

Clifton SEND Report: 2024 - 2025 (Updated Autumn 2024)

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SEND Information Report

Introduction

At Clifton Primary School we believe in participation for all. We want all children and adults to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school where we are responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school to ensure we are providing this for all pupils. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

At Clifton Primary School we follow the principles of inclusion as outlined in the 'Code of Practice for Special Education Needs 2014':

- To ensure all pupils are offered full access to a broad, balanced and relevant curriculum.
- All pupils will be given the opportunity to reach their full potential educationally, emotionally and physically
- All teachers view themselves of teachers of pupils with special education needs, teaching such pupils is a whole school responsibility
- All pupils with special education needs should have their needs met
- Pupils with special educational needs will normally be met in the mainstream classroom.
- Pupils' views should be sought and taken into account
- Parents/Carers have a vital role to play in supporting their child's education and therefore good home-school links are established

Overview of current SEND at Clifton Primary School

Abbreviations
<ul style="list-style-type: none"> • COG & LEARN – cognition and learning • COM/LANG – communication and interaction • PHY/SENS – physical and or sensory • SEMH – social, emotional and mental health • ERSA – Ealing request for statutory assessment • EHCP – education health care plan

Providing for children with SEND at Clifton Primary School

At Clifton Primary School, we meet the needs of all children as inclusively as possible from the support of the local authority and external agencies. Children with SEND are educated in our mainstream school whenever possible. Children with every type of need are supported in our school and we make best efforts to ensure that every child makes good progress and is well prepared for adulthood.

Sometimes Clifton will commission other professionals to help meet an individual child's needs in school, may recruit staff or buy specialist equipment in order to support a child with SEND.

Sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resource provision. As a school, we do not have the power to make this decision, although we can give advice. It would be a decision made by parents/ carers and the young person with SEND, with advice from professionals involved, usually within an Education, Health and Care Plan meeting.

Types of SEND at Clifton Primary School

A child may have a SEND if they have a learning difficulty or disability which calls for special educational provision to be made. The difficulty a child has will hinder him or her from making use of educational facilities that are provided for others of the same age in mainstream schools.

The SEN Code of Practice 2014 laid out 4 areas of educational needs; these needs can overlap. Clifton Primary School uses it best endeavours to inclusively meet all the needs of its children with SEND.

Reference: The SEN Code of Practice 2014

Area of SEND	A child may have display the following
<p>Cognition and Learning</p>	<p>A child may have difficulties with the skills needed for effective learning:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisation skills • An understanding of number • Problem-solving and concept development skill • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have either: profound and multiple, severe or moderate learning difficulties or specific learning difficulties: dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
<p>Communication and Interaction</p>	<p>A child may have a speech language and communication need.</p> <p>For example:</p> <ul style="list-style-type: none"> • Delayed or disordered speech/ expressive language: may need simplified language and have a limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system.



	<p>Grammar and phonological awareness still fairly poor and therefore literacy can be affected.</p> <ul style="list-style-type: none">• Difficulties with understanding or expression: visual support may be required to process spoken language, may benefit from the use of augmented communication systems (communicate in print and colourful semantics), may frequently misunderstand language, may require repetition of language and other strategies (pre-teaching vocabulary) to aid understanding• Communication and interaction with others: communication may not always be appropriate, may have difficulties in peer relationships, may not initiate or maintain conversations• Attention difficulties: ignoring distractions, will need reminders to keep attention, will require regular prompts to stay on task, may need individualised motivation to complete a task• medical diagnosis of ASD including Autism
Physical and Sensory	<p>A child may have a medical or genetic condition, such as:</p> <ul style="list-style-type: none">• Hearing impairment• Visual impairment• Multi-sensory impairment <p>This could lead to difficulties with:</p> <ul style="list-style-type: none">• specific medical conditions• gross/fine motor skills• visual/ hearing impairment• accessing the curriculum without adaptation• physically accessing the building or equipment• sensory processing difficulties including over sensitivity to noise/smells/light/touch/taste• toileting/self-care
Social Emotional and Mental Health	<p>A child may have difficulties with social and emotional development which may lead to:</p> <ul style="list-style-type: none">• being withdrawn• show challenging, disruptive or disturbing behaviour <p>A child may display the above behaviour due to:</p> <ul style="list-style-type: none">• social isolation• behaviour difficulties• depression, anxiety• family issues: loss and separation• low self-esteem• issues with self-image• self-harming,• eating disorder,• attention deficit,• attention deficit hyperactivity disorders (ADHD)• attachment disorder

