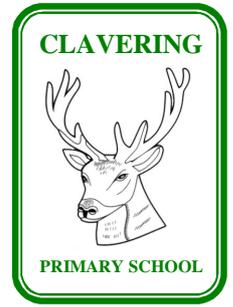


Clavering Primary School: Governors' SEND Information Report

Dream, Believe, Achieve Together



The SEND Code of Practice sets out the responsibility for governing bodies to 'publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.'

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and, in terms of Clavering Primary School, is as follows:

The kinds of SEN that are provided for

Clavering Primary School provides for all forms of SEND as described in the SEND Code of Practice. For example, the school currently or has recently educated children with:

- **Communication and interaction difficulties:** including difficulties with speech, language and/or communication; specific difficulties such as stammering; diagnosed conditions such as Autism and Asperger's Syndrome
- **Cognition and learning difficulties:** including moderate learning difficulties; severe learning difficulties; profound and multiple learning difficulties; and specific learning difficulties (including dyslexia and dyspraxia)
- **Social, emotional and health difficulties:** including children with Attention Deficit Hyperactivity Disorder and Tourette's Syndrome
- **Sensory and/or physical difficulties:** including children with visual impairments and hearing impairments

Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCo

Please see the 'identification' section on the 'SEND' section of the school website.

Our current SENDCo is Miss Leighton who is available by contacting the school office: telephone 01429 422088 or email SEND@claveringschool.org.uk

Arrangements for:

- **consulting parents of children with SEN and involving them in their child's education;**
- **consulting young people with SEN and involving them in their education;**
- **assessing and reviewing children and young people's progress towards outcomes.**

Families are consulted during extended Parental Consultations every term. Parents and carers of children on the Clavering SEND Register are always encouraged to make an appointment at our termly Parental Consultations. Parents and carers also have the right to request that the school's SENDCo attends the meeting.

Families can also request a meeting with their child's teacher and/or SENDCo and/or headteacher by contacting the school office.

As part of our termly review meetings, children on the Clavering SEND Register (as appropriate) are involved in reviewing their APDR form.

In addition, teachers are expected to consult with children that they teach who have SEN throughout the year, for example, when setting and reviewing reading, writing and maths targets.

Children with SEN are also consulted by relevant members of staff, particularly the SENDCo, when reviewing whole school issues in school, for example access to extra-curricular activities or changes to the school curriculum.

Arrangements for supporting children and young people in moving between phases of education

This varies depending on the needs of the individual child. All Clavering children meet their new teacher and become familiar with their new classroom during our July 'Meet the Teacher' session.

Some children require more support with transition which may require, for example:

- spending longer with the new teacher;
- spending longer in the new classroom;
- having a photo album produced with photographs of the new teacher, new classroom, new teaching assistant, etc;
- meetings between the child's current teacher, new teacher, family and SENDCO.

Children on the Clavering SEND Register who are moving from Year 6 to Year 7 often require additional support with transferring from primary to secondary school. This may require, for example:

- additional time spent at the new secondary school;
- access requirements to be planned for;
- additional meetings between relevant Clavering staff, staff from the new secondary school, the child's family and (as appropriate) the child.

When transferring to a new school, the child's SEND File is transferred to the new school.

The approach to teaching children and young people with SEN and how adaptations are made to the curriculum and the learning environment of children and young people with SEN

Please see the 'Clavering SEND Local Offer' section on the 'SEND' section of the school website.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The Clavering SENDCo holds a Bachelor of Arts degree, as well as a Post Graduate Certificate in Education (PGCE). The Clavering SENDCo will be working on gaining the National Award for SEN Coordination during the academic year 2017-18.

All Clavering staff members receive appropriate SEN-related training and, where appropriate, have the opportunity to work alongside appropriate specialist expertise (see below).

A number of Clavering teaching assistants have received specific training in meeting the needs of children with autism and supporting children with speech, language and communication difficulties.

Examples of how we access specialist expertise:

- the school (working alongside the child and child's family) can refer to the Educational Psychology Team;
- the school (working alongside the child and child's family) can refer to CAMHS;
- the school (working alongside the child and child's family) can refer to the Speech and Language Therapy Service;
- the school cannot refer to the Occupational Therapy Service, but will support families in pursuing this via their GP or the school's Educational Psychologist.

Evaluating the effectiveness of the provision made for children and young people with SEN

The progress of children with SEN is carefully monitored by each child's teacher and the Clavering Senior Leadership Team as the child moves through the school. This includes both academic progress and the progress of the child as a whole. Progress is also monitored by the Clavering Governing Body.

