



### **Clavering Primary School SEND Information (2025)**

The SEND Code of Practice (2015) sets out the responsibility for governing bodies to publish information on their websites about the implementation of the governing body's or proprietor's policy for pupils with Special Educational Needs (SEN). This is in line with the **Special Educational Needs and Disability Regulations 2014**. At Clavering Primary School, we are committed to fulfilling this responsibility and providing clear information about our provision for pupils with SEND.

#### **The Kinds of SEN that are Provided for**

Clavering Primary School provides for all forms of SEND as outlined in the SEND Code of Practice (2015). These include:

- **Communication and Interaction:** Including difficulties with speech, language, and communication, stammering, and diagnosed conditions such as Autism Spectrum Disorder (ASD) and Asperger's Syndrome.
- **Cognition and Learning:** Including moderate to severe learning difficulties, profound and multiple learning difficulties, and specific learning difficulties such as dyslexia and dyspraxia.
- **Social, Emotional, and Mental Health (SEMH):** Including conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Tourette's Syndrome.
- **Sensory and/or Physical / Medical:** Including visual and hearing impairments.

#### **Policies for Identifying and Assessing SEND**

Please refer to the '**Identification**' section in the **SEND** part of our school website for detailed procedures on identifying and assessing SEND.

Our current SENDCo is Miss Leighton, who can be contacted through the school office:

**Telephone:** 01429 743000

**Email:** [SEND@claveringschool.org.uk](mailto:SEND@claveringschool.org.uk)

#### **Consultation and Involvement in Education**

- **Parents:** Families are encouraged to participate in termly **Parental Consultations**. Parents/carers may also request additional meetings with the SENDCo, class teacher, or Headteacher.
- **Children:** As part of termly review meetings, children on the SEND register (where appropriate) engage in the process of reviewing their **Assess, Plan, Do, Review (APDR)** targets. Teachers will also involve students in discussing their individual learning goals, especially in reading, writing, and maths.

#### **Transition Support**

- **Within the School:** All pupils meet their new teacher and classroom during our '**Transition**' sessions in July. For children with additional SEND needs, bespoke

support is provided, such as extended transition time with the new teacher or photo albums of new surroundings and staff.

- **Transition to Secondary School:** Extra support is provided for children transitioning from **Year 6 to Year 7**. This may include extended visits to the new school, meetings with staff, and planning for any necessary access arrangements.

When transferring to a new school, the SEND file is transferred with full confidentiality and consent from parents.

### **Curriculum Adaptations and Teaching Approaches**

For detailed information on how we adapt the curriculum and teaching environment, please visit our **Clavering SEND Local Offer** section on the website. We aim to create a **inclusive** environment where every child can access a **broad and balanced curriculum**, taking into account individual needs.

### **Expertise and Training for Staff**

Our SENDCo holds a **Bachelor of Arts degree**, a **Post Graduate Certificate in Education (PGCE)**, and the **National Award for Special Educational Needs Co-ordination (NASENCo)** from the University of Wolverhampton.

All staff receive regular **SEND-related training**, and teaching assistants with specific training in autism, speech and language support, and occupational therapy. We also collaborate with external specialists for additional support:

- **Educational Psychology Team**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **Alliance for Emotional Support**
- **Speech and Language Therapy Services**
- **Occupational Therapy Services** (for both sensory and physical / medical needs)

### **Evaluating the Effectiveness of Provision**

The progress of children with SEND is regularly assessed by the class teacher and monitored by the Senior Leadership Team (SLT) and the **Clavering Governing Body**. This includes both academic progress and emotional/social development. Adjustments to provision are made based on these reviews, such as changing resources, providing additional support, or involving specialist services.

### **Engaging in School Activities**

Children with SEND have full access to all school activities, including educational visits, extra-curricular clubs, and residential trips. Our aim is to ensure that these pupils are fully included in the wider school life.

### **Supporting Emotional and Social Development**

Clavering Primary School takes a proactive approach to prevent bullying, including for children with SEND. The **Behaviour and Bullying Policy** specifically addresses SEND, ensuring that children with additional needs are supported in feeling safe and valued. Our curriculum and additional programs promote emotional and social development for all pupils, including those with SEND. Additional pastoral support is available when necessary, provided by the SENDCo and other trained staff.

### **Involvement of Other Bodies and Agencies**

Clavering works with various health and social care bodies, as well as **local authority support services** and **voluntary sector organisations**. For more information, please visit our **Clavering SEND Local Offer** section on the website. Some examples of external agencies include:

- **Hartlepool SEND Team**
- **Specialist Educational and Health Professionals**
- **Charities supporting SEND needs**

### **Handling Complaints**

Any complaints regarding the provision of SEND at Clavering Primary School should be directed to the **Complaints Policy** available on the school website.

### **Support for Looked After Children (LAC) with SEND**

For children who are looked after by the local authority, the school follows **statutory guidance** from the **Children Act 1989** and **Children and Families Act 2014**. This ensures that their educational needs are supported in line with their Care Plan, **Personal Education Plan (PEP)**, and **Health Plan**.

The **Designated Teacher for Looked After Children (LAC)** at Clavering Primary is Miss Leighton. The school works closely with the **Virtual School Head (VSH)** and other professionals to ensure that children who are looked after and have SEND are receiving the support they need.

The school's provision for these pupils is planned in close collaboration with local authorities, carers, social workers, and other professionals to ensure **continuity of support** when transitioning between placements and schools.