Reference: This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and Disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010. <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information about Inclusion at Clifton Primary School

1. Who can parents talk to at Clifton Primary School about their child's needs?

Class Teacher	SENDCO & Co-Headteacher Miss Laura Corrigan (mat leave)	The Inclusion Team Learning Support Assistants
Pastoral Lead Ms Emma Coutts	Trainee SENDCOs Mrs Watson (EYFS Lead)	Educational Psychologist Ms Lynne Copeland
SEND Higher Level Teaching Assistant Ms Salini	School Counsellor Alita	Assistant Headteacher and Maths Lead Miss Baljinder Barum (career break)
Speech and Language Therapist Various depending on age and need	Co-Headteachers Miss Laura Corrigan (mat leave) and Mrs Lori Greenglass	Integrative Arts Therapist Ms Rachel Keeling
Occupational Therapist Various depending on age and need	Wonder Room Teacher Ms Salini	

2. Who will explain what is happening and how my child is doing?

Your child's teacher will be able to explain and you can discuss progress at Pupil Progress Meetings.

All additional support is co-ordinated by the SENDCO/ Trainee SENDCOs.

Children with EHCPs also have an annual review meeting at least once a year. If your child has special educational needs, you may be meeting with school staff more often.

Parents are welcome to make an appointment with the class teacher and the SENDCO at the office or contacting the school if more information is required.

3. How will children's needs be identified?

All children are different so at Clifton Primary school we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. This information is gathered through:

- Parent information meetings
- Questionnaires with parents/carers and children
- Working with previous schools or educational settings
- Home visits or interviews at school

How are children's needs identified whilst children are at our school?

By Pupils telling us

- Just by talking
- Circle time
- Class reflection time
- Feedback in books – children can write notes in their books for the teacher to see when they mark
- School counsellor drop in sessions
- Visits to the Inclusion office to talk to the Trainee SENDCo or Pastoral lead in the Inclusion Office

By a Parent/Carer telling us

- By informally talking to the teacher – Open door policy
- Making an appointment with the Head Teacher/Assistant Head teachers
- Pupil Progress Evenings
- Meetings with the SENDCo/ Trainee SENDCo

Through Teacher assessments

- All pupil's progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress for them and will achieve their targets.
- Sometimes good progress for children with SEND is not the same as children without SEND and we look at each child as an individual and set them targets based on their individual needs. Senior Leadership Team (Headteachers, Assistant Headteacher, SENDCo, Trainee SENDCo and Pastoral Lead) meet with class teachers termly to rigorously look through data and discuss children who may start to fall behind.
- During these meetings, the teachers discuss the Social, Emotional and Mental Health of all children and when there is a concern we monitor these children using qualitative data

Other information that may be used to identify pupil needs

We also use other sources of information to ensure that pupils are happy and making good progress

- analysis of behavioural logs and incidences (CPOMs)

- analysis of medical logs (CPOMs)
- analysis of pastoral logs (CPOMs)

4. How does Clifton Primary School work in partnership with parents/carers of children with SEND?

We believe that it is extremely important that we try and work closely with all of our parents/carers to ensure that all pupils are happy and make good progress. Working in partnership with parents/carers of children with SEND is even more important so we ensure their views are considered and fully involved in the decision making about their child by doing the following things:

- SENDCo/ Trainee SENDCo and teachers communicate regularly and informally through drop-ins, phone calls, letters and informal chats at the beginning and/or end of the school day as and when needed.
- SENDCo/ Trainee SENDCo and pastoral lead carry out planned and impromptu home visits to support families where they need support with their child's disability and or behaviour.
- Invite parents/carers to meet all professionals working with their child in school in a safe environment with adults they know.
- Buy-in to regular services so that our Speech and Language Therapist, Occupational Therapist and Educational Psychologist are recognisable members of our school team. Our children are familiar with these external adults as their pictures and names can be found on the school website and displayed around the school building.
- Run drop in sessions to meet with the professionals named above.
- Support parents/carers by sending known bilingual adults to meetings outside of school with external professionals such as hospital appointments and courses to learn about SEND.
- Have an open door policy so that parents/carers can drop in to see the SENDCo/ Trainee SENDCo and pastoral lead when they are concerned and would like a longer discussion.
- Hold an Annual Review for any child with an EHCP.
- Send staff members on training sessions with the parents/carers to enable them to access it (Early Bird Programme)

