



SEND Information Report

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Throughout this document the word 'parent/parents' should be taken to include carers and other family members with a significant caring responsibility for a pupil'

About this report

This report is designed to answer some of the most frequently asked questions about academy's policies and provision for children with Special Educational Needs and Disabilities.

We will review and update this information regularly to reflect changes and feedback. The date for the next annual review of this report is October 2025

If you need any more information please contact our SENCO, Mrs Mills on 01472 691887

SEND Information report

1. What kinds of Special Educational Needs and/or Disabilities does the academy cater for?	<p>Old Clee Primary Academy is a larger than average Primary academy, our highly effective team are dedicated to providing outstanding provision for all pupils with a SEND. As outlined under the Code of Practice (2015) SEND are categorised under the following four headings:</p> <ul style="list-style-type: none">• Communication and interaction e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD)• Cognition and learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)• Social, emotional and mental health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.• Sensory and/or physical needs e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy <p>Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at academy with medical conditions.</p>
2. What are the	<p>We aim to identify any special educational needs and disability as early as possible. The decision to place a child on the SEND register is always made in discussion with the class teacher, teaching assistants, SENCo</p>



academy's policies for the identification and assessment of pupils with a SEND?	and senior leaders, together with parents/carers and professionals. The best interests and wellbeing of the child are paramount. When considering if a child needs SEND support the academy takes into account: <ul style="list-style-type: none">• The pupil's previous progress and attainment• The teacher's assessment and experience of the pupil• The pupil's development in comparison to their peers and national data• The views and experience of parents• The pupil's own views• Specialist assessment and advice from external support services, where appropriate• The pupil's attendance rates at academy over time			
3. What are the academy's policies for making provision for pupils with SEND?	Most of our pupils with SEND have their needs met as part of high quality teaching. This may include teachers making adaptations to enable all children to have access to the curriculum. In some cases, personalised learning plans (ILP's) and/or interventions will be provided by the academy. If a pupil is identified (through the assessment process) as having special educational needs, their teacher, parent and SENCO will consider everything we know about the pupil to determine the support that they need and remove their barriers to learning. Where additional provision for SEND is needed, we work with pupils and their families to plan what to do. Below is the graduated response protocol (Assess, Plan, Do, Review) that staff at Old Clee Primary Academy follow:			
<div>Step 1: Quality First Teaching. Need identified by Class Teacher/ Professional/ Parent</div>	Assess	Plan	Do	Review
	Formative/ summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories; <ul style="list-style-type: none">• Cognition and learning• Sensory or physical• Communication and interaction• Social, emotional or mental	The class teacher will make appropriate adaptations as a means of removing the barriers to learning.	Adaptations are varied and are dependent on pupil but can include <ul style="list-style-type: none">• Pre and post learning• Adult support• Specialised resources• Peer support• Prompts and frameworks	Use formative and summative assessments to evaluate the impact of any support and adaptations. This could also be done at pupil progress meetings.
Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 2.				
<div>Step 2: Concern form completed and child moves onto SEND Register for SEND Support</div>	Assess	Plan	Do	Review
	Use formative, summative and standardised assessments to get a full	Planning at this stage will be completed using the Academy's provision mapping. The SEND	Interventions will begin and adaptations in the classroom will be	Use formative and summative assessments to evaluate the impact of the interventions and



