

Support for children with Special Educational Needs and Disabilities at Clifton with Rawcliffe school

At CwR we are proud of our inclusive ethos; we are a school where every child matters. We aim to support and nurture all our children and we take many steps to enable them to achieve their full potential. We believe that quality teaching for all children is vital.

Sometimes children need additional help and support to enable them to achieve their potential. This guide provides information about the kind of support available at Clifton with Rawcliffe and how we work with parents and carers in order to enable your child to access this support. As a school, we work closely with parents. As you know your child best, we value your views and opinions.

How will CwR Primary support my child?

All pupils at Clifton with Rawcliffe receive 'quality first teaching'. This means that appropriate learning objectives are set for each child whilst a range of teaching styles and approaches are used to meet the needs of all. We offer many different forms of additional provision (see whole school provision map).

This can include:

- Additional, targeted support in the classroom from the teacher or teaching assistants;
- one-to-one support out of class with teaching assistants or the SENDCo;
- small group support (interventions) in or out of the classroom. You should receive a letter informing you of any interventions which your child receives;
- early morning booster groups;
- access to specific resources;
- ELSA (Emotional Literacy Support Assistants): Mrs Dearlove, Mrs Hill, Mrs Oxley, Mrs Pugh, Mrs O'Brien, Miss Cook, Mrs Randles, Mrs Agar and Mrs Davies are trained to provide emotional and social skills support to children who need it;
- 1:1 speech and language work, focussing on targets set by a speech and language therapist. In school, we have a specially trained TA (Mrs Clipperton) to advise or deliver these sessions;
- Access to outside agencies, where appropriate.



One-to-one support and small group work.



My son loves the Lego!
He asked me this morning how many sleeps it was until he does Lego Zone again!
Mum of child in Y6



Lego group is helping me to work with other children.
Y5 child

This additional provision is overseen by the school's SENDCo (special educational needs and disabilities coordinator): Mrs Kyene Paton-Campbell, who has 3 days dedicated SEND time. She is responsible for monitoring the progress and provision of children with SENDs as well as advising other staff about procedures and practice. If you would like to speak to Mrs Paton-Campbell, please contact the school office who can arrange an appointment (She works Weds, Thurs and Fridays) or email her at: kpaton-campbell@cwr.york.sch.uk

The SENDCo for FS1 and FS2 is Miss Laura Swales and she can be contacted at: lswales@cwr.pmat.academy.

Our School Governor who is responsible for liaising with the SENDCo is Mrs Allie Campbell who is also the chair of governors.

How do we identify if your child has special educational needs and disabilities (SEND)?

We know a child may need extra support if:

1. They are falling significantly behind the stage that is normally expected for their age:

Our teachers continually assess children and track the progress they are making. If your child's teacher thinks your child may need additional support they may be considered as having SEND. The teacher will discuss this with you and Mrs Paton-Campbell or Miss Swales and you may jointly decide to place your child on the special needs register and ask for the support of the special needs coordinator. A 'Pupil Passport' will be written about your child. A pupil passport is a succinct summary of a child's special educational strengths and needs and information on how to best meet their needs. They are written by the class teacher together with the pupil (where this is possible), agreed with parents and then shared with all members of staff who work with that child. It will also detail any interventions or booster sessions your child is receiving.

2. Concerns are raised by the parent/carer:

If you think your child may have Special Educational Needs, raise this with their class teacher. Together you can review your child's progress and discuss any factors that may be affecting this. Together we can decide on the next steps.

3. A child has identified SEND before they start at CwR:

In this case we will work with the people who already know about your child's needs and use the information already available to identify how we can meet these at CwR.

You and your child will be listened to, fully involved and supported through every process.

Categories of Special Educational Need:

Children's difficulties may fall into one or more of 4 broad areas:

Cognition and Learning: e.g. Severe Learning Difficulties (SLD) Profound and multiple learning difficulties (PMLD) Moderate learning difficulties (MLD) Specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia, dysgraphia Understanding information	Social, emotional and mental health: e.g. Problems of mood (anxiety, depression) Problems of conduct Self-harming Eating disorders Difficulties making friends or relating to others Attention Deficit Disorder Attachment Disorder Autism
Communication and Interaction: Speech, language and communication needs e.g. speech articulation difficulties; receptive or expressive language difficulties. Selective mutism Autism	Sensory, physical or medical needs: e.g. Visual Impairment Hearing Impairment Multi-sensory impairment Physical disability Medical conditions which impact on their ability to access the curriculum

What if my child has more complex or severe needs?

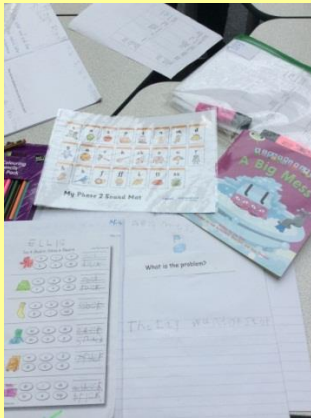
Sometimes, if a child's needs are more complex, we consult with a wide range of support services and health agencies through a multi-agency approach. Working closely with the child and their parents/carers, we may develop a 'My Support Plan' (MSP) which may involve the support of one or more of the different professionals with whom we work:

- Educational Psychologist
- Behaviour Support

- Specialist Teachers and teaching assistants e.g. for autism and dyslexia
- Speech & Language Therapist
- Well-being worker
- Occupational Therapy
- physiotherapists
- Specialist nurses
- Communication and interaction outreach service at Haxby Road

The My Support Plan will be reviewed termly. If your child needs more support than this offers it may lead to a request for an Education and Health Care Plan (EHCP). The Local Authority will, if necessary, provide additional funding. This maybe in the form of staff time, specialised visits, special equipment or attendance at a school with specialist resources.

