

At Clifton Primary school we aim to encourage all pupils to blossom in a safe, happy and secure environment, so that they are able to achieve to the best of their abilities.

We strive to support **all** children to enable them to achieve at school. We support all children to learn from an early age to value diversity in others and grow up making a positive contribution to society.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. This may be an indication of a special educational need, or may be a short term need.

The SEN Code of Practice defines Special Educational Needs as follows:

“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

*Has a significantly greater difficulty in learning than the majority of others the same age, or
Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

At Clifton the Special Needs Co-ordinator is Mrs. E. Howarth. Mrs. E. Howarth is supported by Mrs Cheadle the Family Support Worker.

The Special Educational Needs policy can be read [here](#)

Current SEN Update:

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government’s commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It reforms the provision by:

- Replacing statements and learning difficulty assessments with a new 0-25 Education, Health and Care Plan extending rights and protections to young people in further education and training and offering families personal budgets;
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a local offer of support.

What is the Local Offer?

(Please see the local offers on the parents section of the website)

The Local Offer is a description of all the services available to support disabled children and children with SEN and their families. This information should set out what is normally available in schools to help children with SEN as well as highlighting what support is available for families who need additional help to support children with more complex needs.

What Salford's Local Offer will do?

Salford's Local Offer will provide parents/carers with information about how to access services in Salford and what they can expect from those services. With regard to education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect in the local settings.

You can access the Salford and see details of the offer on their website

Below are Clifton Primary School's responses to these questions.

How does Clifton Primary School know when a child needs extra help?

We know when pupils need help if:

Concerns are raised by parents/carers, teachers or the child

Limited progress is being made

There is a change in the pupil's behaviour or progress

If you have any concerns about your child's progress the initial point of contact is your child's class teacher. You can also contact the SENDCO, Mrs E Howarth (or Mrs Cheadle the FSW).

How will I share information with the school about my child's needs?

If you are considering Clifton as your child's school you can contact the Headteacher / SENDCO to discuss your child's needs and to hear about the provision we offer.

If your child is due to start Clifton, we would arrange a meeting between you and any relevant school staff to discuss how we plan to meet your child's needs and share information. Where necessary we will arrange additional transition visits prior to starting full time.

If needs arise during your child's education at Clifton, the initial point of contact would be your child's teacher.

We will always share information about the support your child is receiving in school and welcome your input in reviewing your child's progress. We offer an open door policy and teachers are available daily to discuss your child's needs, although an appointment offers a more appropriate designated time to devote to your child.

How does Clifton support a child with SEN?

Children who have special educational needs or a disability will be included, valued and supported by identifying the need for additional support as early as possible. *Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or by a teaching assistant in class*

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy or literacy skills then the pupil may be taught in a small group. This will be run by a teacher or a teaching assistant. The length of time of the intervention will vary according to need, but will generally be for a term. These interventions will be recorded on a class provision map. If you have any queries about the intervention please do not hesitate to contact the class teacher or SENDCO.

Occasionally, a pupil may need more expert support from an outside agency, such as Speech and Language Therapy or Occupational Therapy. A referral will be made, with your consent and sent to the relevant service. After further assessments, a programme of support may be given to the school and parents/carers.

How are the governors involved and what is their responsibility?

The governors of Clifton Primary School ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review statutory policies as defined by the Department for Education. Clifton has a designated governor for SEN who oversees the work of the SENDCO and staff and ensures that the provision set out in the SEN Policy is being carried out. The governor currently with this responsibility is Mr Derek Hill. Additionally the governors receive an annual report from the SENDCO about how the provision for children with Special Educational Needs.

How will the curriculum be matched to my child's needs?

All teachers at Clifton match the curriculum to the needs of the individuals in their classes. The children are taught from their own starting points and set individual targets. When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with a pupil in a 1:1 or small group to target more specific needs.

If a child has been identified as having a special need they will be given an Individual Education Plan (IEP). Targets will be set and monitored by the class teacher. IEPs will be discussed with parents termly and a copy given to them.

How can I work with Clifton to support my child's learning?

You can work with us by:

reading at home regularly – listening to your child and reading to them

supporting any additional activities that are sent home, either by school or other agencies

sharing information about your child's strengths and areas for development

attending any parents information evenings or progress meetings that are held in school

contributing to your child's IEP

being positive with your child and recognising the small steps of progress they make

How do the teachers know how well my child is doing?

The interventions provided will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Tracker meetings are held each half term. This is a meeting where the class teachers meet with the phase leaders (Mrs McIlveen; Mrs Young; Mrs Jones; Mr Lowry), Headteacher to discuss progress of pupils in their class. This shared discussion may highlight any potential problems and allow for further support to be planned.

On a daily basis, teachers at Clifton continually review the teaching and learning in the classroom and plan accordingly.

On some occasions more formal assessments may be carried out to ascertain how much progress has been made and to inform the next steps in planning for your child. (Such assessment may include reading or spelling age assessments or Maths assessments) Your child's teacher will explain any assessments they have used with your child.

What support will there be for my child's overall wellbeing?

The school offers a variety of pastoral support for children who are experiencing emotional difficulties.

