Mandy Pake - Inclusion Coordinator/ SENCO
- Sam Gale - Family Support Worker

Addition Information:

- SEND Code of Practise (2015) can be found here.
- Central Bedfordshire's Local Offer can be found here.
- Central Bedfordshire's Graduated Approach can be found here.
- The parent's Guide to the Graduated Approach can be found here.
- Central Bedfordshire's Special Educational Needs Disability Information, Advice and Support Service (SENDIAS) can be found here.