



SEND Provision at Clifford All Saints Primary School



'Clifford All Saints Primary school is a welcoming, inclusive community inspired by the love of God, modelled in Jesus Christ, where we aspire to learn, to serve and to live life to its fullest.'

	Whole School	National
Total Pupils	155	
Total Inclusion	25	
	16.1%	18%
EHCP	11	
	7.1%	4.8%
SEN support	14	
	9%	13.6%

Our Key Inclusion Priority 2024-2025

Improve the provision received by those children identified on the SEND register, with EAL and those in receipt of Pupil Premium.

'My daughter has received exceptional support for her SEND needs. Staff have taken time to truly understand her unique strengths and challenges to enable her to engage with the curriculum'

'Clifford is an inclusive and nurturing school. Our child is happy, thriving and supported. Their successes are celebrated and knowing the staff are cheering them on means so much.'

Many of our pupils with SEND need support in more than one area of need. This chart is based on the pupil's most significant area of need.

Staff Training over the last year

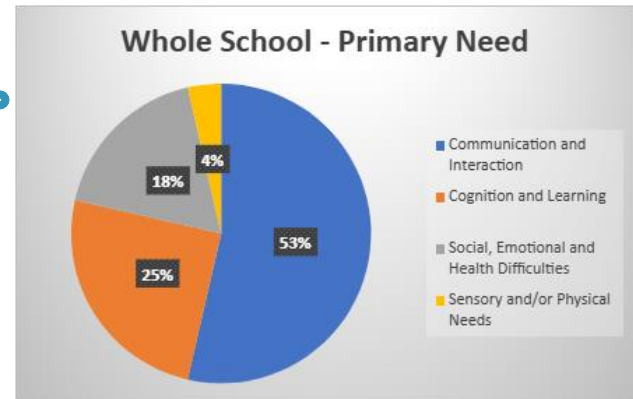
- Writing Support Plans and One Page profiles
- Supporting autistic children in primary schools training
- Reading Fluency
- SEND network and briefings- locality and JMAT
- Attention Autism
- Supporting children with a stammer
- Epi-pen training
- First Aid at work and support for those children with medical needs
- Clicker 8 training
- SEND 'surgery' with Trust Ed Psych
- Individual class provision focus with SENDCo
- Word Aware- whole school approach to vocabulary
- EAL champion training
- Assessment of writing inc Birmingham Toolkit
- Understanding Downs Syndrome

School Staff Expertise

- Senior Leadership team including SENDCo
- Experienced and passionate teachers and teaching assistants.
- Our SENDCo holds a diploma in Trauma Informed Practice and these principles underpin our approach to inclusion.
- SENDCo embarking on NPQSEN
- Staff skilled in the delivery of speech and language programmes supported by the local authority team
- Behaviour and relationships policy which is inclusive
- Staff skilled in supporting autism and neurodiverse conditions supported by the autism service



Ready Respectful Safe



Intent: Everyone at Clifford All Saints is completely committed to, and passionate about, providing the conditions and opportunities to enable every child, including those with additional needs, to be included fully, in all aspects of school life. We believe in the early intervention to support our children and families. We always start with Quality First Teaching for all children. If support is required beyond this, a graduated response is in place. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We have highly skilled and trained staff to support any additional needs and use expert support from outside agencies where needed.

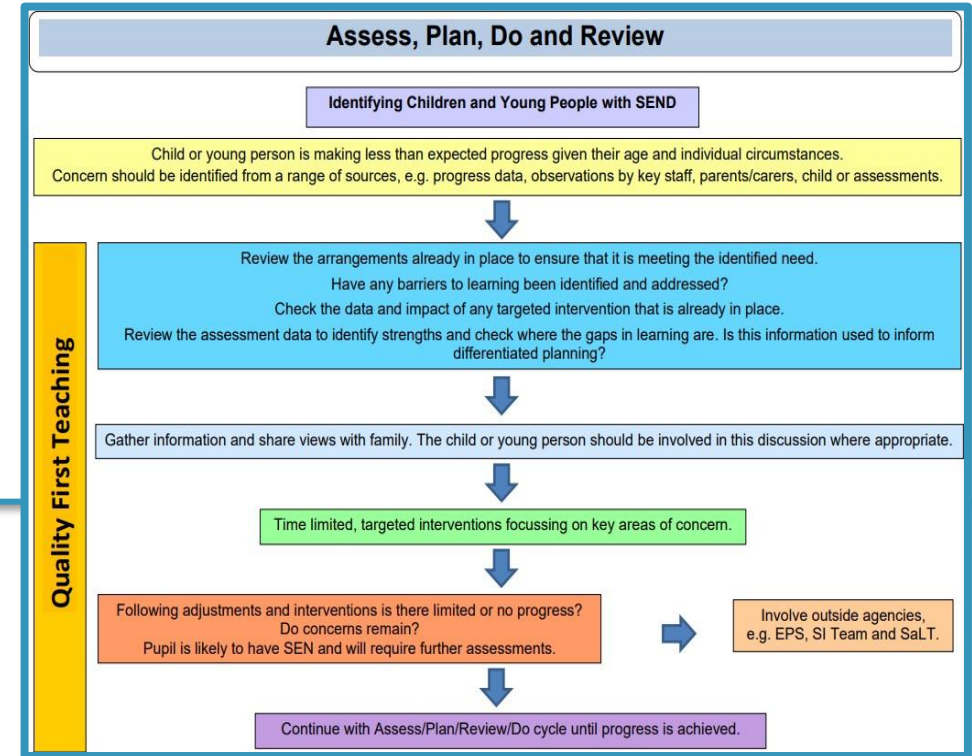
We want children with SENDs at Clifford All Saints to:

- Be included in all aspects of the school day
- Be provided with quality first teaching, differentiated to their needs.
- Access a broad and balanced curriculum
- Have an accessible learning environment
- Be identified as early as possible to maximise opportunities and progress
- Feel their contributions are respected
- Feel valued and acknowledged
- Be supported to develop independence and life skills
- Be supported by termly meetings with teaching staff, the SENCO and parents/carers through the plan, do, review system
- Be closely monitored for progression towards targets set out on their personalised Plan, Do, Review
- Be supported with extra transition (either between classes or different educational settings e.g. EYFS or High School)
- Be supported by school staff and monitored by the SENCO
- Be taught and supported following the guidelines set up within the guidance of the Code of Practice.



Implementation: School Steps to Success

Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention. Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation	Quality First Teaching Meeting with parents One Page Profile Communication in Print Clicker Same-day intervention Zones of Regulation
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy, Emotional Scales) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion Learning support Autism or SALT support Educational Psychology Support	As above and also Fusion Learning support EPS	As above and also: Behaviour Support EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team Physiotherapy team School nurse and other NHS professionals



Impact: As a result, our aim is that Children at Clifford All Saints:

- Feel happy, safe and respected
- Behave well and feel that diversity is celebrated
- Demonstrate high levels of engagement in activities and develop their speaking, listening and social skills.
- Have supportive and trained staff who make appropriate for the child's individual needs
- Make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke support which meets their needs
- Have secure transitions between classes and educational providers e.g. EYFS or High School
- On leaving our school, children with SEND have developed independence and life skills and are ready for their next stage of education.