These include:

Members of staff such as the class teacher and TAs who are readily available for pupils who wish to discuss issues and concerns

Nurture group sessions

Social, Communication groups sessions

A member of staff trained in dealing with grief

Playtime and lunchtime clubs for those who find these times challenging

Access to Forest Schools sessions (where deemed appropriate)

How does the school manage the administering of medicines?

If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nursing team and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive regular Epipen training delivered by the school nurse, although named staff are responsible for specific children.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

There is a team of trained First Aiders in school at all times.

What is the support is there for behaviour, avoiding exclusions and increasing attendance?

Clifton has a set of positive merits and corporate rewards (we will soon also have a school wide excellence in learning behaviour system) to which all children work towards. These are taught in the Reception year and continually revisited and reinforced.

The Learning Support Service, The Primary Inclusion Team or Educational Psychology Service also provides support with creating individual provision plans for children who are struggling to access the curriculum for a wide variety of reasons (including behavioural needs). They can help us to plan a curriculum and timetable that enables pupils to be more successful in Clifton

Both these services will provide support for families, pupils and the school if a pupil is at risk of exclusion.

Where there are attendance concerns the Education Welfare Officer will work with schools and families to support improved attendance.

How will my child be able to contribute their views?

Where appropriate to the child, they will be asked to contribute ideas about what they feel is working or otherwise when individual plans are reviewed termly. Their views may be gathered in an informal discussion with the child and from parental contributions. Pupils may be asked; what's working, what do you like, what do you want to stop (within reason!)? The children at Clifton are regularly involved with setting challenges for themselves and evaluating their own progress and so for a pupil with special needs there will be an extension of this process.

Is there a range of services the school can liaise with?

There are a wide range of services available to provide teachers with more specialised expertise. The main agencies used by the school are:

Speech and Language Therapy (SALT)

Occupational Therapy (OT)

Learning Support Service (LSS)

Primary Inclusion Team (PIT)

Educational Psychology (EP)

Child & Adolescent Mental Health Service (CAMHS)

Autism Team (LSS)

School Nurse

There may be other services used dependent on the specific needs of a pupil.

How will my child be included in activities outside of the classroom?

Clifton is a fully inclusive school and we will always do our best to ensure that all children can take part in all activities within school. Activities may be adapted or extra support provided to ensure that all children can participate. Risk assessments are carried out and procedures put in place to allow all children to participate. Parents will be asked to contribute to discussions about how best to support their child in these activities. If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during an activity.

How accessible is the school environment?

Clifton Primary School is fully accessible to anyone with physical needs including full wheelchair access. We also have 2 disabled toilet facilities. Further details can be found on the school's Accessibility Plan. As a school we are happy to discuss individual access requirements

How will the school prepare my child for joining the school and transferring to a new school?

Prior to entry, we will arrange additional visits and taster sessions to Clifton to familiarise your child with the environment and the staff who will be working with them. We will also help to create a book all about the school, their classroom and the teachers who will support them. This book can then be talked about at home prior to starting school in September. Staff from Clifton will also meet with you (at your home) and any Nursery staff to discuss your child's needs and help to plan for a smooth, successful transition.

For children who find change a challenge we also organise transition sessions at the end of an academic year in preparation for a change of teacher and classroom. These involve talking about how things will change, how things will stay the same as well visiting and photographing new classrooms and teachers. Again a transition book may be created to share at home and try to alleviate any anxieties. All children in the school have a "class swap" session where they meet their new class teacher.

When children transfer to a new school, information about their educational needs is always shared with the receiving school and records passed on. At the end of Year 6 staff from the receiving secondary school will visit the pupils at Clifton and talk to them and their teachers about their individual strengths and needs. Extra transition work may be carried out by school staff or the Learning Support Service or Parent Partnership to support those children (and possibly families) who are more vulnerable at transition time. Additional visits to the secondary school may be arranged if necessary.

How are the school's resources allocated and matched to the needs of an SEN child?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Support can take many forms and our guiding principal is providing the highest quality education to all children. We want the best for our pupils just as you want the best for your child.

Support may include (but is not restricted to):

1:1 teaching sessions

Small group teaching

Additional teaching resources or practical apparatus

Teaching others in small groups to allow your child to be taught in a smaller group by the class teacher

Accessing additional support from specialists

Additional support will be discussed with parents and the aim of the support explained

How decisions made about the type and level of support my child will need?

The type and level of support will be discussed with parents and at tracking meetings in school. We hope to work in partnership with parents to achieve the best possible outcomes for all our pupils.

How will I know if the provision has had an impact on my child's development?

The provision and its impact will be shared with you at termly meetings. The Autumn term and Spring term meetings can be combined with the school's parents evenings, although a longer appointment will be made. You can always make an appointment to discuss your child's progress at other times of the year by contacting your child's class teacher and/or the SENDCO. Your own views of your child's progress are very important to us, as some small steps of progress may not be measured easily but are noticeable to you.

Who can I contact for further information?

If you wish to discuss your child's educational needs prior to starting Clifton, please contact the school office on 0161 921 1845 to make an appointment with the SENDCO.

If your child is at Clifton, the first point of contact should be your child's class teacher. If you have further questions or are unhappy about something, please contact the SENDCO.

If you require information about the services available to young people and families in Salford please refer to the Salford Local Offer

We hope these have answered any queries you may have but do not hesitate to contact the school if you have any further questions