	<p>picture of the child's learning profile.</p> <p>Complete a SEND concern form outlines the areas of difficulty or need under the following categories;</p> <ul style="list-style-type: none"> Cognition and learning Sensory or physical Communication and interaction Social, emotional or mental 	<p>concern form will be looked at by the SENCO, the class teacher and phase leaders. The SENCO will observe the pupil in class and examine pupil work books. Appropriate strategies interventions will be put into place, if necessary.</p> <p>Planning with parents will be undertaken at Parents' Evenings or by separate meetings/communications.</p>	evaluated and developed.	adaptations. This could also be done at pupil progress meetings.
<p>Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, move onto step 3.</p>				
<p>Step 3: SEND Support</p> <p>A Personalised Learning Plan (ILP) and/ or outside agency support</p>	Assess	Plan	Do	Review
	<p>A request for outside agency assessment and/or support may be requested at this stage. The following services may be utilised;</p> <ul style="list-style-type: none"> Speech and language support (SALT) Early Years team ETHV Early Help Compass Go Navigo Educational Psychologist advice Health such as occupational therapy 	<p>A personalised learning plan (ILP) will be created by the class teacher and where possible pupil, to establish their views. The ILP document will be drafted with the support of the SENCO. Once agreed the plan will be finalised and shared with parents/carers</p>	<p>The ILP will document any further interventions and adaptations required, this will be implemented for another cycle.</p> <p>At this level there may also be some additional staff training and support.</p>	<p>Use formative and summative assessments to evaluate the impact of the ILP interventions and adaptations. This will be done during a meeting with the SENCO/SLT and may involve outside agencies</p>
<p>Has the child made better than expected or at least expected progress? If yes, then continue at the current level as long as is necessary. If no, review and implement another cycle of PLP before moving onto step 4.</p>				
<p>Step 4: Request for Education Health and</p>	Assess	Plan	Do	Review
	<p>A request for an Education, Health and Care Plan will be discussed with all interested parties. If it is agreed that this is</p>	EHC Plan	EHC plan implementation	Annual Review with LA



	the best pathway to removing barriers from the child's learning then the SENCO will move forward with this request.			Reviews within the Academy with those involved with the child.
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Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent or any other professional involved with the child's care. This will occur when the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational Psychologist
- Special support from external agencies
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Further information about EHCPs can found via North East Lincolnshire Council Local Authority SEN Local Offer using the following link

For our youngest pupils within the Academy (Nursery), additional support could be provided through the Early Years Inclusion Funding Pathway

4. How does the academy evaluate the effectiveness of its provision for SEND?	<p>The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the academy and ensure that teachers are able to identify how individual children learn best and what support they need.</p> <p>We test the effectiveness of our SEND provision by checking pupil progress, to see if the agreed goals and outcomes for a pupil are being met. The teachers work with the SENCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.</p> <p>The SENCO reports regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils with SEND nationally. This helps to ensure that the approaches used are based on the best possible evidence and are having the required impact on the progress and life chances for our pupils.</p>
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<p>5. What are the academy's arrangements for assessing and reviewing the progress of pupils with SEND?</p>	<p>Every pupil in the academy has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the academic year. Where a pupil is receiving SEND support, we can provide review meetings. Some pupils with SEND may have more frequent reviews if they are required. Reviews involve the pupil, the family and other professionals where this is appropriate.</p> <p>They are used to:</p> <ul style="list-style-type: none"> • Discuss what is working well and not working well • Find out if the provision has been delivered as planned • Review the pupil's progress towards meeting their goals and longer-term outcomes • Discuss and agree clear outcomes for the future and update the personalised learning plan if necessary • Discuss and agree the support needed • Share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress • Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the academy, the local authority and other partners.
<p>6. What is the academy's approach to teaching pupils with SEND?</p>	<p>Old Clee Primary Academy is committed to inclusion. We aim to maintain and extend the academy's culture, policies and practices of inclusion for all learners. We aim to foster a sense of community and belonging and to offer new opportunities to learners, taking into account their needs and experiences.</p> <p>For all children, quality first teaching including is the most powerful provision. When necessary adaptations to the curriculum, (see graduated response) specialist SEND provision mapping and personalised learning plans (ILPs) will be used to provide additional support. Academy staff such as Teaching Assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually. When planning, we take into account pupils' wishes, the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. We believe technology is an effective tool that we can use to remove barriers to learning and it is utilised in a variety of ways for our SEND provision.</p> <p>The SENCO, supported by the Senior Leadership Team ensures that staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. Regular training is provided to academy staff on the subject of SEND. In class provision and where appropriate, support staff are deployed effectively to ensure the curriculum is adapted appropriately. When necessary, training is provided for staff to ensure they have sufficient skills and knowledge to deliver specific interventions that pupils need.</p>
<p>7. How does the academy adapt the curriculum and learning environment for pupils with SEND?</p>	<p>We are committed to meeting the needs of all pupils including those with a SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise pupils with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to determine what pupils with SEND might need before they start with us and what adjustments we might</p>



