



SEND Information Report

Clipstone Brook Lower School

Overview

At Clipstone Brook Lower school we welcome all to our community, regardless of background or ability. The Staff, Governors, pupils and parents work collaboratively to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. We effectively support children who have a Special Educational Need and/or Disability (SEND) in line with the Children's and Families Act 2014, the SEN Code of Practice (January 2015) and Central Bedfordshire guidance. Our SEND policy, Accessibility Plan and the information set out below gives further details regarding this.

Equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school and their varying needs.

We aim to provide a learning environment that gives all pupils the opportunity to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. Our provision allows pupils with learning difficulties the opportunity to access a curriculum that is tailored to their individual needs. This gives our pupils the opportunity to develop self-confidence and independence in their learning.

Our support staff assist the teachers to deliver a quality curriculum. We want children to attain high standards but also to develop a love of learning and work towards achieving independence in the future. We identify children who have presented barriers to their learning as early as possible to ensure that their needs are met and parents and carers are fully involved in the process.

The school SENDCo and Inclusion Lead is Ms Sinclair-Gunn. We believe that supporting children with additional needs is the responsibility of all teachers and support staff. We are fortunate to have well-trained enthusiastic staff who deliver quality teaching that meets the needs of our learners in class.

The identification of additional needs follows the Assess, Plan, Do Review process as identified in the Code of Practice (January 2015). We are committed to narrowing the gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes led by qualified teaching assistants and other learning interventions developed to personalise learning. These intervention programmes are mapped robustly across the school to assess whether the intervention is having an impact on the child and their identified needs. If the intervention has not made the desired impact for any of our pupils we will find a more appropriate intervention to suit their needs.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best to become confident individuals living fulfilling lives.
- make a successful transition into adulthood.

Our policy and plan is reviewed and updated as appropriate on at least an annual basis.

What is a Special Educational Need?

The SEN Code of Practice (2015) states that a child or young person has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children or young people of compulsory school age have a learning difficulty or disability, if they have a significantly greater difficulty in learning than the majority of others of the same age, or they have 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, for children aged 2 or more, is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post- 16 institutions or by relevant early years providers.

What is a Disability?

The SEN Code of Practice (2015) defines a disability as -

“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

How does the school know if my child needs extra help?

The attainment and progress of all children is regularly tracked and monitored by the class teacher and senior leadership team. This is done through ongoing observations and assessments by the teachers and teaching assistants working with the children. Maths and English and specific phonics assessments are carried out from Foundation Stage upwards. Formal assessments take place every half term.

Where a child's attainment and / or progress in any area is below that which is expected for their age, teachers will consult the graduated response document to ensure all 'ordinarily available provision' (OAP) has been implemented. If further support is required, teachers will implement SEND support strategies and create a SEND plan, which will be shared with parents. Teachers will also seek guidance from the SENDCo, where needed. Pupils that display difficulties with Communication and Interaction or SEMH difficulties are referred to the SENDCo immediately. An 'Initial Concern' form will be completed by the class teacher to raise a concern quickly and ensure a quick response and support for the child. Once completed it will be shared with the SENDCo. These forms will be discussed in meetings with Ms Jeanette Sinclair-Gunn. Parents will be invited into school to find out how the child presents at home and school will discuss any observations and concerns that they feel may cause a barrier to learning.

Actions will be carried out as noted on the concerns sheet. These may include;

- further observations of your child working
- further observations of your child's social interactions
- specific assessments or observations, carried out by the SENDCo, of the areas causing concern
- further discussion with other professionals involved with your child (for example a school nurse, educational psychologist, speech therapist or occupational therapist, hearing impairment team)
- You may be asked to make an appointment to have your child's eyesight and hearing checked; this is to rule out any physical barriers to learning that a child may experience.
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What should I do if I think my child may have Special Educational Needs?