5. What support is available for pupils with physical disabilities or Medical needs?

Physical disabilities:

We have ensured the school building is fully accessible. Children with complex motor difficulties will have their classrooms based on the ground floor with accessible toilets situated close by. At present, school are arranging for hoists to be fitted to the accessible toilets. Where possible, children's coat pegs have been moved inside the classroom to ensure there is adequate space to walk in the corridors.

Children who have a physical disability and sometimes find walking a struggle, the SENDCo or Pastoral Lead will drive the child to a destination. For example, a child with cerebral palsy who found it difficult to walk to Southall train station from school was driven by the SENDCo or Pastoral Lead and was able to continue the rest of the journey via train and tube with their class.

For further information, please see the School's Accessibility Plan on the school's website

Medical needs:

Please refer to the following link: <https://www.cliftonprimaryschool.com/medical/>

6. How are school's resources allocated to children's needs?

The Governing Body and the Co-Headteachers have the responsibility to ensure that resources in the school are allocated to support appropriate provision for all pupils requiring it. These resources include learning/apparatus, specialised books for the children, training for the staff and staffing levels. It is important for children to have a balance of support from teachers, teaching assistants as well as opportunities to work with their peers and independently. The Senior Leadership Team meet regularly to review and monitor the provision across the school and to allocate resources appropriately.

When a child has been identified as requiring additional support we will decide the most appropriate intervention/s to meet their need/s. Most of these interventions run for a half term, their impact is assessed and if progress has not been made, decisions are taken as to whether the intervention should be continued, adapted or a different intervention tried.

The support and type of support required for pupils who do not make expected levels of progress is discussed in termly progress meetings that are undertaken between the teachers and members of the Senior Leadership Team. Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the adapted Quality First Teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided, during this early discussion, that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHCP) plan being provided. Where a child does have an EHC Plan, parents will be included in seeing how the additional funding should be spent.

7. How are decisions made about how much support and what type of support a child will have?

Each pupil's need is examined on an individual basis.

- Initial support is through Quality First Teaching and specific strategies carried out and monitored by the class teachers
- The Inclusion Team monitoring QFT by working with children inside and outside of the classroom and then advising teachers of further support needed
- Intervention groups have entry and exit criteria based on more than one factor and are flexible. One pupil may need additional support throughout; other pupils may only need it for a short time. All support is recorded and the impact of interventions is monitored

8. How does Clifton Primary School enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education and time at school. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- Discussing the hopes and ambitions of children to ensure these are at the core of their education (an example of this was when a child with physical disabilities wanted to learn to play basketball so we ran a basketball club)
- Asking questions in lessons about existing knowledge and questions children have
- Asking questions in books about their learning or verbally for children who cannot access written feedback (*Please see our Feedback policy for further details*)
- Setting specific time for understanding and responding to teacher feedback with adult support
- Disability awareness sessions with SENDCo / Pastoral Lead
- Pupil voice feedback

Children with an Education Health Care Plan (EHCP)

We hold an Annual Review meeting for children with EHCPs. We work with the parents/carers, pupils and all professionals who know the child to review their progress made against the outcomes in the EHCP. We aim to include the children's views in this meeting in the most appropriate way possible. Children can attend the whole of the Annual Review meeting if they wish – or just state their views depending on the best possible outcomes for the children.

9. What arrangements are made by Clifton Primary School to assess and review the progress of children with SEND?

If a member of staff (usually the child's class teacher) has concerns about a child's progress, the first step will be to adapt their teaching and provide some additional support and intervention within the classroom to try to meet their needs.

- If there are still concerns, the class teacher will discuss their concerns with the SENDCo/ Trainee SENDCo
- SEND support will take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is the Graduated Approach.
- Parents will be kept fully involved and aware of the planned support and interventions and plans. They will be encouraged to reinforce or contribute to this progress at home.