	<p>need to make. We discuss with families what we can do to adapt the curriculum and/or the academy environment and to obtain additional resources and support.</p> <p>Old Clee Primary Academy we are committed to promoting access to education for pupils with SEND in the three key areas identified below as required by the planning duties in the Equality Act 2010:</p> <ul style="list-style-type: none"> • promote opportunities for disabled pupils to participate in the academy curriculum; • develop the environment of the academy to ensure that disabled pupils can take advantage of education and associated services; • ensure that information is provided in appropriate formats for disabled pupils so that they are not disadvantaged <p>A requirement of our specific duty under the Equality Act 2010 is to publish a Disability Equality Scheme. We have therefore created an Equality Scheme and extended this action plan to address how the academy will:</p> <ul style="list-style-type: none"> • eliminate harassment related to a disability • eliminate discrimination • promote equality of opportunity between disabled people and other people • promote positive attitudes towards disabled people • encourage participation by disabled people in public life • take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people <p>We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers. In doing so, we aim to achieve greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.</p>
<p>8. What additional learning support is available to pupils with SEND?</p>	<p>Additional support is organised into three categories:</p> <p>Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adaptations and creating an inclusive learning environment.</p> <p>Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress. Wave 2 interventions are often targeted at a group of pupils with similar needs.</p> <p>Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.</p>



SEND needs and interventions/provision that Old Clee Primary Academy offer is as follows:

Area of need	Possible interventions/ Provision	Possible outside agencies
Cognition and Learning	ICT Lexia, Lexia Follow-up, Clicker 7, Beat Dyslexia (multi-sensory), Toe by Toe, Plus 1 Maths, Power of 2 Maths	Educational Psychology Services
Communication and Interaction	Social and emotional aspects of Learning groups LEGO club, Narrative Therapy, Visual Timetables, Now and Next cards, Social Stories, Social Communication Group	Speech and Language Service
Sensory and Physical	Write from the Start, Clever Fingers, Write Dance, Clicker	Occupational Therapy Service Specialist advisory service EHTV Service Community school nursing team
Social, Emotion and Mental Health	Additional pastoral support Emotional management group, ELSA	Navigo Compass Go Community school nursing team Specialist Advisory service for SEMH



9.What support is available for improving the emotional and social development of pupils with SEND?	<p>At Old Clee Primary Academy, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including a pupil’s emotional, social and/ or mental health. We aim to encourage the emotional and social development for all pupils, including those with SEND. We work hard to create a culture within the academy that values all pupils, allowing them to feel a sense of community, self-belief and make it possible to talk about problems in a non-stigmatising way. We have policies on behaviour and bullying that set out the responsibilities of everyone in the academy. We have clear systems and processes so that staff can identify and respond to mental health difficulties.</p> <p>For children with more complex problems, additional in-academy interventions may include:</p> <ul style="list-style-type: none">• Advice and support for the pupil’s teacher – to help them manage the pupil’s behaviour within the classroom, taking into account the needs of the whole class.• SEMH interventions and emotional management sessions – to promote positive behaviour, social development and self-esteem• Personalised behaviour plans (IBP) – to support pupils during lessons, transition times and break times.• Targeted support from our Pastoral Team within the classroom, groups and 1:1 sessions to focus on a key area for development.• Support for the parents and family from our safeguarding team, this may include a referral to the Family Hub or an Early Help request• Therapeutic work with the pupil, delivered by the School Nursing Team. A referral to Navigo or Compass Go may be required.														
10. Who is the SEND Co-ordinator and how do I contact them?	<p>At Old Clee Primary Academy the first point of contact is the class teacher who will in turn signpost to other members of staff where necessary.</p> <p>Mrs. L Mills is our Academy SENCO, she can be contacted by telephoning our office: 01472 691887</p>														
11. What expertise and training do the academy staff have in relation to SEND?	<table><tr><th>Staff Member</th><th>Area of Expertise</th><th>Level</th></tr><tr><td>L. Mills SENCO</td><td>Bsc (hons) Psychology</td><td>Graduate</td></tr><tr><td></td><td>PGCE Primary with Educational Psychology Specialism</td><td>Post Graduate, QTS</td></tr><tr><td></td><td>SEN Post Graduate Diploma</td><td>Post Graduate</td></tr></table>	Staff Member	Area of Expertise	Level	L. Mills SENCO	Bsc (hons) Psychology	Graduate		PGCE Primary with Educational Psychology Specialism	Post Graduate, QTS		SEN Post Graduate Diploma	Post Graduate		
Staff Member	Area of Expertise	Level													
L. Mills SENCO	Bsc (hons) Psychology	Graduate													
	PGCE Primary with Educational Psychology Specialism	Post Graduate, QTS													
	SEN Post Graduate Diploma	Post Graduate													