The first thing to do is to talk to your child's class teacher about your concerns. The class teacher will make a record of your concerns and discuss with Ms Jeanette Sinclair-Gunn (SENDCo) and a plan made, which the class teacher will share with parents. You may then wish to make an appointment with Ms Jeanette Sinclair-Gunn (SENDCo). Your views and concerns are very important to us, so do please keep us informed.

What happens if my child is identified as having Special Educational Needs and/or a disability?

You will be asked to make an appointment to meet with the Class Teacher and SENDCo in order to discuss what support can be put in place for your child. Further discussion will also be had regarding procedures and policy related to SEND. With your permission the child will be listed on the school's SEN register or Monitoring register. The needs of your child will be reviewed by their class teacher termly (or sooner as appropriate) and shared with parents. The SENDCo may be asked to attend if necessary or requested by parents and agreed by the SENDCo.

Do all children who have a Special Educational Need and/or a Disability get the same level of support?

No, we follow guidance set by Central Bedfordshire which gives a graduated response to provision for children who have SEND. The first level is OAP - ordinarily available provision in class e.g. overlays, therabands, fiddle toys, scaffolded worksheets, chunked tasks. SEN support level - needs met by specific interventions delivered or administered by the class teacher/TA. Education, Health and Care Plan Needs Assessment (EHCPNA), previously known as a 'Statement of special educational needs'. This would mean the individual pupil would receive a legal document written alongside the agencies who have been working with your child outlining their short and long term goals. The school is under legal obligation to meet these goals and will use funding from the Local Authority in order to meet these needs.

The guidance will set out the level of need and of support expected at each stage.

This will be explained to you in relation to your child as they are identified as having SEND and you will be kept informed as to the level of provision they are at.

If my child has Special Educational Needs and/or a disability how will they be supported?

In addition to the High Quality and Adaptive Teaching strategies (where teachers plan according to the child's needs and ability, using a range of pedagogical strategies and resources to provide equity for all), teachers will bear in mind the style of learning and the interests of the child). Your child, depending on their needs, may have access to any of the following;

- personalised and specific targets set by the class teacher.
- personalised and specific targets set by other professionals e.g. Speech Therapist, Occupational Therapist, ASD Advisory Teacher, Educational Psychologist and Physiotherapist, Hearing Impairment team.
- Advice from outside agencies is added to the children's SEND plan.
- 1:1 support targeting a specific need
- additional support from an adult within the classroom

- small group work with support from Teaching Assistant or Class Teacher
- the use of practical resources
- the use of visual prompts or a timetable.
- 1:1 Read Write Inc intervention
- opportunities to develop independence and to work without adult support
- individual resources, such as finger spacers, sound charts, high frequency word lists, number lines etc. as appropriate
- coloured overlays
- spring loaded or long loop easy grip scissors
- pencil grips, hand huggers pencils
- Concentration/sensory feedback tools (fidget toys) supplied and approved by the SENDCo.
- Sensory Circuits
- Movement breaks/deep pressure input (yoga ball)/weighted lap/shoulder pads.
- a writing slope
- additional access to laptops / tablets in order to word process work.
- additional handwriting practice
- additional behaviour support, including a communication passport, behaviour support plan, reward charts
- close home school liaison through home/school communication book
- using a nurturing approach to build a positive attachment with another adult through Theraplay games or Lego Therapy
- 'The Den', our nurture/SEN provision,
- Zones of regulation
- PDA strategies (Pathological Demand Avoidance)
- the use of individual / visual timetables and checklists
- pre-teaching of new vocabulary and concepts
- individual lunchtime supervision as appropriate
- Sunshine Circles groups – provision for whole class.
- advice or support from outside agencies (e.g. counselling, behaviour support, advisory teacher services, educational psychology services) Most support is given to children within the classroom. In order to promote inclusion we give careful consideration before withdrawing children from lessons for 1:1 support.
- Spelling interventions
- Dyslexia Nessy Interventions

- Maths interventions targeting a specific need
- Drawing for Talking (Led by Family Support Worker, Mr Gale)
- Lego Therapy

Which school staff will be involved with my child if they have Special Educational Needs or a Disability?

