CLAYTON ST. JOHN CE PRIMARY ACADEMY

SEND INFORMATION REPORT
2025-26

Introduction

At Clayton St. John CE, we welcome everybody into our community. The staff, governors, pupils and parents work together to make the academy a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We strive to achieve this through the attention we pay to each child and the different groups of children within our school, thus providing a learning environment that enables all pupils 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 and physical difficulties the opportunity to follow a broad and balanced curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently.

SEND support might be through assistive technology, 1-1 or small group learning or access to external agency support. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programs interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

A copy of our SEND Policy can be found on the website or at office@claytonce.bdat-academies.org on request.

Since 2014, the Special Educational Needs and Disability Regulations require all schools to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information. Contact us on 01274 815862 or office@claytonce.bdat-academies.org

The kinds of Special Needs for which provision is made at our school

We use the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- Communication & Interaction needs including Autistic Spectrum Disorder, Speech Language & Communication Needs and Speech & Language needs.
- Cognition & Learning Needs including Moderate Learning difficulties and Specific Learning Difficulties.
- Social. Emotional and Mental Health needs including ADHD
- Sensory & Physical Needs including Visual Impairment & Hearing Impairment and Physical Difficulties

Policies for identifying children and young people with SEN and assessing their needs

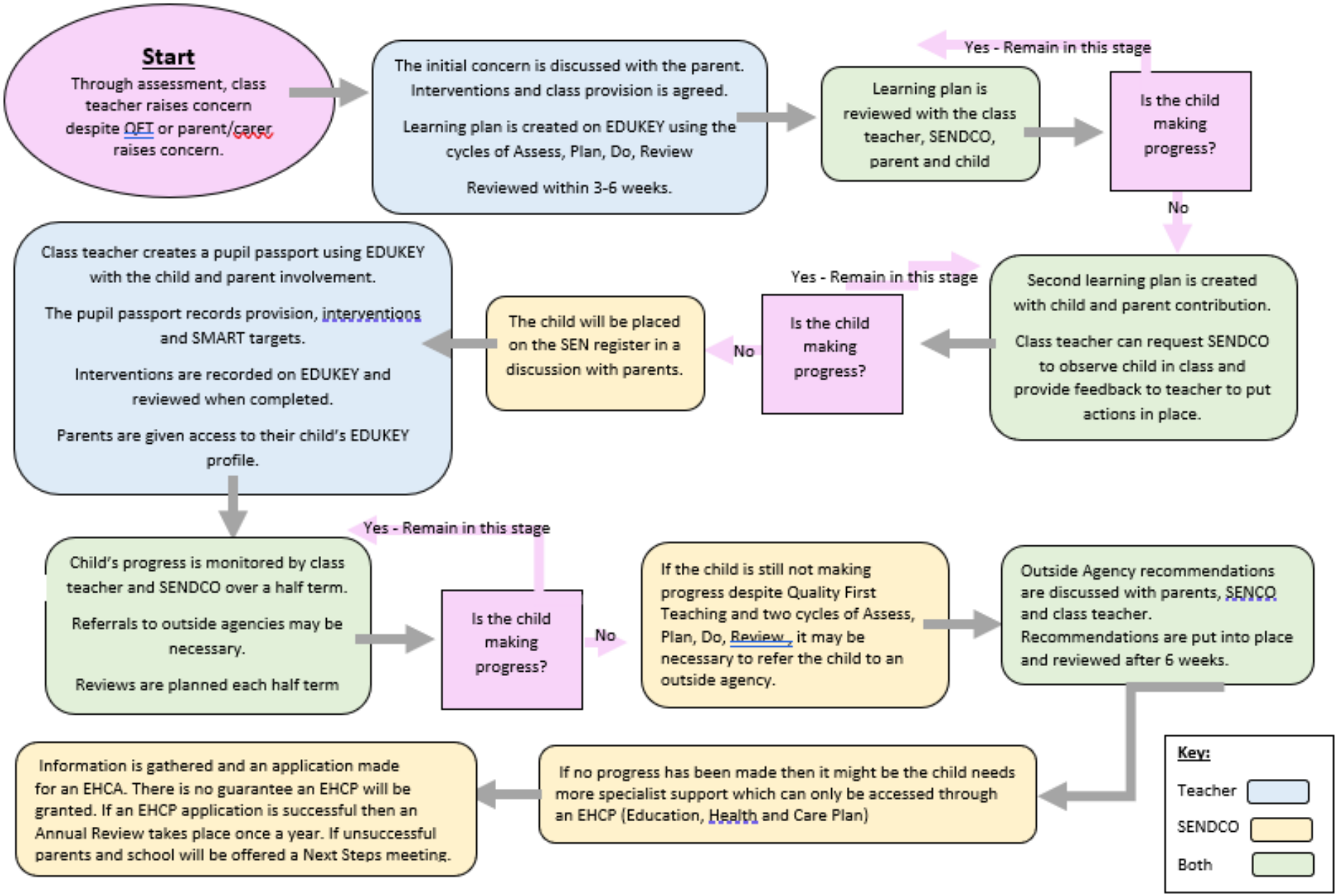
The SEND Guidance on Bradford Schools Online is used to assess pupils. (The Matrix of Need) Within each area of need there are descriptors. Once a need has been established for a pupil the advice is then followed. The suggested strategies are used alongside Quality First Teaching. Within each category of need there is advice as to the best resources to be used.

