

Clee Hill Community Academy's SEND Information Report - 2024-2025

Clee Hill Community Academy takes a truly holistic approach to supporting all our pupils whilst actively promoting a fully inclusive curriculum. We believe that pupils with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and be fully included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015). We believe all pupils should be encouraged and supported to achieve their full potential within a safe, nurturing and enriching learning environment. We actively encourage parents to be involved in the education of their child and see effective home school partnerships as key to pupil's success. Our website information aims to provide an outline of what services and support is available to parents and carers to help their child succeed.

<p>What are Special Educational Needs and Disability (SEND)?</p>	<p>Special Educational Needs, is the term that is used to describe pupils who have needs over and above those that can be met by quality classroom teaching. These needs may be within areas of:</p> <ul style="list-style-type: none"> • Communication and Interaction (Speech and language needs and or social communication need) • Cognition and learning (specific learning difficulties) • Social, emotional, mental health needs • Physical /sensory difficulties. <p>Support may be for a short period or throughout a pupil's education. We aim to identify additional needs early and then initiate a support plan, taking into account their individual needs and experiences</p>
<p>How does the school know if my child needs extra help? How does the school identify pupils with special educational needs?</p>	<p>Our ethos is based around a continuous cycle of Assess, Plan, Do and Review. We take many opportunities to review progress in school such as through :</p> <ul style="list-style-type: none"> • Information from health care professionals in readiness for children starting our provision e.g. Speech and Language. • Induction meetings involving children and parents before entry into Early Years. • Early Years data and continuous observation. • Parent meetings

	<ul style="list-style-type: none"> • Ongoing assessment by teachers. Data is analysed for attainment and progress to identify whether a child is falling behind their peers and/or whether the child is not progressing as expected. • Pupil Progress Meetings - teachers meet termly with senior leaders to identify and discuss any pupils who are not progressing as expected. • Regular meetings of the Senior Leadership Team to discuss pupil progress across school. • Termly Provision plan reviews and SEND review meetings. • Observations by outside agencies if needed. • Reports and advice from key professionals as needed.
<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> • Sian Pugh is the school SENDCo and Mrs Little is the Senior Mental Health Lead at Clee Hill Primary School • Staff can be contacted either by phoning school, dojoining, emailing or by making an appointment through the school reception. <p>sian.pugh@chcacademy.co.uk</p> <p>ceri.little@chcacademy.co.uk</p> <ul style="list-style-type: none"> • Parents of children with SEND, or parents who may have concerns should contact their child's class teacher in the first instance or the SENDCo directly to discuss any concerns or issues they have with SEND provision.
<p>How will I know how Clee Hill Community Academy supports my child?</p>	<p>CHCA has a fully inclusive policy and is committed to ensuring all pupils receive a high quality education and realise their potential regardless of any barriers they may face. Children with SEND are educated in the classroom as part of this inclusive policy but will receive intervention and support by teachers and teaching assistants on a personalised and individual level as appropriate and matched to need. Children with more significant need may have some support from outside professionals but this is always in consultation with parents. We adopt a team approach, first with parents and then with appropriate professionals who can offer support and guidance as needed.</p> <ul style="list-style-type: none"> • Children who have undertaken Statutory Assessment and have an Education, Health Care Plan receive the necessary provision stated. All pupils on the SEND School Register have an Individual Provision Plan with a focus on their specific needs. This can be through individual support in the classroom, one to one support, and small group work or intervention groups. These support programmes are also used for other children where appropriate.