All staff work effectively to build relationships with the children in their care. They encourage children to express their concerns or worries. Parents are also encouraged to discuss concerns they have with their child's class teacher. This can be done both informally and formally.

10. How do Clifton Primary School help support children when they move to our school?

Before any child moves to our school, we try and find out as much about them as possible to help them settle in quickly (Please see section on identification of needs before coming to our school). Our Inclusion team carries out home visits for all new families for an informal discussion and makes contact with their previous school.

Once we know that a child has SEND we will meet with their parents/carers to discuss desired outcomes and develop a plan to support each child to achieve these. If needed, transition plans may be developed to help a child settle into school easily and happily. This transition should only take a short amount of time and will be decided upon during the initial meeting.

11. How do governors make sure pupils' needs are met?

The governing body has a legal responsibility to ensure the school is well run and raises standards for all pupils, including those with SEND. We have an appointed SEND Governor, whose role it is to monitor support for pupils with special needs and the outcomes of the provision with the SENDCo. The Leadership team present information about pupil progress to Governors including that of pupils with special needs. The Governors role is to check that the school's provision does meet the needs of all pupils. Governors visit the school regularly.

12. How do Clifton Primary School help support children when they move to another school?

Whenever a child moves on to another school, we pass on school records to the new school. If a child has SEND we also:

- Pass on SEND records to the new school including SEND Support Plans, EHCPs or relevant reports
- Liaise with the SENDCo/ year group leader of the new school to clarify any information necessary.
- If needed we can include ways to support a child to have a settled move to a new school through their SEND support plan or EHCP. For example we may organise some extra visits to the school or do some work to help prepare them for the transition – e.g. drawing maps of the new school and/or working on a new one page profile for the new school.
- If possible, we invite the new school to the last annual review of a child with an EHCP and a transition plan can be set up as part of this meeting.
- We often take parents/carers to the new school and introduce them to the staff that will be supporting their children

13. How do Clifton Primary School help children when they move between classes and/or phases of education?

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All plans will be shared with the new teacher.
- Children will visit new classes with a familiar adult
- Social stories about transition for children with additional needs who may struggle with change
- Additional LSA support in class for the first few weeks of a new term

14. How are adaptations made to the school to help children with SEND? (Curriculum and learning)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all children's needs are met.
- Specific resources and strategies will be used to support children individually and in groups (please see list of interventions on the following page)
- Planning and teaching will be adapted on a daily basis if needed to meet children's learning needs.
- Each year we celebrate this day by inviting an inspirational athlete with disabilities to visit our school to educate us further on what it is like to live with a disability and how disabilities do not need to be barriers - <https://www.cliftonprimaryschool.com/international-day-of-people-with-disabilities/>
- At Clifton, we promote this week by highlighting how people are *ENABLED AND NOT DISABLED*
- Alongside this visit, each class studies an inspirational person with a disability to learn more about their personal journey and to appreciate the difficulties they have overcome.
- Previously we have had Richard Chiassaro, Alistair Patrick-Heselton and Ryan Raghoo: and work with all our children and specific activities tailored to meet the needs of our children with SEND.
- Over the past few years children have learnt about the life of Ade Adepitan, Ray Charles, Jonnie Peacock, Stephen Hawking, Tannia Grey-Thompson, Ryan Raghoo, Harriet Tubman, Melissa Stockwell, Michael Phelps, Beethoven and Stevie Wonder to name a few.
- For children with additional visual needs we use the charity, 'Blind Children UK' for resources and teaching tools to ensure that these pupils can access all types of learning. Resources include texts with larger font and all class materials being blown up to a larger, exaggerated size. We are also supported by the Teachers of the Blind.
- For children with hearing impairments, we refer to Ealing Health Speech and Language Therapy and Teachers of the Deaf to advise us on how to best arrange our classroom environments to suit their needs.
- For children with physical disabilities we work with an Occupational Therapist to review our environments and ensure that they are suitable for all children. They also set goals and intervention plans for these children which trained LSAs then carry out.
- How accessible is the school? See accessibility plan

We run the following interventions to support learning:

Need	Intervention
English and Maths	<ul style="list-style-type: none"> • Additional phonics using Read, Write Inc, Fresh Start Phonics • Language and pre-teaching/ over learning • Sight Reading • One to One Daily Reading • Toe by Toe • Reading for Meaning • Colourful semantics • Numicon • Maths Pre-Teaching