		National Award For SEND	Post Graduate
		SENCO Reviewer Status	London Leadership Strategy
		Irlen Screener	
		Makaton	Level 2
		Talk Boost and Early Talk	
		FBA (Functional Behavioural Analysis)	
		Member of Whole School SEND Consortium	
		Over 20 years experience of primary education as a teacher, SENCO and senior leader. Worked for North East Lincolnshire Council as SEN Specialist teacher. As a former Early Years leader, experience of Early childhood development and SEN. Also an Academy Governor for local Secondary School.	
	S.Fawn-Deputy Head Teacher	SENCO at previous schools with many years experience of SEND leadership National Award for SEND	Post Graduate
	J. Maloney	Teacher, with many years or experience Completing National award for SEND	Post Graduate
	J. Dean- Y6 Teacher	Previous SENCO with many years of experience of SEND leadership	Post Graduate
	A. Hazlewood Pastoral	Behaviour support specialist FBA (Functional Behaviour Analysis) Emotional Management Lead Medical Needs Lead	
	J. Webster Pastoral	Social skills intervention (EYFS and KS1) Social communication group (EYFS and KS1) ELSA	
	M. Quantrill	TA with specialist knowledge of delivering precision teaching based programmes, Nessy and Lexia.	



	Teaching Staff	Continuous staff development programme, SEND featured termly. SENCO supports EQT development		
12. What equipment and facilities are available to support pupils with SEND?	<p>As previously stated, for all children quality first teaching, including pre and post teaching, is the initial and most powerful tool to accelerate progress. We believe in bespoke provision for children with SEND and therefore create an education that is right for each individual based on their identified barriers to learning. Alongside intervention programmes, we use a range of resources to support children with SEND. We believe technology is an effective tool that we can use to remove barriers to learning and so it is used in a variety of ways. As well as technology, we offer the following resources on a needs basis throughout the academy:</p> <ul style="list-style-type: none"> • Lexia • Nessy • Multi-sensory precision teaching • Writing frames • Pencil grips and other specialist handwriting equipment • 'Wobble Cushion/seating wedges (if recommended by specialist supporting a pupil) • Specialist furniture (if recommended by specialist supporting a pupil) • Equipment to support the development of fine motor skills • Laptops • Large text keyboards • Voice recorders to aid writing and memory • iPads • Visual timetables • Clicker • Write from the start programme • Maths programme Plus 1/Power of 2 • Ongoing programme of modernisation within the academy to support access for pupils with SEND 			
13. What are the arrangements for consulting and involving parents of pupils with SEND in	<p>At Old Clee Primary Academy we believe that a close working relationship with parents is vital in order to ensure:</p>			