	<ul style="list-style-type: none"> • Provision Plans are developed and reviewed termly by teachers and are overseen by the Special Educational Needs Coordinator (SENDCo). They will focus on the pupils prime areas of need. Children's progress and attainment are regularly monitored and reviewed. Plans are compiled in collaboration with parents termly. Individual pupil profiles give a brief overview of how pupils are supported in school. • Parents' Evenings are held termly where parents are informed of any support received and given feedback about the progress their child has made. Teachers also regularly meet with parents at other times where necessary and are available to answer any questions parents may have. <p>Workshops are held in the Autumn term and parents are invited into school to see how their children learn.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are accountable for the progress of all pupils in their class even when they access support from elsewhere. Teachers set high expectations for every pupil whatever their prior attainment. Learning opportunities are matched to pupil's abilities and interests are key to this as we support our pupils' learning. Children will be supported in fully accessing the curriculum according to need, which may be through one to one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups. Teachers work hard to ensure that all children are able to access the curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning.</p>
<p>How will I know how my child is doing?</p>	<p>A wide range of assessments are undertaken and data is collated termly or at earlier point as appropriate.</p> <ul style="list-style-type: none"> • Children with EHC plan will have an annual review during the school year to which parents and supporting agencies attend. The views of children with SEND are sought before their Annual Review meetings and included as part of their review. Pupil and parent questionnaires are also completed during the academic year. Pupils with SEND will have review meetings as needed as part of our coordinated multi agency approach to support. • Termly reviews of pupil progress takes place and feedback is given to parents via end of term /year reports at parents' evenings. All Provision Plans are reviewed termly and progress and attainment discussed with parents. • We operate an "open door" policy whereby parents are welcome to meet with members of staff to review any issues with the progress and attainment of their child. Appointments to meet with the class teacher can be arranged through the school office.

<p>What support will there be for my child's overall wellbeing?</p>	<p>Children with SEND are inclusively taught within an age appropriate class with their peers most of the time.</p> <ul style="list-style-type: none"> • Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives. • If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need. Support is personalised and targeted. Adults working with pupils communicate regularly to ensure a consistent approach to teaching and learning and also support children's independence. • Any parents of pupils who may have a medical need will work alongside the class teacher and SENDCO to ensure their child's needs are met and are in accordance with the school policy. Health Care Plans are developed with parents and medical professionals as required. • We have a well developed Behaviour Policy linked to our 'Spotted Being Fantastics' which promotes positive behaviour strategies. Our Policy reflects all current guidance and has a relationship based foundation. We see behaviour as a means of communication/ unmet needs and seek always to understand behaviours and access appropriate support. • Our Educational Welfare Officer and headteacher support parents in ensuring our pupils maintain good attendance and punctuality.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Sian Pugh is extremely experienced and has worked as a SENCO for over 20 years. • Teaching staff and teaching assistants are highly experienced in supporting children with SEND and have undertaken training in a wide spectrum of needs. • We have staff trained in - <p><u>Communication and Interaction</u> Stoke Speak Out, Contrastive Pairs, Communication is Crucial, Colourful Semantics, Memory Communication, Talk boost. Selective Mutism, Language for Thinking</p> <p><u>Cognition and Learning</u> Dyslexia Screening Tool, Toe by Toe, Zebras Spell Well, Mathematical Learning Difficulties and Dyscalculia, Plus 1, Power of 2, Working Memory, Numbersense,</p> <p><u>Social, Emotional and Mental Health</u> Understanding Autism, Zones of Regulation, No Worries (Emotional Well Being) A place to be-(Mindfulness) Attachment Awareness (levels 1, 2 and 3) Circle of Adults, Mindful Emotion Coaching,</p> <p><u>Sensory and/or Physical Needs</u> Cool Kids, The Hearing Impaired Child in your Class, The Visually Impaired Child in your Class</p>

	<ul style="list-style-type: none"> • We have excellent relationships with external agencies and work closely with the local authority SEND team and Educational Psychologist our Speech and Language Therapist (SALT), Occupational Therapist (OT), and the visually and hearing impaired service.
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Clee Hill Community Academy follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case by case basis to accommodate a child's needs even after reasonable adjustments.</p> <p>Clee Hill Community Academy operates a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life including afterschool activities. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, a specific intervention programme, small group work or lunchtime support etc.</p> <p>Laptops, iPads and specific resources are available for students with SEND as appropriate and a wide range of subject specific aids are available.</p> <p>As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEND or disability. Relevant documents are completed detailing support and provision for specific pupils prior to visits being undertaken in line with school policy</p>
<p>How accessible is the school environment?</p>	<p>We meet the requirements of the Disability Discrimination Act (DDA), 1995 .We meet the requirements of the Equalities Act (2010) through our Single Equality Policy. Clee Hill Community Academy follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case by case basis to accommodate a child's needs even after reasonable adjustments. Further information is detailed in our Accessibility Policy.</p>
<p>How will my child be supported when joining Clee Hill Community Academy or transferring to a new school?</p>	<p>The school has a good transition programme in place both for children joining the school, and for those moving on. Mrs Little plus the Class teacher meets all new families on arrival at Clee Hill Community Academy and for those children with SEND the SENDCo meets with the children and families and ensures transition is smooth and pupils and parents are fully supported. The SENDCo liaises with previous schools attended and ensures that all relevant information is shared.</p> <p>Y6 Transition support begins in the previous summer term of Y5 and Transitions meetings with pupils and parents (including relevant professionals) and visits are coordinated by the SENDCO with the SENDCO from the intended Secondary School so that transition is smooth and continuous. There is a phased transition into Early Years.</p>