Clayton St. John CE promotes a graduated approach to assess, plan, do and review the needs for pupils' special educational needs to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed using a range of assessment tools provided by outside agencies including SCIL, educational psychologists and speech and language therapists to check their progress across all areas of learning and areas of SEN need. It is through this process that children who are not making expected progress are highlighted. If a child struggles to make expected progress for their area of need, provision is provided and/or referrals to outside agency are made. We incorporate these procedures into our normal working practice.

All staff can play a key role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. We also take advice from external professional partners as appropriate.

Below is Clayton St John Primary school's SEND flow chart.


Start
Through assessment, class teacher raises concern despite QFT or parent/carer raises concern.
The initial concern is discussed with the parent. Interventions and class provision is agreed.
Learning plan is created on EDUKEY using the cycles of Assess, Plan, Do, Review
Reviewed within 3-6 weeks.
Learning plan is reviewed with the class teacher, SENDCO, parent and child
Yes - Remain in this stage
Is the child making progress?
No
Second learning plan is created with child and parent contribution.
Class teacher can request SENDCO to observe child in class and provide feedback to teacher to put actions in place.
Yes - Remain in this stage
Is the child making progress?
No
The child will be placed on the SEN register in a discussion with parents.
Class teacher creates a pupil passport using EDUKEY with the child and parent involvement.
The pupil passport records provision, interventions and SMART targets.
Interventions are recorded on EDUKEY and reviewed when completed.
Parents are given access to their child's EDUKEY profile.
Child's progress is monitored by class teacher and SENDCO over a half term.
Referrals to outside agencies may be necessary.
Reviews are planned each half term
Yes - Remain in this stage
Is the child making progress?
No
If the child is still not making progress despite Quality First Teaching and two cycles of Assess, Plan, Do, Review, it may be necessary to refer the child to an outside agency.
Outside Agency recommendations are discussed with parents, SENCO and class teacher.
Recommendations are put into place and reviewed after 6 weeks.
If no progress has been made then it might be the child needs more specialist support which can only be accessed through an EHCP (Education, Health and Care Plan)
Information is gathered and an application made for an EHCA. There is no guarantee an EHCP will be granted. If an EHCP application is successful then an Annual Review takes place once a year. If unsuccessful parents and school will be offered a Next Steps meeting.
Key:
Teacher
SENDCO
Both

We evaluate the effectiveness of our SEND provision in the following ways:

Pupil passports are completed using a child-centred approach which identifies all provision required and intervention that are in place for each individual. SMART targets are created with the voice of the child at the forefront as well as the information gathered their assessments, external agencies and parent voice. Pupil passports are reviewed half termly by the class teacher and SENDCO. A termly meeting is held with the pupil and parents/carers to monitor the progress of children towards these targets and the effectiveness of the provision in place. The review is recorded on EDUKEY provision map. If a particular strategy is not working then it will be reviewed and an alternative put in place.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

Pupil Progress meetings are held termly where the progress towards the pupil's SMART targets is reviewed. The review involves the class teacher, 1:1 supports (where appropriate), parents/carers and the child. The SENDCO and outside agencies can be requested to join. Interventions are reviewed and new strategies are put in place where necessary. These are all recorded on CPOMs and EDUKEY provision map.

Statutory Assessment EHC Plan (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford Council. Bradford's SEND Local Offer can be obtained from Bradford Council's website .
https://localoffer.bradford.gov.uk/

The Local Authority will need to have information about the child's progress over time; documentation in relation to the special educational need; details of action taken by the school to meet the child's special educational needs and particulars of any special resources or arrangements put in place. This information may include: support plans, records of regular reviews and their outcomes; health reports, including medical history where relevant; national assessment levels and progress reports; educational and other assessments, for example from an advisory teacher or an Educational Psychologist; reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). The views of the parents and child are sought. Parents may also make a Request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures details of which are available on request from the LA SEN Officer.

EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

The Headteacher and the SENCo are available to meet with parents by appointment. Any concerns about a pupil are always shared either face to face or on the telephone as soon as possible. There is also a SEND Governor who can be contacted through school.

Any initial concerns are raised with parents/carers and their contribution is recorded as part of a learning plans. Following two reviews of the learning plan and continual assessments, parents/carers and the pupil are consultation and all stakeholder must agree for the pupil to be added SEND Register. A Pupil passport is devised in collaboration with the child and parents alongside the class teacher.

This includes the child's voice and opinions. Teachers share the pupil passports with parents and the child at the termly reviews. Parents have access to their child's EDUKEY profile where all provision, interventions and pupil passports are accessible. External specialists are available to give advice to both staff and parents. The class teacher and the SENDCo are available to talk to parents, particularly regarding children with SEND who may need specific guidance to support learning to meet the needs of their child.

We recognise that being a Looked After Child can have many challenges. We actively work with all multi agencies and carers in order to support a CLA child with SEN ensuring appropriate information is shared with all parties in a confidential manner. They would receive the same support as any other SEN child but we recognise the importance of working with a range of agencies to ensure that any barriers to learning are overcome. Our Family Liason Officer (Miss K Hughes) also works with parents to both encourage and support.

Consulting pupils and involving them with their education

All pupils:

- are encouraged to participate fully in the life of the school
- are expected to behave in a responsible and respectful way within the academy
- are encouraged to voice their suggestions as to how the teachers can help them to learn better
- are encouraged to become increasingly independent in line with their SEND needs
- understand the success criteria to enable progress to take place and celebrate their progress
- comment on how they feel they are progressing when the support plan is evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response coaching, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their pupil passports. They are involved in creating the SMART targets and are provided with their targets in child-friendly language and with visual representations.

Our approach to teaching pupils with SEND includes:

Ensuring that all children make progress and their needs are met appropriately is the key to teaching at Clayton St. John CE Primary. The communication between staff, parents and children to ensure that all are included is a focus for the SENDCo, teachers and teaching assistants across school. Everyday quality first teaching is supplemented with focused interventions based on assessment and advice from professional partners.

The curriculum is adapted as is the learning environment to meet the needs of the children to maximise outcomes whilst supporting them both academically and emotionally. Some one-to-one and small group work is carried out either in the classroom or in an intervention area. As far as possible the pupils with SEND are integrated into the classroom. All work is scaffolded to meet the needs of the individual pupils.

