

**Clapham and Patching CofE  
Primary School SEND  
Information Report  
2025 – 2026**

## Our School

### Our School Vision

*We believe that a happy child is a successful one. Our vision is for our children to be confident, creative, kind and responsible individuals who aspire to achieve their full potential with God. We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish and all achievements are celebrated. We 'Learn, Love and Flourish with God'.*



## Our SENCO

Our Headteacher and SENCO is Mrs. J Chubb

If you would like to contact Mrs. Chubb, please call school on 01903 871214 or email [office@claphamandpatching.co.uk](mailto:office@claphamandpatching.co.uk)





Our SEND governor is Miss S Holland



## Special Educational Needs

At Clapham and Patching CofE Primary School, we support children with a variety of special educational needs and disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Children may have special educational needs either throughout or at any time during their school journey. This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.”  
(SEND 0-25 Code of Practice, 2015, p92)



## Identifying and Assessing Need

At Clapham and Patching we work closely as a team and, if staff have a concern about a child, they will discuss this with parents in the first instance and then follow the Graduated Response approach of 'Assess, Plan, Do and Review' using the Ordinarily Available Inclusive Practice document produced by West Sussex County Council (<https://www.westsussex.gov.uk/tools-for-schools/send-toolkit/ordinarily-available-inclusive-practice-oaip/>).

After a period of 6 – 8 weeks, if there continues to be concerns, the teacher will complete a concern form, which is submitted to the SENCO for further investigation.

There are a variety of ways we gather more information about individual children (as opposed to the assessments that all children undertake). Once information has been gathered, the teacher and the SENCO discuss the findings and decide on strategies, which are additional to, or different from those already being provided in the classroom to help the child to make progress. With the agreement of parents/carers, the child could be placed at **School Support (K)** on the SEND Register.

If a child is at School Support we record the strategies used to support the child on an Individual Learning Plan (ILP), speech and language goals or individual targets. These will detail the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every term.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used. External support services will provide information for the child's ILP.

If a child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan (EHCP) may be made to the Local Authority. A range of written evidence about the child will support the request.



## Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their quality first teaching to cater for their pupils' needs. In addition to this, where necessary, individual and small group interventions are carefully planned to help children make progress from their starting points. Careful use of regular assessments identify where these extra interventions are needed.

The school may support a child in a variety of ways depending on their individual needs. They will use the WSCC 'Ordinarily Available Inclusive Practice' document to support them. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. Teachers will sometimes call this 'scaffolding' or 'adapting the curriculum'. A child's targets will be set by the class teacher in collaboration with the SENCO, child and parents. A further level of provision may involve a child working individually with a member of staff to meet specific targets.

Targets could be set, monitored and reviewed using a range of ways:


- An Individual Learning Plan (ILP). The ILP will detail:
  - pupil views
  - the short-term target,
  - how they will achieve the target,
  - who will help them – school, home, others
  - how they will know they have achieved the target (success criteria),
  - when the plan is to be reviewed.
  - Parent views should they wish to have them noted.
- Speech and Language Therapy Goals.




The above will be reviewed three times a year. Parents and carers are encouraged to participate in the target setting and review process.. The above documents will also be discussed at parents evenings each term.

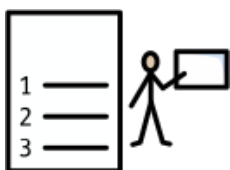
These detail support that is additional to or different from that provided as part of the School’s Ordinarily Available Inclusive Practice.

Another way is through the implementation of Quality First Teaching:

**Implementing the key principles of ‘Quality First Teaching’ at ...**


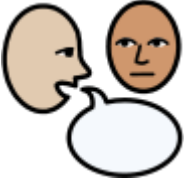













	<b>Vocabulary</b> Explicitly teaching new vocabulary and key words...	<b>Assessment for Learning</b> Feedback and reflecting on learning...	
	<b>Talk</b> Access to talk opportunities, including rehearsal...	<b>Purposeful Context</b> Making meaningful connections and links...	
	<b>Questioning</b> Targeted, assessed process. Encourage questioning...	<b>Adaptation</b> Adjusting to meet the need, including the use of manipulatives...	
	<b>Hands-on</b> Concrete, pictorial, hands on...	<b>Modelling</b> Demonstrating, using examples, and showing processes...	
	<b>Scaffolding</b> Techniques to aid progression to the learning objective...	<b>Small Steps</b> New information given in small, manageable bites...	
	<b>Retrieval</b> Revisit prior learning of the subject area...	<b>Awareness</b> We actively address inequalities...	
	 <b>Relationships</b> – knowing our pupils...  <b>Inclusion</b> - the best possible progress for <u>all</u> of our children, whatever their needs or abilities.  <b>Ambition</b> – high expectations for <u>all</u> ...		