This will be reviewed by all involved at least annually.

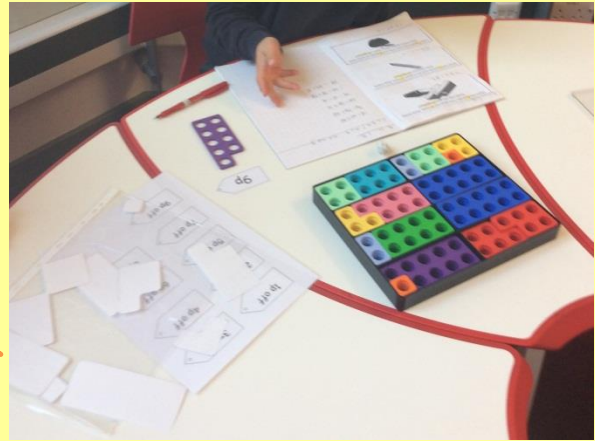


When I use a sound mat, it helps me with my spellings and I'm much better at writing.

Year 6 child

Numicon helps me work with bigger, harder numbers.

Child in Y6



I was very nervous about sending my son to mainstream school given his significant learning delay, but my decision has been totally vindicated. From the headmaster down, through the dedicated SENCo, to the teachers and his hard-working TA, everyone has been keen to do what is needed to make this placement work.

Parent of a child in Y1

My son has thrived at CwR school. Both his class teacher and the SENCO are extremely supportive and ensure provision is put in place to ensure he reaches his full potential. The school is extremely inclusive and caring and the individuality of each child is celebrated.

Parent of child in Y4

How is the decision made about how much support my child needs?

An SEND budget is allocated annually and this is used to provide additional support or resources. The school closely tracks every child's progress and termly provision maps highlight any child that requires additional support to progress. Resources and support are allocated according to need.

How will I know how my child is doing?

We believe that the relationship between parents, carers and the school is crucial in making sure your child reaches their potential. We will keep you informed in a number of ways including:

- Formal meetings or reports from the class teacher
- Informal discussions with the class teacher (we find parents particularly value these)
- Review meetings (normally held at parents evenings)
- My support Plan meetings (held once a term)
- EHCP (Educational, Health and Care Plan) meetings (held once a term)
- Emails from Mrs Paton-Campbell or Miss Swales (if she has your email address!) or your child's class teacher

A coffee morning is also held every term for parents. This is an opportunity for parents and guardians to meet informally and eat cake with Mrs Paton-Campbell and Miss Swales. The agenda is usually set by the parents and so far has included topics such as: How can I help my child at home? What provision will be available for my child as they progress through the school? What do all the acronyms stand for?

Class teachers and the SENCO are always happy to discuss your child's progress with you and an appointment can be made via the office or by emailing them directly.

The school has been very supportive of my son's needs which are all met. He works in small groups or one-to-one with his TA and is always happy to go to school and is doing fantastic with all areas of development. Daily feedback is given to me as well as termly meetings which is a great support to me.

Mum of a Y6 child

How can I be involved in my child's learning?

You know your child better than anyone else and your support is crucial to your child's learning. The teacher is always your first port of call as they have the most knowledge of your child (except for you!). They will discuss targets and ways that you can help your child.

What training have staff received to help meet my child's needs?

Most staff have accessed training on identifying and supporting children with dyscalculia and dyslexia.

Other members of staff have received training on: attachment issues; supporting children with Down's syndrome; supporting children with Hunter's syndrome (from a specialist nurse); Clicker 7; working memory needs; autism awareness; supporting children with a hearing impairment; Makaton training; ELKLAN training (to support children with speech, language and communication needs) and precision teaching.

As a school, we also receive advice from staff from Haxby Road ERP (enhanced resource provision) outreach service for children with communication and interaction needs, the dyslexia outreach service based at St Oswald's, and staff at Hob Moor Oaks.

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs please speak to your class teacher who can put a plan in place to support your child. You are also very welcome to make an appointment with Mrs Paton-Campbell or Miss Swales.

Please refer to the York Local Authority Local offer for further information and how to access further support.

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

I like how the school focuses on inclusion for all, not just those with SEN. My child really benefited from the whole school approach towards building resilience and growth mindset - there is a real nurturing ethos which is fantastic

Parent of a child in Y1

As a SENCO we really appreciate that Mrs Paton has been given the time to do her job effectively and support the children with special needs. Meetings are arranged so I am able to attend when I am not at work. Emails outlining concerns are always responded to quickly and with empathy. It is clear that Mrs Paton has got to know our daughter. She knows her likes and dislikes.

Parents of a child in Y5

CwR have been very accommodating of my child's educational and healthcare needs since he transferred to them in June 2015 from another local primary school where he was previously getting no support to help him cope with a chronic medical condition. As such 2 years on he is now meeting age related learning expectations despite having an illness that impacts his ability to learn on a daily basis. This is down to a very effective SENCO and the caring, inclusive culture of the school as a whole.

Parent of a child in Y5