CLAVERING PRIMARY ACADEMY • EXTOL TRUST

SEND Information Report

"Dream, Believe, Achieve Together"

ACADEMIC YEAR
2026–27

PUBLISHED	NEXT REVIEW	SENDCO	APPROVED BY
September 2026	September 2027	Jon Hall	Local Governing Body

1. INTRODUCTION

This report tells parents and carers how Clavering Primary School identifies, supports and reviews pupils with special educational needs and disabilities (SEND). It is published under section 69 of the Children and Families Act 2014 and Schedule 1 of the SEND Regulations 2014, and is updated every year.

Clavering is a mixed primary academy for children aged 3 to 11, with a Nursery, and is part of the Extol Academy Trust. Our motto, *Dream, Believe, Achieve Together*, applies to every child, including those who need additional support to get there.

Statutory Framework & Associated Policies

This report should be read alongside our SEND Policy and Hartlepool's Local Offer. It reflects:

- The Children and Families Act 2014 & SEND Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations 2014 & Equality Act 2010
- Supporting Pupils at School with Medical Conditions (DfE) & Keeping Children Safe in Education

2. KEY CONTACTS

HEADTEACHER
Sonya Black
01429 743000 · admin@claveringschool.org.uk

SENDCO / DESIGNATED SAFEGUARDING LEAD
Jon Hall
01429 743000 · SEND@claveringschool.org.uk

DESIGNATED TEACHER FOR LAC
Jon Hall
01429 743000

SEND GOVERNOR
TBC
Via the school office

3. OUR APPROACH TO INCLUSION

Every teacher is a teacher of pupils with SEND. We expect children with SEND to learn the same ambitious curriculum as their peers, with the adaptations and support they need to access it.

Our approach rests on four key commitments:

1 Identify early
Barriers to learning are spotted and acted on quickly, not left to grow.

2 Teach well first
High-quality, adaptive teaching in class is the first and most important response to SEND.

3 Work with families
Parents and carers know their child best and are involved in every decision.

4 Listen to children
Pupils help set their own targets and tell us what support works for them.

4. TYPES OF SEND WE SUPPORT

We are a mainstream school and make provision for pupils across all four broad areas of need in the SEND Code of Practice. Many children have needs in more than one area, so support is planned around the individual child, not the label.

AREA OF NEED	EXAMPLES OF PROVISION & NEEDS SUPPORTED
Communication and interaction	Autism, speech, language and communication needs (SLCN)
Cognition and learning	Moderate learning difficulties (MLD); specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
Social, emotional and mental health	Anxiety, attachment needs, ADHD, difficulties with emotional regulation
Sensory and/or physical	Hearing impairment, visual impairment, physical disability, sensory processing differences

Pupils with medical conditions are supported under our Medical Policy. Where a medical condition also affects learning, the pupil may also receive SEN support.

5. HOW WE IDENTIFY SEND

A child is identified as having SEND when they need provision that is additional to, or different from, what most children of the same age receive. Slow progress alone does not mean a child has SEND, so we first check that teaching has been adapted well.

Concerns can come from:

- **Class teachers:** through day-to-day assessment, termly pupil progress meetings and ongoing observation.
- **Parents and carers:** who can raise a concern with the class teacher or SENDCo at any time.
- **The child:** through what they tell us about their learning.
- **Early years checks:** including the Nursery and Reception baseline and the progress check at age two.
- **Previous settings & external professionals:** such as health visitors or paediatricians.

When a concern is raised, the class teacher and SENDCo look at the evidence together, talk to parents and the child, and may use standardised screening or diagnostic assessments. If the child needs SEN support, we agree this with parents and add them to the school's SEN register. Parents are always told when their child is placed on, or removed from, the register.

6. HOW WE INVOLVE PARENTS, CARERS AND PUPILS

Parents and carers are involved in agreeing their child's Learning Plan, its targets and the support in it. We meet parents of children on SEN support at least three times a year, usually alongside parents' evenings. Pupils contribute through one-page profiles or conversations with trusted adults.