**Curriculum adaptations**

Visual timetables	Task boards	Peer mentoring

			
	Assistive technology	Talk partners	Peer marking
			
	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction
			
	Manipulatives	Pre-teaching	Visuals
<p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Our SENCO and subject leaders have worked together to create overviews for each foundation subject and science. These overviews outline inclusive practice within each subject and sit alongside our curriculum documents.</p> <p>We also seek advice and equipment from outside agencies as and when the need arises.</p>			
 <p><b>Parent Consultations</b></p>	<p>At Clapham and Patching CofE Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We are taking part in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project alongside the West Sussex Parent Carer Forum (WSPCF). We hold regular drop-in sessions and parent workshops on a range of topics. Parent carers from WSPCF join the sessions to help to provide a safe, welcoming space for all. They also share information, provide support and help create new networks.</p> <p>Clapham and Patching is also a Thought-Full school. Thought-Full work with us to improve the mental health and well-being of staff and pupils and they also offer parent drop ins and workshops.</p>		

topic of 'anxiety'. Our next workshops are about 'emotion coaching' and 'resilience'.

We have parent evenings each term to share the progress of children with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.



### Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings, including EHCP annual reviews, and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



### Evaluating Provision and Assessment

The provision in place for children with additional needs is reviewed each half term in line with our internal pupil progress meetings and SEND review meetings.

We discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

We review the children's individual progress towards their outcomes each term or sooner, if required.

We gather pupil voice around the intervention they are taking part in and whether the intervention is helpful and makes a difference.

Holding annual reviews for children with Education Health Care Plans.

At Clapham and Patching, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand



If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

This following reflects the training some of our staff have had:

## Staff Training

Drawing and Talking Therapy	Lego Therapy	ELSA	Bucket Time
Attention Autism (Level 1)	Makaton	Phonics	De escalation
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
Precision Teaching	Attachment	Intensive Interaction	Sensory needs



## Transition Support

### **Transition to EYFS**

We hold an open evening in the summer term for our new reception starters, providing families with the opportunity to meet with the class teachers and SENCO.

We hold stay and play sessions in June in preparation for their September start. We also visit every pre-school in order to see the children in their current setting. This is in addition to completing a handover with the pre-school. For children with more complex needs, we work alongside parents, pre-schools and the Under 5's Team to hold a supported transition meeting.

In September, the Reception staff visit the children at home to find out more about their likes and dislikes in order to support a positive start to school.

### **End of Year transition**

When children move up a year, we provide social stories which include photos of the teacher, other adults and the classroom environment.

We hold a transition day during the summer term so that the children who are going to a new class go up to their new classroom and meet their teacher. We also arrange for their new teacher to visit them in their current class.

Some children may require extra transition visits to their new classroom to help to ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share relevant information and documents.

### **Secondary Transition**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Some children may benefit from additional visits to the school with our staff which we can arrange with the secondary schools. Our local secondary schools also offer additional activity sessions for any children who would benefit from them.

We meet with every secondary school to discuss the needs of the children. The main secondary schools we feed into also use 'Edukey (TES) Provision Map' so all SEND records are sent to them electronically.



## Outside Agencies

External support services play an important part in helping the school identify, assess and make provision for children with Special Educational Needs and Disabilities.

These include seeking advice and support from:-

- the nominated Educational Psychologist for the school.
- the specialist advisory teaching services for children with sensory impairment or physical difficulties.
- services like the Occupational Therapy Service.
- the Speech and Language Therapy Service along with contributions to the reviews of pupils with significant speech and language difficulties.
- the Primary Mental Health Worker and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs.
- the school nurse and community paediatrician (Child Development Centre or CDC).
- the Pupil Entitlement Team (Attendance)
- Early Help Services i.e, Family Support Worker, Designated Schools Team
- SPoA

Before the school make any referral to a specialist service, we will always gain your permission.

The SENCOs of each school within the Angmering Locality meet together each half term to share good practice and this is a strength of our group of schools.



## Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their needs.


Please read the school's accessibility plan for further information about the steps we have taken to help children with SEND access our school.



## Complaints Procedures

At Clapham and Patching CofE Primary School we operate an 'open door' policy. Parents and Carers are encouraged to speak with the class teacher in the first instance about any concerns they may have. They will be able to discuss additional support children are receiving.

If you wish to discuss your child's needs further, please contact the SENCO who will be able to talk about how the school can support children with SEND. The School's Complaints Policy is on our school website on the 'Policies' page. This

	<p>includes complaints around SEND and Looked after children. The policy can also be obtained through request of a paper copy from the school office. Please follow this policy if you would like to make a formal complaint. In the first instance discussions would be encouraged by the class teacher, SENCO and Headteacher to try and resolve any issues.</p>
 <p><b>West Sussex Local Offer</b></p>	<p>The West Sussex Local Offer can be found at <a href="https://www.westsussex.gov.uk/local-offer/">https://www.westsussex.gov.uk/local-offer/</a></p>