<p>their child's education?</p>	<ol style="list-style-type: none"> 1. Early and accurate identification and assessment of SEND leading to appropriate intervention and provision 2. Continuing social and academic progress of children with SEND 3. Personal and academic targets are set and met effectively. <p>In cases where more frequent contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local SENDIASS service (Tel: on 01472 355365) when impartial advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.</p>
<p>14. What are the arrangements for consulting and involving pupils with SEND in their education?</p>	<p>Engaging all pupils as active participants in their own education and in making a positive contribution to their academy and local community is a priority for the academy. All children are consulted about their learning and how they feel about a range of topics annually. Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard.</p> <p>Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:</p> <ul style="list-style-type: none"> • Regular opportunities for pupil voice to be shared • Providing them with relevant information in accessible formats • Using clear ordinary language and images rather than professional jargon • Giving them time to prepare for discussions and meetings • Dedicating time in discussions and meetings to hear their views • Involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation • Supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)



	<ul style="list-style-type: none"> Ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively <p>The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or their attendance at a person centred review.</p>
15. What are the arrangements for making a complaint about the SEND provision at the academy?	<p>If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to advise on formal procedures for complaint.</p>
16. What are the academy's arrangements for supporting pupils with a SEND when they join the academy or leave the academy?	<p>Every transition at the academy is planned carefully. Nursery staff undertake home visits before a child begins at the academy. The EYFS Leader organises and plans for the transition between each phase of the EYFS to ensure the child makes a smooth transition. The EYFS Leader also plans the transition of Reception pupils to Year 1 in order to ensure every child is prepared to access the curriculum. Across the academy transition meetings take place to share information for every child each year.</p> <p>Opportunities are given throughout Key Stage Two for pupils to develop good relationships with the feeder secondary academies. The transition from Year six to Year seven is carefully planned and meetings are held between Old Clee Primary Academy and all feeder secondary academies to ensure information is shared so that children get the very best start to their secondary education. For children who need additional support during transition, additional visits, meetings with parents and observations in the child's current setting, these can be organised between Old Clee and the child's new school.</p> <p>Mid-year admissions from Nursery to Year 6 begin with parents and children being invited into academy to meet staff and familiarise themselves with the setting, at this point a welcome pack is given. Academy staff will then contact the previous setting to obtain all pupil records. For children with SEND, the SENCO will contact previous setting by telephone and may visit to receive additional information about how best to meet the needs of the child. On the child's first day, they are given a buddy from within the class.</p> <p>Pupils that join us with an EHCP have been admitted via the EHCP consultation process. The EHCP caseworker, Head teacher, SENDCO, previous setting (where appropriate) and Parents/Carers work collectively to support the transition process. The SENDCO contacts parents prior to the pupil joining and invites the child and Parents/Carers to have a look around the school and meet the Head teacher/SENDCO and their class teacher. We also introduce the pupil to staff who form the Pastoral team.</p> <p>All new starters meet a member of the pastoral team on their first day and a welcome pack is shared with them.</p>



	<i>Please note information sharing is conducted in line with recent changes with UK GDPR, please see our academy policies on our academy website relating to this if you require further information.</i>
17. Where can I find more information about SEND services in North East Lincolnshire?	<p>Further information about North East Lincolnshire's Local Offer can be found using the link below:</p> <p>https://sendlocaloffer.nelincs.gov.uk/</p> <p>You may also find the following websites useful</p> <p>www.ipsea.org.uk – information for parents around Special Educational Needs advice.</p> <p>https://speechandlanguage.org.uk/ - information for parents about speech and language needs</p> <p>www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.</p> <p>www.cerebralpalsy.org.uk – site to support parents and children with cerebral palsy.</p> <p>www.ehlers-danlos.org – site to support parents and children with ehlers danlos.</p> <p>www.autism.org.uk – site to support parents and children with autism.</p> <p>www.ADHDfoundation.org.uk – site to support parents and children with ADHD.</p> <p>www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.</p> <p>www.bdadyslexia.org.uk – site to support parents and children with dyslexia.</p> <p>www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.</p> <p>www.rnib.org.uk – site to support parents and children with sight difficulties.</p> <p>www.ndcs.org.uk – site to support parents and children with hearing difficulties.</p> <p>www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties.</p> <p>North East Lincolnshire Family Hubs- site to support families to engage with a variety of services within North East Lincolnshire</p>