We adapt the curriculum for pupils with SEND in the following ways:

Work is adapted to meet the needs of all pupils. Where there are pupils with a physical difficulty an adult is available to offer support and ensure the pupil is kept safe whilst taking part in any activity. The SENDCo works in consultation with teachers when planning units of work to identify the requirements to make adaptations and amendments for particular needs. These adaptations vary according to the cohort and the needs of the children therein.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

We ensure that all pupils are able to access all school activities and no pupil is ever excluded unless the activity would cause a danger to the pupil because of a physical disability. Adult support is provided to ensure the safety of any pupil with SEND.
We make all amendments feasible to ensure that all our pupils are able to engage in the curriculum and extra-curricular activities working with professionals and other providers. Our SEND pupils are included on **all** educational visits and residential visits, where staff liaise with the location and parents to ensure their needs are met whilst taking a full part in activities. Additional staff or alternative transport arrangements would be arranged if required.
Arrangements to support children in attending after-school clubs will be made to support their engagement. Please also refer to our accessibility plan (within the children with disabilities policy) for further information.

The following emotional, mental and social support is available for pupils with SEND:

We are supported by the Bradford Social, Communication, Interaction and Learning (SCIL) Team, to support any pupils with social and emotional issues. We have inclusion meetings where children's needs are discussed and specific children identified for nurture group support or 'check ups' from the Pastoral Team. Specific group nurture provision is also available for pupils who may find friendship building more difficult, for example, Lego therapy, baking, making playdough alongside supportive talk.

At Clayton St. John CE, some children exhibit behaviours based on adverse early childhood experiences and family circumstances. We recognise that a child dealing with the influence of these experiences may exhibit dysregulated behaviours. We recognise that this behaviour is often a child struggling with appropriate emotional response. These children are likely to need different responses and, in these instances, individual bespoke behaviour plans would be created to support their needs.
The Youth in Mind services, WRAP and MAGIC, provide early intervention mental health support in school.

A risk assessment will be put in place for identified children for who display particular anxiety, defensive and crisis behaviours.

At Clayton St. John CE, bullying of any kind is not tolerated. Any such incidents are dealt with according to our Behaviour policy and BDAT Anti-bullying policy.

The facilities we provide to help disabled pupils access the school

At Clayton St. John CE, almost all areas of the building and grounds are accessible to all pupils. For the areas that have stairs, we do have a fully operation stair lift. We have disabled toilets which include supportive handrails and are accessible with wheelchairs. We have disabled bay parking with a dropped curve to support access to the school.
For children requiring a calm area with minimal sensory stimulation we have designated areas in school and we have a developing Pastoral Team who are trained in inclusive approaches towards nurture and well being, along with a named Mental Health Champion.

Steps to prevent disabled pupils from being treated less favourably than other pupils

Clayton St. John CE fully understands the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics (such as disability) are not discriminated against and are given equality of opportunity. We take every step possible to prevent pupils with disabilities being treated less favourably than other pupils and encourage an ethos of inclusion within the academy. We are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. Clayton St. John CE will make reasonable adjustments to meet the needs of disabled pupils and implements an accessibility plan. The accessibility plan identifies where there may be issues for pupils with a disability and how as a school we would address this. https://primarysite-prod-sorted.s3.amazonaws.com/clayton-stjohn-bradford/UploadedDocument/36bdc0ae2e1e45ab8c409db7f64931a9/accessiblity-plan.pdf Please also see the Equalities Information and Objectives.

Training

Training and guidance is given to all staff on a continual basis at Clayton St. John CE depending upon the particular needs at the time. There are opportunities to attend local CPD and additional training provided by BDAT (Bradford Diocesan Academies Trust). Our staff team, including lunchtime staff have received additional training from the SENDCo, external specialist teachers, educational psychologists and the Bradford SCIL Team.

Record Keeping

Records are kept on each child in locked filing cabinets in the SENDCo's office and digitally on a secure server. Assessment information is kept on a secure network with limited password protected access. Care plans, risk assessments and information from outside agencies are also be stored in the above files. Key EHCP information is scanned onto CPOMS which also has limited protected access. Key conversations with parents and other outside agencies are recorded on CPOMS.