	<ul style="list-style-type: none"> • Additional Maths Groups in the afternoon to plug gaps • After school- number maths intervention
Social, Emotional and Mental Well-Being	<ul style="list-style-type: none"> • Zone of Regulation • Social stories • Friendship groups • Educational Psychology Consultations • Counselling Service • Pastoral Reading Support • Ealing Primary Centre • Social Emotional Mental Health Plans • Team Teach De-escalation
Speech Language and Communication Including ASD	<ul style="list-style-type: none"> • Box Clever • Narrative KS1 and KS2 • Active Listeners • Lego Therapy • Unexpected and Expected Behaviours • TEACCH Workstation Approach • Communicate in Print • Makaton in EYFS

15. How is the curriculum made accessible for children with SEND at Clifton Primary School?

The following exemplifies various strategies used by staff at Clifton:

The following exemplifies some specific provision that is implemented across English and Maths to ensure the curriculum is accessible for children with SEND

English	Maths
<ul style="list-style-type: none"> • Immersive Reader • Colourful semantics to help structure sentences • Communicate in print • Visual prompts • Pre-teaching vocabulary • Specific lessons that focus on skills • Use of drama and hot seating • Oracy lessons • Reading Pens and devices 	<ul style="list-style-type: none"> • Use of concrete objects • Use of pictorial representations • Maths Talk • Sentence structures to support children articulate problem solving, reasoning and profound thinking type questions • Colourful semantics for problem solving and reasoning questions.

16. What approach is used to teach children with SEND at Clifton Primary School?

Tiered approach	Explanation	Example
Specialist	This support is available for children whose learning needs are moderate to severe, complex and life long. They will more than likely have an EHCP.	<ul style="list-style-type: none"> • Speech and Language Therapists • Occupational Therapists • Educational Psychologist • School's counselling service • Outreach from SEND schools



		<ul style="list-style-type: none"> • Ealing Primary Centre • Wonder Room
Targeted	Both the school and child may need more specialised support in order for the child to make their best possible progress. This may be from an outside agency. Children may receive some additional support through intervention groups run by school staff.	<ul style="list-style-type: none"> • Speech and Language Therapists • Occupational Therapists • Educational Psychologist • School’s counselling service • Out of class interventions
Universal	The child’s needs are met through high quality practice, adaptations and differentiation in the classroom.	<ul style="list-style-type: none"> • Whole class inclusive, adaptive teaching via Quality First Teaching

17. How does the school help parents with their child’s learning?

- The class teacher is available to discuss what is working well at home and school, so that similar strategies can be used.
- If appropriate, homework may be personalised for a child with special needs.
- When agencies from outside school have been involved, they normally provide suggestions and advice that can be followed up at home. These will be discussed with families, or where this is not possible, as a written report.
- A home-school contact book may be used if it is agreed to be useful.

18. What extra-curricular activities are available for pupils with SEND?

As an inclusive school, we ensure that all our children are given the same opportunities to attend extra-curricular activities and school trips. Within our sports partnership with Featherstone, there are many inclusive out of school festivals / competitions for our SEND children such as Ten Pin Bowling, FIFA world cup festival, Boccia, Panathalon Hybrid, New Aged Kurling, Sitting volleyball, swimming gala, cricket festival and archery.

- We provide a range of educational visits throughout the year to enhance our curriculum. Visits are chosen which will be accessible to children with SEND or disabilities. We welcome parents of pupils with SEND to support their children on these visits where appropriate.
- Risk assessments are carried out and procedures put in place to ensure all children are able to participate in all school activities. No child with SEND is excluded from any activity unless the risk assessment shows that this would be unsafe for the child and those involved, if this were the case an alternative would be sought.
- If there are any concerns about the safety of an activity for a child then alternative activities will be provided.
- We provide a wide and extensive range of after school clubs which are open to all our pupils. We try to encourage every child to take part in clubs activities.

19. How are children of SEND included in outside school activities and school trips?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. We ensure children with SEND are fully supported so that they can attend these sessions. All pupils are encouraged to go on our residential trip in year 6.

