School Information Report (SIR) for SEND at Clee Hill Community Academy

We aim for all of the information for parents and carers to be made available on the school website in an easy to access format. Our SEN parent and carers working party have reviewed how information is shared and the website has been co-constructed with their help. This report is a summary of that information.

This report aims to be parent friendly and not onerous to read.

Types of SEND

The types of SEND provided for at Clee Hill are:

- Communication and Language
- Cognition and Learning
- Sensory and/ or physical needs
- Social, emotional and mental health.

There is a webpage dedicated for each of these needs including our approach to teaching pupils through a graduated level of support from those with low levels of need up to more complex needs. The webpages also include details of support services.

How do we identify pupils with SEN and assess their needs?

The 'supporting parent and carers' webpage was cowritten with parents and carers to demonstrate ow we identify and assess pupils with additional needs. This webpage also includes information on how we assess and review pupil progress toward outcomes. As a school, we pride ourselves in our aim to work alongside parents and carers to involve them in the education of the child and we listen to pupils to enable their voice to be heard.

How you support pupils to transition between phases of education and/or in preparation for adulthood and independent living?

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where children are joining the school:
• A show around the school.
• Meeting with the SENCO (child and parents)
• Meet and greet session with members of the school team.
• Conversation with previous setting
• Transfer of SEND file
•Access to Class Dojo to communicate with the class teacher, SEN team and SENCO.

When pupils are moving within the school:
• Moving up days – additional days if required or 'tasks' to enable more time in the new classroom.
• One page profiles reviewed by new staff
• Social stories to take home if appropriate
• SENCO/ class teachers to review provision maps together

When pupils move on to another school:
• Transfer of SEN files to new setting – timely and with clarity.
•Key information shared prior to transition.

• Transition meetings – additional days arranged for pupils where relevant.

• Transition materials as part of personalised intervention/ support

• SENDCO/ support staff/ class teachers meet staff from new school.

How you evaluate the effectiveness of your provision for pupils with SEN?
- Monitoring plan with half termly reviews of provision.
- Link SEND governor reports
- SENDCO report to governors/ annual meeting

How you adapt the curriculum and learning environment for pupils with SEN? How is the broad and balanced curriculum you provide for each year group adapted and made accessible for pupils with SEN?

- Subject leads review the effectiveness of the curriculum for pupils with additional needs.
- Curriculum review focuses on pupils with additional needs.
- Monitoring of provision maps and learning environments – see annual monitoring.
- Adaptations for the curriculum are supported through First Quality Teaching. The graduated support plan shows how adaptations can be made from basic to complex needs. The curriculum has been designed to be accessible for all.

What facilities do you provide to help pupils with a disability access the school?
See Accessibility Plan

What Anti-Bullying measures do you have in place?
The school works with the Anti Bullying Diana Award to have a culture of kindness.
The school has trained Anti bullying ambassadors
The Anti bullying Policy show the steps we have taken to prevent all pupils (including vulnerable groups) from being treated less favourably than other pupils

What training and expertise have staff had to support pupils with SEN?
- We have a clear training plan for staff based on the needs of the school.
- The impact of training is measured to ensure that it is having the highest impact.
- Specialist agencies are used to support staff based on the needs of pupils within the school.

How you enable pupils with SEN to engage in activities (including physical activities) with pupils who don't have SEN?
- We recently achieved the Gold Award in PE and one of those areas was due to the high level of Inclusion for PE.
- Our school is very inclusive, and our culture and ethos encourages pupils to engage all pupils.
- We are often complimented on our inclusiveness by both parents and outside agencies.

How you will secure equipment and facilities to support pupils with SEN?
- We are supported by outside agencies and complete environment checks to ensure that we have the equipment and facility which we require.

What support do you offer pupils with SEN for their emotional, mental and social development, including extra pastoral support arrangements for listening to the views of pupils with SEN?

- See webpage for social, emotional and mental health for our graduated support arrangements.
- Our pupils voice includes School Council (all pupils not just school council representatives), pupil questionnaires, pupil 'catch ups' with SENDCo, ELSA support groups,

How parents/carers can complain about the school's SEN provision and how we complaints will be handled?
- See the Trust Complaint Policy
- [Policies and Documents - Four Stones Gateway Trust](#)

What arrangements you have in place to support children that are looked after by the local authority who also have SEN?
- LAC/ PLAC policy
- Support of the Virtual School
- LAC/PLAC lead is also the SENDCO so well informed of the pupil's needs.

Who in the school parents/carers or pupils should contact if they have concerns?
- All key information including the SENDCO, headteacher and members of the SEND team can be found on the SEND school webpages
- [Special Educational Needs & Disabilities | Clee Hill Community Academy](#)

What does your school contribute to the local offer?

The Shropshire Local Offer can be found on the school website.

The school shares information with professionals via the Shropshire Portal.

The school attends SEN network updates and liaison meetings.