All of the staff in your child's class or teaching group, Future Games (PE provider), Midday Supervisors and Kitchen staff (where applicable and appropriate) will be involved. They will have and will share information in confidence (see school confidentiality policy) about your child's areas of difficulty and ways to support them. Your child, just as any other child in the school, may have different teachers and/or teaching assistants for different lessons. They too will have relevant information about your child's needs.

Who is responsible for making sure that my child gets the support they need?

Your child's class teacher is ultimately responsible for making sure they are being taught at their level in a way which best suits them. They are also responsible for ensuring the delivery of the additional support that has been agreed for your child. Ms Jen Sinclair-Gunn, SENDCo will be responsible for overseeing the provision for your child and Mrs. Sally Reay, Head Teacher, will be aware of your child's needs and may be directly involved.

Your child's SEND plan or Behaviour Support Plan may give more specific information about who will deliver certain aspects of support.

What should I do if I am concerned or unsure about the support my child is getting?

If you have any questions or concerns about your child's support, first speak to your child's class teacher. If you still have concerns make an appointment with Ms Sinclair-Gunn SENDCo via the school office or email office@clipstonebrooklower.co.uk.

How is my child involved?

According to the age and ability of your child they will be asked for their views about what they think they need help with and how they would like to receive additional support. If a child has a Behaviour Support Plan and a Communication Passport they will be involved in saying how they best communicate and how they learn. If they have a Provision map, they will be involved where appropriate. When it is reviewed they will be asked to add comments.

Your child, like all of the other children in school, have targets in other curriculum areas which they are aware of and which they work towards.

How can I help my child?

If your child has a SEND plan, there may be activities specified for you to support your child with outside of school e.g. speech and language targets.

Your child's class teacher will also discuss general ways for you to help your child. Reading with your child

and practising skills they have learned in school is essential.

It is also important that your child is prepared for school each day. Try to ensure they have enough sleep the night before and arrive at school on time having had breakfast. If there have been any particular difficulties or upsets please pass this information to the class teacher discreetly. This can be done via the office, office@clipstonebrooklower.co.uk) or in person at the end of the day.

How will I be kept informed of my child's progress?

In addition to the usual parents' consultations, school reports and transition documents there are additional ways in which you may be informed about your child's progress. These may include the following;

- SEND plan review meetings 3 times a year in October, February and June (or more frequently if necessary)
- Behaviour Support Plans (BSP) reviewed as required
- Communication book
- Home/school liaison through home/school book and regular meetings
- the opportunity to contact the class teacher or SENDCo when you have a concern / question.
- reports from any outside agencies involved with your child and the opportunity to discuss these with the SENDCo (e.g. advisory teachers, educational psychologists, speech therapists)
- feedback meetings following the involvement of support services such as speech and language or Jigsaw (behaviour support)
- annual EHCP reviews or as appropriate
- Team Around the Child (TAC) meetings

If my child is making slow progress how will that progress be seen?

Your child will be set targets that are both challenging and achievable. Progress towards meeting these targets and successes, both small and large, will always be acknowledged and celebrated.

Will my child “catch up” with the other children in their age?

Some children are identified as having a Special Educational Need for a short time and do go on to “catch up”. These children may then be removed from the SEND register. Other children move up or down the levels of SEND but may never achieve the same levels of attainment as other children their age. It is important to remember that all children are different. What is important is that your child is valued as an individual and progress is made according to their ability.

What specialisms and relevant SEND training do staff have?

