



CLARE COMMUNITY  
PRIMARY SCHOOL

# CLARE COMMUNITY PRIMARY SCHOOL SPECIAL NEEDS AND DISABILITY INFORMATION

*How does the school know how well my child is doing?*

*What should I do if I think my child has a SEND?*

*How will I be kept informed?*

*What support is available for a child with SEND at this school?*

*How are lessons and school facilities made accessible for all children?*

*Where else can I find support and information?*

*What agencies does the school work with?*

*How will my child be supported during school transitions?*

*How does the school know how well my child is doing?*

- Day-to-day observations and on-going assessments across the learning areas
- Termly and half-termly assessments in Reading (also Accelerated Reading in Y2-6), Writing and Maths
- Pupil Progress Meetings
- Data Tracking
- Identifying groups and individuals that are not making expected progress
- Identifying additional support needed for all children to achieve expected progress and outcomes
- Progress of children on intervention programmes is tracked
- Outside agencies provide feedback



# Follow our SEND Provision Flowchart. Always talk to your child's Class Teacher First. Our SENDCo is Mrs L Brown

*What should I do if I think my child has a SEND?*

Teacher has cause for concern



Teacher notifies SENCO  
(Suggest additional support)



**ADDITIONAL SUPPORT**  
Teacher meets with parents to agree additional support – targeted intervention



Review after 6 weeks (Or at half term)



Medical diagnosis / other agencies/ behaviour at point of exclusion  
No Improvement / Data suggests 3 years behind



Teacher informs SENCO



SENCO decides to refer



Improvement



Review at Parents Evenings



School support plan in place – specialist support



Review Termly (CT and Parent)

Refer to appropriate service



Meet with teacher and parent

Parent has cause for concern



\*Parent notifies teacher



### EXCEPTIONS

- S&L instant referral via GP
  - Anxiety instant referral via Nurse
- \*At any stage Parents can refer but unlikely without support at school

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*How will I be  
kept informed?*

- Informal discussions
- Parents Evenings
- End of Year reports
- School Support Plan review meetings for children on the school SEND register
- Education, Health and Care Plan annual reviews for children with EHCP
- Reports from external agencies when appropriate

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**What support is available for a child with SEND at this school?**

- Teachers use Quality First Teaching when working with all children.
- Teachers use differentiated planning to include and support children of all abilities.
- Additional resources are used when needed (e.g. Language Link, Memory Skills).
- Teaching Assistants support groups or individual children
- Additional small group or 1:1 intervention groups when needed (e.g. Speech and Language, Beat Dyslexia, Nurture Room)
- External agencies provide advice and support to individual children
- ICT resources (Accelerated Reader quizzes, Dyslexia Gold)
- Staff have appropriate training to support children with specific needs

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**How are lessons  
and school  
facilities made  
accessible for all  
children?**

- Lessons are differentiated
- Teachers are aware of specific needs and disabilities and make reasonable adjustments to ensure accessibility
- The building and playground are accessible to wheelchair users.
- There are 2 disabled toilets.
- Trips are planned taking into account the needs of children with SEND.

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**Where else can I  
find support and  
information?**

- Clare Community Primary School SEND Policy
- [SEND: Guide for parents and carers](#)
- [Suffolk Local Offer](#)
- [Essex Local Offer](#)
- [The National Autistic Society](#)
- [Support4SEND](#)
- [British Dyslexia Association](#)

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**What agencies  
does the school  
work with?**

- SENDAT
- Speech and Language Therapy
- Dyslexia Outreach Service
- County Inclusive Support Service (CISS)
- Family Services
- School Nurse
- Autistic Spectrum Disorder Service
- Educational Psychology
- Occupational Therapy
- Access and Assessment Service



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**How will my  
child be  
supported during  
school  
transitions?**

- Visits to the pre-school setting
- Use of social stories/transition books for transition into a new class.
- Transition days within school.
- Staff and Year 7 students from the secondary school visit Clare Primary to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a familiarisation day at their secondary school.
- Transition arrangements to Year 7 are planned at Year 6 EHCP reviews.
- One page profiles are shared with secondary schools.
- Information is transferred in advance of move.

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