Clayton St. John CE also produces a medical list to enable staff to be kept informed of any medical information. For children with severe allergies or asthma, staff are made aware of these needs. Where children require an Epipen this is stored in the classroom with clear signage indicating its location and a copy of the most up to date Care Plan accompanies the medication. Names can also be added or removed from the SEND Register following consultation with pupils, parents, staff and any relevant personnel and agencies.

SENCo

The Inclusion team consists of:

- Mrs G Emsley (Headteacher and DSL)
- Mrs Allingham (Deputy head teacher and DDSL)
- (SENDCo)
- Mrs T Hall (Pastoral Lead)
- Miss K Hughes (Welfare and Safeguarding Officer)
- Miss L Brown (Attendance Officer)

Resources and Funding

Support for each child is allocated based on an individual basis and the resources available to us at any one time. Parents are encouraged to take an active interest and in particular highlight an area of need that they have identified, and are encouraged to discuss this with the SENDCo. An agreement will be reached about how this need may be met within the finite level of resourcing the school receives.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

An informal complaint should follow all usual communication procedures – parents can speak to the class teacher initially or if they feel that they need to take things further, they can arrange to meet either the SENDCo or the Headteacher to discuss the issues or concerns. We would always encourage our parents to come to talk to us before any situation gets to the point where they feel that an official complaint should be made.
However, if a more formal complaint is to be made, then families should follow our complaints policy: the complaint should be sent in writing to the Headteacher. If the complaint is about the Headteacher then correspondence should be addressed to the Chair of Governors, Mr Vinay Verma.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

- Bradford 0-25 SEND Inclusive Education Service
- SCIL Team
- Educational Psychologist
- School Nursing Team
- Paediatricians
- Early Years Team
- Autism Team
- Speech & Language Team
- Physical and Medical Team
- Support Team for Deaf
- Visual Impairment Team

- Youth in Mind
- SALT

Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

Child and Adult Mental Health Services (CAMHS)
Bradford SENDIASS
Bereavement and domestic violence support groups (including Winston's Wish)
Bradford and Airedale Autism Support Group (AWARE)
Early Help and links to social services

Our transitional arrangements for pupils with SEND include:

All pupils with SEND will have additional support during periods of transition.
We support the move from between settings or schools for all pupils but with particular focus on those pupils with SEND or disabilities. Clayton St. John CE has established an effective partnership with staff of our local secondary schools, allowing us to meet the needs of both pupils and parents at transition. Guidance is available to all pupils from Year 5 and forms part of the annual review process for pupils with Education, Health and Care Plans (EHCP).

Where a pupil has an EHCP, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. Where parents express a preference for Clayton St. John CE, SEND staff would attend the Annual Review meeting or Joint Assessment Meeting to facilitate the implementation of a carefully planned transition package. A key focus within the provision provided in the school is to prepare our pupils for independence and their next steps in education.

All pupils with SEND visit their new Secondary School for a transition day (where possible). Pupils with SEND are sometimes offered additional transition support and times if it is considered necessary. Parents are also supported in their choice of a suitable secondary school for their child. All relevant records are passed to the SENDCo at the receiving school and the SENDCo liaises with the new SENDCo.

Admission Arrangements

At Clayton St. John CE, we meet statutory obligations by ensuring that no child is disadvantaged because of any additional needs. All admissions are in accordance with our Admission Policy. If a child has an Education, Health and Care Plan (EHCP) the Local Authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP the standard admissions process applies.

The Local Offer:

Bradford's local offer, explaining what is available on a local authority basis, can be found using the following link: https://localoffer.bradford.gov.uk/

Linked Policies Include:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy (Including Anti Bullying)
- Admissions Policy
- Positive Handling Policy
- Medical and Additional Health Needs Policy
- Intimate Care Policy
- Safeguarding Policy

https://www.claytonce.co.uk/policies/