Staff training is provided in a number of different ways according to the needs of the staff in accordance with the needs of the children. Training and specialisms include the following;

- SENDCo holds the National Accreditation Award for SEND Coordination (Masters level).
- Staff training provided by outside agencies as necessary
- In-house training as necessary for selected staff to support a particular child or group of children
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children they are working with

- Whole staff training relevant to the needs of the children in our school
- SENDCo attends professional studies group or Network meetings to share good practice with other SENDCos.
- Some staff are given training by health professionals in regard to diabetes or epilepsy.
- Health professionals provide training for relevant members of staff in relation to individual children's specific medical needs.
- Training for provision laid down in section F of new EHCPs.

Staff training, in relation to SEND, has also been had in regard to the following:

- Drawing for Talking (Jan 2025)
- Volcano of emotions (SEMH Jigsaw training (Feb 2025)
- emotion coaching (Sept 2024)
- adaptive teaching (Feb 2024)
- Speech and Language (BLANKS Levels training - March 25)
- Widgit online (Feb 24)
- Nurture groups (Sunshine Circles)
- PDA (Pathological Demand Avoidance) - National college (July 23)
- Precision training (April 23)
- Behaviour (Restorative Justice, Team Teach)
- Safer Handling (Sept 2023)
- Working Memory (Led by schools Educational Psychologist)
- Communication in Print (Led by ASD Advisory Teacher)
- Pre-Key Stage Standards training (Led by Deputy Head at the Chiltern's – a special school in Dunstable)
- Social Stories Training (Led by ASD Advisory Teacher)
- Quality First Teaching (In house training led by SENDCo)

What happens if my child has a medical condition?

Mrs Tracey Thirkettle is our medical lead. In addition, a large number of school staff are First Aid trained. Depending on the nature of your child's condition the following may be put in place for them;

- information about your child's condition will be shared with staff as appropriate and a photo of your child alongside relevant information regarding their medical condition, treatment and management. This information is displayed sensitively in the child's classroom as well as the medical room.
- health professionals provide training for relevant members of staff in relation to individual children's specific medical needs

- a care plan may be drawn up for your child. This may be written by members of school staff including the Medical Lead and SENDCo with your input and where appropriate the input of medical professionals. Alternatively it may be written by medical professionals, for example the school nurse.

What specialist services or outside agencies are accessed by the school?

A range of other professionals are accessed by the school according to the children's individual needs. Your child may already be involved with one or more of these services or we may talk to you about making a referral to one or more of them. These include;

- advisory teacher for children with ASD (Autistic Spectrum Disorder)
- speech and language therapist
- physiotherapist
- Teacher of the Deaf (HI team)
- Speech and Language (HI team)
- occupational therapist
- educational psychologist
- Jigsaw (SEMH)
- social workers
- early years support team
- visual impairment team (Visual Impairment Team)
- CHUMS (Child bereavement, trauma and emotional wellbeing service)
- CAMHS (Child and Adolescent Mental Health services)
- School nurse
- Edwin Lobo Child Development Centre (consultant paediatricians)

With your agreement close liaison is made between any services your child is involved with in order that we can best meet their needs. School staff may attend meetings or appointments with you and your child as agreed by you and the other professionals involved.

The class teacher and/or SENDCo is able to meet with you to discuss any actions agreed with outside agencies.

How will my child be included in activities outside the classroom including school trips?

We want all children to participate as fully as possible in all aspects of the curriculum both in and out of school. We encourage all children to attend school trips and residential visits with support as appropriate. A Risk assessment is carried out for specific pupils with SEND if their needs pose a higher risk compared to the risk assessment prepared for their peers. Where necessary, the school will meet with you to discuss individual needs prior to any visit or activity, including the need for any additional support, resources or reasonable adjustments e.g. travelling by car rather than by coach.

How will my child be supported when they start school, change schools or move from one year to the next?