7. HOW WE ASSESS AND REVIEW PROGRESS

SEN support follows the four-stage cycle in the Code of Practice (the Graduated Response), repeated each term:

1. ASSESS
Build a clear picture of needs from assessments, observations, parent/pupil views, and specialist advice.

2. PLAN
Agree a Learning Plan with small, specific targets, defined support, ownership, and review date.

3. DO
Class teacher retains responsibility for learning daily, supported by targeted interventions.

4. REVIEW
Check progress termly against targets with parents and pupil to decide next steps.

8. HOW WE TEACH AND ADAPT FOR PUPILS WITH SEND

High-quality, adaptive teaching in the classroom is the first response for every child. Teachers adapt how they teach, not what they expect children to learn.

Everyday adaptations include: breaking tasks into smaller steps, pre-teaching key vocabulary, visual timetables, concrete maths resources, adjusted seating, movement breaks, and assistive technology where needed.

Targeted support is added when a child needs more than adapted class teaching, delivered in small groups or one-to-one:

AREA	INTERVENTION PROGRAMMES DELIVERED
Reading and phonics	Little Wandle Catch up; Little Wandle SEND, additional fluency practice
Maths	Core Knowledge Tracker, Arithmetic Flight Tracker, TTRS
Speech and language	NELI, Talk Boost
Social communication	Social stories; small-group turn-taking and conversation sessions; supported lunchtimes
Emotional regulation	ELSA, the Friends programme and The Hive
Fine and gross motor	Healthy Movers, Dough Disco

9. EDUCATION, HEALTH AND CARE (EHC) PLANS

Most pupils with SEND have their needs met through SEN support. A small number need an EHC plan, a legal document issued by Hartlepool Local Authority that sets out a child's needs, outcomes, and provision.

> **EHC Assessment & Reviews:** If a child does not make expected progress despite targeted support, school or parents can request an assessment. Decisions are made within 6 weeks, and plans take up to 20 weeks to finalize. Plans are reviewed annually.

10. STAFF EXPERTISE AND TRAINING

SENDCo: Jon Hall is a qualified teacher and member of the senior leadership team (teaching since 2006). He took up the SENDCo role in September 2026 and is working towards the NPQ for SENCOs.

Staff training this year includes: adaptive teaching, retrieval practice, task design, Precision Teaching, LEGO-based therapy, early language (NELI/Talk Boost), Little Wandle Rapid Catch-up, and ELSA training.

11. HOW WE EVALUATE PROVISION EFFECTIVENESS

We evaluate SEND provision at three levels: 1) For each child via termly plan reviews; 2) For interventions via entry/exit progress metrics; 3) School-wide via progress meetings, SENDCo monitoring, and governor reporting.

12. INCLUSION IN THE WIDER LIFE OF THE SCHOOL

Pupils with SEND participate fully in all clubs, trips, residentials, sports, and house events (Attenborough, Dickens, Kahlo, Lovelace). Reasonable adjustments and risk plans ensure full access without exclusion.

13. EMOTIONAL AND SOCIAL DEVELOPMENT

Wellbeing is supported via PSHE/RSHE, Clavering Values, house points, and Feel Good Friday assemblies. Support includes key workers, small-group regulation, The Hive, and ELSA. Anti-bullying policies protect vulnerable pupils.

14. ACCESSIBILITY AND DISABILITY

Disabled pupils are admitted on equal terms. School facilities include level access, ramps, accessible toilets, hygiene rooms, and intimate care support. Our 3-year Accessibility Plan continuously improves physical and curriculum access.

15. WORKING WITH OTHER SERVICES

SERVICE	HOW IT HELPS
Educational Psychology	Assessment and advice on learning, behaviour and EHC assessments
Speech & Language / OT	Communication programmes, sensory, motor, and physical support
CAMHS & Health Services	Emotional health, School Nursing, and Paediatric consultation
Children's Hub & Social Care	Early help, family support, and safeguarding support

16. TRANSITION

Transitions (joining Nursery/Reception, year-to-year moves, secondary transfer to Year 7) are carefully managed with extra visits, social stories, and comprehensive file transfers between SENDCos.

17–19. FUNDING, COMPLAINTS & LOCAL OFFER

Funding: Delivered via notional SEN budget (£6,000 threshold) plus Local Authority top-up funding for EHCPs.

Complaints: Address with Class Teacher → SENDCo (Jon Hall) → Headteacher (Sonya Black). Formal escalation follows the Trust Complaints Policy.

Hartlepool Local Offer: Access services at localoffer.hartlepool.gov.uk. Contact Hartlepool SENDIASS at HARTLEPOOLIASS@hartlepool.gov.uk for independent advice.