Where necessary, provision is changed. This can include adaptations to the curriculum, purchasing of additional resources, accessing specialist expertise (e.g. the school's Educational Psychologist) and/or, for children with significantly complex needs, accessing one-to-one support.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Children with SEN have excellent access to educational visits, extra-curricular activities and the school's residentials in Year 4, Year 5 and Year 6.

Please see the 'Clavering SEND Local Offer' section on the 'SEND' section of the school website.

Support for improving emotional and social development, including measures to prevent bullying

At the time of writing, the school has no recorded evidence of children being bullied because of any form of special educational need and/or disability. However, the Clavering Policy for Behaviour and Bullying (available on the school website) makes specific reference to children with special educational needs and/or disabilities.

The Clavering Curriculum and the additional opportunities available at Clavering Primary School seek to develop all pupils emotionally and socially – including those with special educational needs and/or disabilities.

Where required, additional pastoral support is made available through access to an appropriate member of staff.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Clavering Primary School works successfully with a wide variety of health and social care bodies. The school has a close working relationship with Hartlepool Local Authority's SEND team and, where appropriate, works with relevant charities.

Please see the 'Clavering SEND Local Offer' and 'Outside Agencies' sections within the 'SEND' section of the school website.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Please see the school's 'Complaints Policy' (available on the school website).

Arrangements for supporting children and young people who are looked after by the local authority and have SEN

Arrangements are in line with other children on the Clavering SEND Register with adjustments made in light of additional guidance in the SEND Code of Practice.

These are described below:

Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the local authority.

Local authorities have particular responsibilities for these children and act as a 'corporate parent'. The local authority must safeguard and promote the welfare of all children they are looking after.

All maintained schools and academies and free schools must appoint a Designated Teacher for looked after children. At Clavering, this is Miss Leighton, our Assistant Headteacher. The Designated Teacher will work closely to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff.

Local authorities must promote the educational achievement of the children they look after, regardless of where they are placed. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge that duty. This officer, often known as a Virtual School Head (VSH) will lead a virtual school team, which tracks the progress of children looked after by the authority as if they attended a single school. Special Educational Needs and Disabilities departments should work closely with the VSH as well as social workers to ensure that local authorities have effective and joined-up processes for meeting the SEN of looked after children.

Local authorities are required to act under care planning statutory guidance issued by the Secretary of State when exercising their social services functions with regard to the children they look after. This is set out in volume 2 of the Children Act 1989 guidance.

This means that a considerable amount of planning will be done around the care, health and education needs of looked after children. They will have a Care Plan, which sets out how the local authority will meet the care needs of the child, addressing all important dimensions of a child's developmental needs. These include health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The Care Plan will specifically include a Personal Education Plan (PEP) and a Health Plan (both are a statutory requirement) which will particularly assess and set out the child's education and health needs. It may be through making these assessments that a child's SEN will be identified.

Where a looked after child is being assessed for SEN it is vital to take account of information set out in the Care Plan. SEN professionals must work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, Designated Doctor or Nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. This will ensure that the child's EHC plan works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met. It is essential to involve the child, their carers and, where appropriate, their parents in the planning process. When referencing information contained within the Care Plan, only information relevant to meeting the child's SEN should be included in the EHC plan. If in any doubt, SEN professionals should discuss this with the social worker and, where appropriate, the child and their carers.

A significant proportion of looked after children live with foster carers or in a children's home and attend schools in a different local authority area to the local authority that looks after them. Local authorities who place looked after children in another authority need to be aware of that authority's Local Offer if the child has SEN. Where an assessment for an EHC plan has been triggered, the authority that carries out the assessment is determined by section 24 of the Children and Families Act 2014. This means that the assessment must be carried out by the authority where the child lives (i.e. is ordinarily resident), which may not be the same as the authority that looks after the child. If a disagreement arises, the authority that looks after the child, will act as the 'corporate parent' in any disagreement resolution, as described in Chapter 11 of the SEND Code of Practice.

It is the looked after child's social worker (in close consultation with the VSH in the authority that looks after the child) that will ultimately make any educational decision on the child's behalf. However, the day-to-day responsibility for taking these decisions should be delegated to the carer who will advocate for the looked after child and make appeals to the First-tier Tribunal (SEN and Disability) as necessary.

For a child in a stable, long-term foster placement it may well be appropriate for the carer to take on the responsibility of managing a Personal Budget but this will need careful case-by-case consideration.

The Care Planning Regulations specify the frequency with which Care Plans are reviewed. It is important to ensure the annual review of an EHC plan coincides with one of the child's Care Plan reviews. This could be done as part of the review of a child's PEP which feeds into the review of the wider Care Plan. Social workers and SEN teams will need to work closely together to ensure that transitions from being looked after to returning home are managed effectively, to ensure continuing provision.