If you know your child has a Special Educational Need or Disability please contact us as soon as possible before they start school. This will give us the chance to ensure the best possible provision for them. In order to make any transition as smooth as possible the following things may be put in place;

- visits by relevant school teaching staff/SENDCo to see your child in their current setting (home, Nursery setting, class, other school) and to talk to those supporting them there
- visits by staff from the school your child is transferring to in order to see the child in our school setting and to talk to staff currently supporting them
- meetings with you and relevant professionals prior to transition
- passing on records or outside agency reports regarding your child
- opportunities for your child to visit their new class or school
- photographs of the new class or school (including staff)

We understand that any transition point causes anxiety for some parents and children. This can be particularly concerning if your child has specific needs. We aim to make all transitions as seamless as possible by ensuring that the receiving staff have as much knowledge and information as possible.

Moving on to Middle School

We believe it is very important to prepare all of our children for their transition to middle school at the end of Year 4.

This is a challenging time for all children and their families, but we understand that it can be a particularly worrying time for children who need extra support or have additional needs and they may need a little extra transition support.

Enhanced transition

If your child has an EHCP, we will start planning for transition in Year 3. This means we start to meet with parents and carers, other professionals who may be involved and colleagues from middle schools to talk about what particular provision needs to be made. These conversations are very useful as they ensure that parents, carers and children see what ongoing support will be available from a range of middle schools. It is then easier to make a decision about the most appropriate school for your child. It also helps middle school colleagues plan ahead, so that appropriate support can be ready for your child when he or she arrives at the new school in Year 5. Knowing your school choice ahead of time means we can invite school SENCOs to the final annual review of the year.

If your child has a SEN, and enhanced transition is appropriate, we begin planning additional transition visits in Year 4. This is as well as the visits they will join with the rest of their class. These extra visits to the chosen middle school will happen throughout the summer term before they attend in September. Clipstone will recommend the children we feel would benefit from more opportunities to experience what it is like in their new school with less pupils around them.

Information sharing

When your child moves to middle school, we make sure that all information about your child's needs is passed on to the appropriate staff at the new school, this is done via Teams, Zoom or Google Meet. The Year 4 teacher also liaises with the Middle School staff to discuss the class in general and individual children. The SENDCo attends a transition meeting during the summer term to discuss children who receive additional support and/or have SEND. The pupil's SEN file is also passed on in hard copy form and electronically to ensure that the transition is seamless as possible.

How are the Governors involved in SEND provision?

The Governors ensure that the school makes appropriate provision for all pupils who have a Special Educational Need and /or a disability.

Ms Jeanette-Sinclair Gunn, reports termly to the Governing Body giving general (individual children are not identified) information regarding the progress of and provision for the children identified as having Special Educational Needs and /or a disability.

The SEND Governor: Mrs Coralie Bordiak. Governor visits are planned in two to three times a year or as and when necessary.

As a parent of a child who has a Special Educational Need or Disability what can I expect from the school?

We believe that supporting your child works best when parents and school work together. We also know that having a child who has additional difficulties can be challenging. We provide;

- the opportunity for you to speak briefly to staff working with your child at the end of the school day.
- the opportunity for you to speak to a member of the Senior Leadership Team, Inclusion Lead/SENDCo.
- the opportunity for you to make appointments to meet with your child's class teacher and / or the SENDCo at a mutually convenient time.
- Links to the 'Local Offer' at Central Bedfordshire LA (<https://localoffer.centralbedfordshire.gov.uk>)
- information regarding SEND (e.g. locally run courses or support group activities) which may be of interest to you.
- access to a parent support advisor SENDIAS
(<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/service.page?id=AlSDK71HzP8>)
- information regarding Central Bedfordshire Council Special Educational Needs and Disabilities Parent and Young Person Partnership Service (CBC SEND PYPS) (previously known as parent partnership)
- support to access further services which may be of help to you and your family the best we can for your child

What should I do if I have a concern or complaint?

Please contact the SENDCo if the complaint is related to the SEND provision. If the complaint is related to the SENDCo or member of staff, please contact the head teacher in the first instance. Please follow the school's complaints procedure, which can be found on the school website.