20. What skills, expertise and training do our staff have at Clifton Primary School?

Staff	Training/ Access to
All staff	<ul style="list-style-type: none"> • The SEND Code of Practice • The Equality Act • The Graduated Response (Assess, Plan, Do and Review) • Speech and Language Whole Class Strategies • Speech and Language Consultations • Colourful Semantics • Communicate in Print • Educational Psychology consultations • Autism Outreach (if appropriate)
The Inclusion Team (HLTAs/ LSAs)	<ul style="list-style-type: none"> • Autism Outreach • Speech and Language Therapy • Occupational Therapy • Phonics • Sight Reading • Friendship Groups
SEND Leadership	<ul style="list-style-type: none"> • Accredited SENDCo (National Award for Special Educational Needs Co-Ordination) • Masters in Inclusive Education • Mindfulness Based Stress Reduction (8 weeks) • Understanding and Supporting Children who have Experienced Developmental trauma
Trainee Leader of SEND	<ul style="list-style-type: none"> • Currently studying National Award for Special Educational Needs Co-Ordination x 2

21. What external agencies/ services can Clifton Primary School work with?

The school works with many different agencies and professionals to support children's needs. These are a few we have worked with this year:

- Speech and Language Therapy (EYFS & Buy In)
- Occupational Therapy
- School nursing service
- Ealing Educational Psychology
- Social services
- SAFE team Behaviour support team
- SEND Coordinators based at Carmelita house
- CAHMs

- Outreach Support from SEND Schools

We pride ourselves on being open to new approaches to best support our pupils and are keen to engage with as many professional as possible to share good practice. To enable us to do this we have bought in extra sessions with our Educational Psychologist and Speech and Language Therapist so that they can hold parent and teacher consultations to devise the best possible interventions for peers.

22. How is specialist expertise secured and funded?

We use our SEND budget to purchase the services of professionals who can provide expert advice for our pupils. These include the services of:

- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- Ealing Schools Counselling Service
- The Wonder Room
- Chance Arts

The time we purchase goes beyond the core hours provided by the local authority and ensures we have a high level of support for the children who need it the most.

We deploy our Learning Support Assistants to support classes during lessons and run interventions before/after school for the children who need it.

The school purchases specialist software to support pupils with SEND, for example: communicate in print, immersive reader and adaptive technologies.

Sometimes a child with SEND will need additional funding to support their needs and in this case we will apply for a statutory assessment of their needs by our local authority. If an assessment is agreed, the authority will decide how much funding the child requires for their additional provision, and will direct the school as to how that funding should be used-for example, for additional speech and language therapy.

In deciding the SEND provision for groups of children or individuals, we consider the opinions of experts, who have up to date knowledge on what works to improve outcomes for children with particular SEND. We constantly review research, such as that undertaken by Education Endowment Foundation and LGFL Inclusion and Wellbeing Newsletter to inform us of the latest and most effective ways to help pupils. We consult with children and parents who will meet professionals working with their children. We have a thorough assessment system for pupils with special needs which enables us to measure even the smallest steps in their progress. The school constantly reviews provision for children with SEND and adapts it to best suit their needs.

23. How does the school involve external agencies and services from the Local Authority?

At Clifton we welcome and involve visitors from external agencies and services from the Local Authority by ensuring they have a visitors badge so pupils are aware of who is a visitor. Regular visitors, such as the Ealing School's Counsellor or Educational Psychologist are given a school

lanyard and made familiar to the students as their photos are displayed around the school and on the school website.

24. What is the nature of support for improving emotional and social development of children (pastoral arrangements)?

We ensure that children with SEND are members of all social groups such as the Clifton Council and after school clubs. We track this through registers of all activities. We deploy members of the Inclusion Team at break and lunchtime so that they can ensure the social skills they have taught to children are being applied.

We teach all children about the Zones of Regulation and how their feelings can impact on their behaviour – we use the terms ‘expected and unexpected’ behaviour. Our Behaviour Policy was designed with children that have SEND at the heart of it to ensure that it meets their needs and is supportive. Our staff are trained in the type of language they use with children (E.G. NEVER using naughty/bad) and in recognising when a child may be starting to struggle with their mental health.

Our Pastoral Lead liaises with all staff who support children with SEMH half-termly so that she can ensure they are receiving the right CPD and that the children are receiving the right support.