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils through early intervention. Funding is used to facilitate:</p> <ul style="list-style-type: none"> • Excellent targeted Quality First teaching • All teaching builds on what the child already knows, can do and can understand. • Whole school inclusive practice and initiatives including multi-sensory resources • Low pupil to teacher ratios to support smaller teaching groups • Target teaching groups and Nurture Provision • Teaching assistants to support the delivery of targeted interventions under guidance of the class teacher following assessment identify needs. • SENDCo role and that of the wider Inclusion team • Liaison with external agencies including, additional Educational Psychology time, Speech Therapy provision and Therapeutic support. • Provide specific resources to support differentiation including ICT. • Time to support staff in developing Provision Plans • Staff training (CPD)
<p>How is the decision made about how much/what support my child will receive?</p>	<p>SEND pupils have Provision Plans which focus on children's specific strengths and weakness and are a focus for teacher, pupil and parent discussions to support learning. Some pupils are supported holistically through coordinated support plans. Pupil progress is reviewed by teachers and the Senior Leadership team to ensure that progress is made by all pupils, including those with SEND. If pupils become at risk of underachievement, then interventions are put in place.</p> <ul style="list-style-type: none"> • Any interventions undertaken are regularly monitored with feedback given to parents on attainment and progress.
<p>How will I be involved in discussions about and</p>	<p>Meetings are held termly to discuss a child's progress. Specific targets will be set and reviewed at this meeting and parental views and those of your child, will together form the support plan.</p>

<p>planning for my child's education?</p>	
<p>What have the parents of children with SEN said about the support the school give to their children and themselves?</p>	<p><i>"I honestly could not be more happier with how we have been treated by the whole school. Teachers are fantastic, really caring about each individual child and I feel this will really benefit Xxxxx's emotional well being."</i></p> <p><i>"The support is truly fantastic and I feel valued along with my opinions. I have never felt shot down or told I am wrong about my child."</i></p> <p><i>"Xxx's teachers have always supported him in school and us as a family to ensure his learning needs are met."</i></p> <p><i>"I feel communication is excellent between staff and parents and that my concerns/views are always fully listened to and acted upon."</i></p> <p><i>"Those early months were heart breaking for us. Dropping her off at school knowing she would be unable to make a sound all day (no exaggeration; not a cough, laugh or cry, never mind talk!) was only made easier with the support, kindness and understanding we received from ALL the staff." ".....Special Educational Needs means just that to me. Changing how you teach to help that child flourish and treating Xxx as an individual not just seeing her condition." "So as her time at Clee Hill School comes to an end I just wanted to say thank you to EVERYONE who helped Xxx find her way. I know she is on a much brighter path than she might have been and has a solid foundation for her future."</i></p>
<p>Who can I contact for further information?</p>	<p>Further information is included under the Shropshire Local Offer, and resources sections of our website</p> <p>Sian Pugh: SEND link (SENDCO) for Special Needs and Inclusion</p> <p>Contact: sian.pugh@chcacademy.co.uk</p> <p>Ceri Little : headteacher and wellbeing lead</p> <p>Contact: ceri.little@chcacademy.co.uk</p> <p>The link school Governor for SEND/Inclusion is Kelly Williams Whiting</p> <p>Contact: kelly.williamswhiti@chcacademy.co.uk</p>

