



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?



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- Day-to-day observations and on-going assessments across the learning areas
- Termly and half-termly assessments, 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
- On-going discussions about observed behaviour linking to possible social and emotional difficulties.

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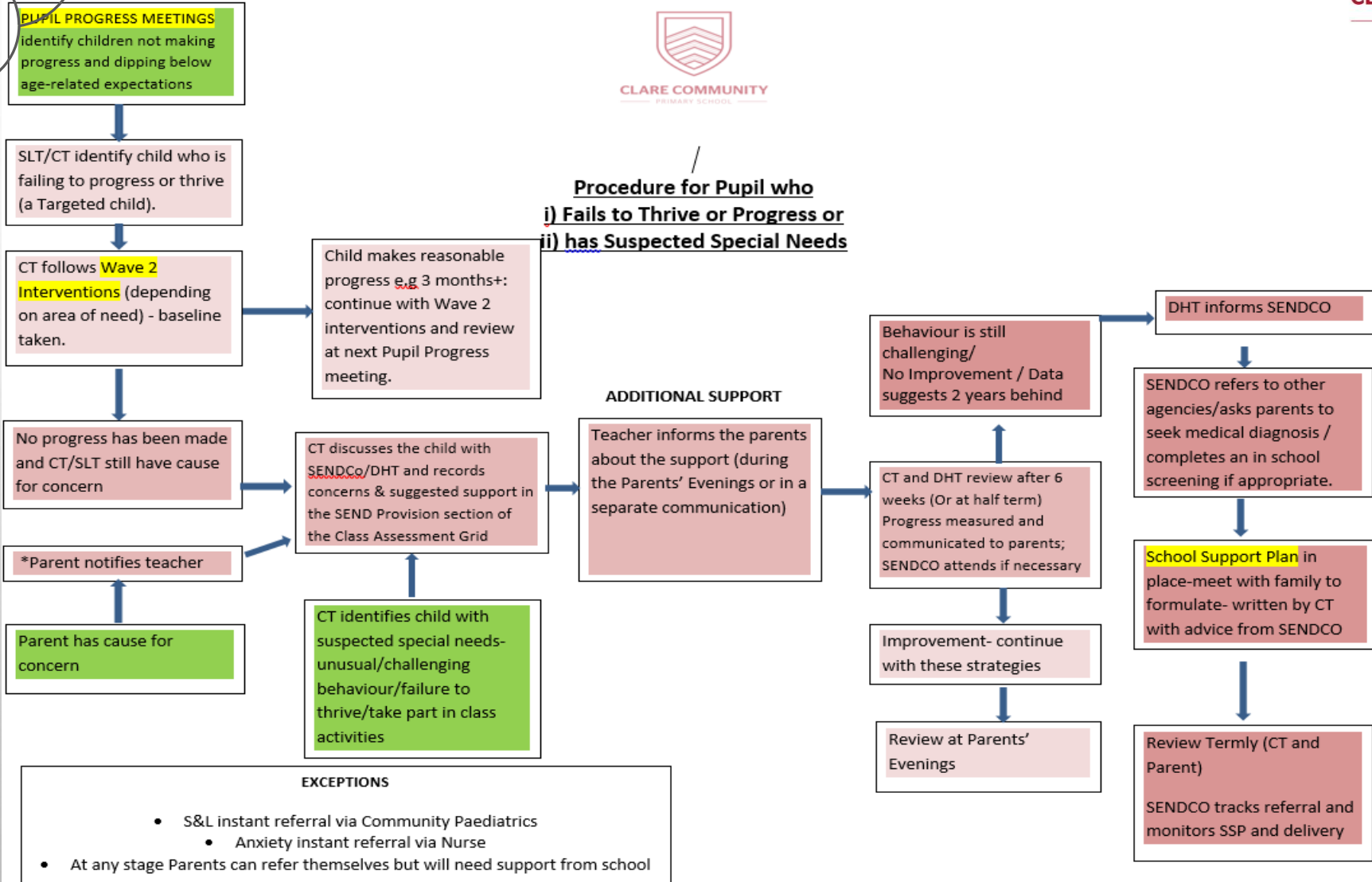


Follow our SEND Provision Flowchart. Always talk to your child's Class Teacher First. Our SENDCo is Mrs L Brown



Procedure for Pupil who i) Fails to Thrive or Progress or ii) has Suspected Special Needs

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



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***How will I be
kept informed?***

- Informal discussions
- Parents Evenings
- End of Year reports
- School Support Plan review meetings
- 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?



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- Teachers use Quality First Teaching when working with all children.
- Teachers use differentiated planning to include and support children of all abilities.
- Teaching Assistants support groups or individual children in class
- Additional small group or 1:1 interventions when needed (e.g. Speech and Language, Beat Dyslexia, Nurture Room, individual reading)
- External agencies provide advice and support to individual children (S<, OT, SES)
- ICT resources (Accelerated Reader quizzes, Dyslexia Gold, touch typing online resources)
- 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?**



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- 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?**



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- Clare Community Primary School SEND Policy
- [Suffolk Local Offer](#)
- [Essex Local Offer](#)
- [The National Autistic Society](#)
- [Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS\)](#)
- [British Dyslexia Association](#)
- [ADHD Foundation](#)

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

- Specialist Education Services (SES)
- Educational Psychology
- Family Services
- School Nurse
- Speech and Language Therapy
- Occupational Therapy



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



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- Reception teacher and SENDCo communicate with the pre-school
- Transition days for children within school.
- Social stories/transition books are used for transition into a new class.
- 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.
- SEND information is transferred, including school support plans, outside agencies' reports and record of involvement.

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