We also teach children the strategies to help them socially and emotionally in the following lessons

- PSHE lessons
- PANTs Rule
- Circle time/Reflection time
- Assemblies
- Sessions with the counsellor
- MindUp/Mindfulness
- Small group intervention such as social skills and lego therapy
- The SPACE provides trained staff for children who need support with their concerns. Children self-refer to space. It is provided by Ealing Schools Counselling Partnership, who also offer 1:1 counselling for pupils with their parents’ permission.

If necessary, we also support children’s social and emotional development through outreach using the following agencies:

- Ealing Schools Counselling Service
- Primary Education Service
- Chance for Children Therapy
- Integrative Arts Therapy

25. How effective is the SEND provision at Clifton Primary School?

To measure the impact of all SEND provision we regularly track the following:

- Lesson observations to ensure SEND pupils receive QFT
- LSA observations to ensure the effectiveness of interventions
- Pupil feedback from in class support and interventions
- Whole school tracking data

- Intervention tracking data
- Salford Reading Test

26. Who should parents or pupils contact if they are concerned?

All schools check the quality of the support for each child and report the effectiveness of provision to the Governors. If you are concerned at any time, please contact the school in this order

Role	Person	Contact details
Class teacher	All	0208 574 5712 admin@cliftonprimary.ealing.sch.uk
Pastoral Lead and DSL	Miss Emma Coutts	
SENDCO and Co-Headteacher	Miss Laura Corrigan	
Trainee SENDCOs	Mrs Jeanette Watson	
Chair of Governors	Pauldy Otterman	

27. What does Clifton Primary School do about SEND-related bullying?

Children are taught what bullying looks like, its different forms and how it affects people. They are taught what they should do if they are involved in anyway.

Incidences of bullying are treated seriously and involve parental meetings. Depending on the level and type of SEND children have, they are taught about bullying in different ways to ensure that they fully understand it. This can include videos, role plays and social stories.

To promote equality, acceptance and respect for children or people with SEND, we are continually raising our pupils' awareness of SEND such as during the International Day of Person's with a Disability. We celebrate the achievements of people through an assembly, class project and a visit from an inspirational athlete with a form SEND. Children with SEND then have the opportunity to have an individual session with the athletes and eat lunch together.

See our Inclusion page for more detail.

28. What arrangements at Clifton Primary School are made for supporting children with SEND and are looked after?

A looked after child is a child who has been in the care of their local authority for more than 24hours.

At Clifton Primary School, we regularly monitor the academic and social and mental well-being of the children with SEND and are looked after.

- The Senior Leadership Team, the Pastoral Lead and the Class teacher work together to ensure information is communicated between them on a need to know basis to preserve confidentiality.
- The Pastoral Lead works alongside the Senior Leadership Team, the child's social worker and carer to create a Personal Education Plan (PEP) which ensures the child is getting the support they need
- The Pastoral Lead, works in conjunction with the SENDCo to ensure that the child is having access to the appropriate therapy and support.

- If the child is entitled to the Pupil Premium Grant, the Pastoral Lead works with the Senior Leadership Team to ensure the money is spent on promoting the child's social, economic and academic wellbeing. For example: using the funding to pay for a tutor or buy IT equipment to support the child's learning
- For further information: Please refer to the Looked After Children Policy

29. What are the procedures and arrangements for handling complaints about the provision at Clifton Primary School?

Please refer to the following Complaints Policy

Ealing's Local Offer

Ealing have a 'Local Offer' for children and young people, from 0-25 years who have SEND and/or disability, and their families.

The intention of the Local Offer is to improve choice and transparency for families and information is published as part of the SEND reforms under the Children and Families Act 2014.

The Local Offer should:

- give information about education, health and family support services
- give information about leisure activities and support groups
- hold information in one place
- present information in a clear, comprehensive and accessible way
- make service provision more responsive to local needs and aspiration
- be developed and reviewed with service users and service providers

Who is the Local Offer for?

- Children and young people with SEN and/or disabilities (SEND) from 0-25 years
- Parents/carers and carers
- Practitioners and professionals

The information will make it easier to find out what you need to know, help you ask the right questions and find the nearest and most suitable service. The local offer is different because it's not a list or directory of services, instead it helps you make decisions about the resources needed, is transparent about the decision making, access and eligibility for services and it explains who is accountable and responsible for the decisions made.

You can also visit our website page which has useful links to the support available in Ealing.