THE RICHARD CLARKE FIRST SCHOOL

Our SEND Information Report 2025-2026



STAFFORDSHIRE CONNECTS
SEND LOCAL OFFER

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How we identify and assess needs

How will you know if my child or young person needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/preschool provider.
- Tracking of attainment indicate a lack of, or slower rate of progress, compared to their peers.
- Pupil observation indicates that they have additional needs in one of the four areas of Special Educational Needs and/or Disability (SEN/D):
  - Communication and interaction;
  - Cognition and learning;
  - Social, mental and emotional health;
  - Sensory/physical.
- A pupil asks for help.

Early action

- All pupils have individual curriculum targets set in line with national outcomes. These are discussed with parents at events such as Parents Meetings. Pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and immediate action taken as a result of discussion between the school staff and parents/carers.
- This action will include reflection upon the effectiveness of teaching strategies and the implementation of adjustments to increase progress. If appropriate, this will include identification by the pupil of their perceptions of barriers to learning and the action needed to reduce/remove them.
- Where it is decided that formal action is required to increase rates of progress, this will follow an assess, plan, do and review model.
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

What should I do if I think my child or young person needs extra help?

- If you have concerns regarding your child's progress, then please discuss these first with your child's teacher. This may result in a referral to the schools **Special Educational Needs and Disabilities Co-ordinator** (SENDCo) whose name is **Mrs Kay Hanson** and whose contact details are **01283 840206** or via email: **SENDCO@richardclarke.staffs.sch.uk**

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How we identify and assess needs

- All parents' concerns will be listened to. **Parents' views and aspirations for their child will be central to the assessment and provision that is provided by school.**

Where can I find the school's policies relating to Special Educational Needs and Disability?

Policies and information relating to SEN/D can be found on the school website. These Include:

- Admissions policy
- Accessibility Plan
- Equality information and objectives
- SEND Information for parents that outlines the school's policy towards pupils with Special Educational Needs and/or Disabilities:
- Pupil Premium strategy
- Safeguarding policy
- Health and Safety policy
- Anti-bullying policy
- Intimate care toileting policy
- Attendance policy
- Behaviour policy
- Assessment and reporting policy
- Teaching and learning policies
- Home learning and Remote learning policies
- Supporting Children with Medical Conditions in Schools and First Aid policies

All the above policies and information can be located on the school website:
Welcome to our school | Richard Clarke First School

Another document that might be of interest to parents of children with SEND includes: Ensuring a good education for children who cannot attend school because of health needs. This places legal responsibilities on Local Authorities to support those with health needs who are unable to attend school. ***https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school***

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a SEN/D will be provided with “reasonable adjustments” in order to increase their access to the curriculum.
- The quality of teaching is monitored through a number of processes that includes:
  - monitoring by the senior leadership team, the SENDCo and external verifiers;
  - ongoing assessment of progress made by pupil in specific intervention groups;
  - regular staff training to enable consistent delivery of research led interventions;
  - work sampling on a termly basis;
  - scrutiny of planning;
  - teacher meetings with the SENDCo;
  - pupil and parent feedback when reviewing target attainment;
  - whole school pupil progress tracking and intervention analysis;
  - attendance and behaviour records;
  - parent and pupil feedback
  - overview of policy and practise by LGB Link Governor

If a child is identified as having or may have SEN/D:

- Additional action to increase the rate of progress will be identified and recorded. This will include a review of the impact of the differentiated teaching being provided.
- If review of the action taken indicates that “additional to and different from” support will be required, **then the views of all involved including the parents and the pupil** will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
- Parents will be informed that the school considers their child may require SEN/D support and their partnership sought in order to improve attainments.
- SEN/D support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with parents and where appropriate, by the pupil.

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Teaching, Learning and Support

- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice may be sought from external agencies. This will be undertaken **after parent's have been consulted** and may include referral to:
  - Special Educational Needs Inclusion Service (SENIS)
  - Speech and Language therapist
  - Behaviour Support Service
  - Autism Outreach Team
  - Hearing/Visual Impairment team
  - Educational Psychologist Service
  - Social Services
  - School Nurse/Mental health support services
- Occasionally, some pupils may fail to meet the expected levels of progress, despite the relevant and purposeful action taken to meet their special needs. In this instance, the school and/or parents may consider requesting an Education, Health and Care needs assessment that will be undertaken by the Local Authority.

How will the curriculum and learning environment be matched to my child or young person's needs?

- Teachers plan using pupils' achievement levels and National Curriculum guidelines based upon the age of the children they teach. They carefully differentiate work to match the ability of individual pupils in the classroom.
- When a pupil has been identified as having SEN/D, their work may be **further differentiated by task, outcome or the support** (both peer and adult) provided by the class teacher to reduce/remove barriers to learning and enable them to access the curriculum more easily. In addition, they may be provided with additional support that may include specialised equipment, resources or ICT (Information Communication Technology).
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How resources are allocated to meet children or young people's needs?

The school receives funding to respond to the needs of pupils with SEN/D from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit).
- The Notional SEND budget, allocated by the Local Authority and based upon proxy indicators that include pupil poverty.
- For those pupils with more complex needs, the school may be allocated additional targeted short term funding via the Local SEN Hub

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Teaching, Learning and Support

- For pupils provided with an Educational Health and Care Plan (EHCP), additional resources will be provided by the local Authority in order to mee the pupil's needs as described in their EHCP.
- This funding is then deployed to provide, for instance:
- In-class teaching support from teaching assistants;
- Small group support from teaching assistants e.g. intervention groups, targeted literacy and numeracy support;
- Medical support;
- Bought-in support from external agencies e.g. speech and language support;
- Provision of specialist resources;

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- For pupils with SEN/D but without an Education, Health and Care plan, decisions regarding the support required to enable pupil progress will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an Education, Health and Care plan, decisions regarding support will be reached with the Local Authority in agreement with parents and school when the plan is being produced or at an annual review.
- Arrangements relating to the deployment of SEN/D funding, are shared with and agreed by the Local Academy Committee.

How will equipment and facilities to support children and young people with SEND be secured?

- Resources to support pupils with SEN/D will be provided by the school as funding allows.
- For pupils with more significant needs, an Educational Health and Care needs assessment will be requested to be undertaken by the Local Authority in line with statutory guidance in the SEND Code of Practice and the legal requirements outlined in the Children and Families Act 2014. If this application results in an Education, Health and Care Plan, then the additional resources to meet the pupils' needs will be funded by the Local Authority.
- In some limited situations, targeted additional resources to support individual pupil learning and inclusion may be provided by external agencies e.g. occupational therapists/speech and language therapists, local special schools.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing?

- The aims of outcomes of interventions will be discussed with parents at each review and appropriate targets decided.
- Parents are encouraged to make appointments to meet with class teachers, and/or communicate with teachers via email or telephone, at times accessible to both, to discuss individual pupil's progress.
- In all cases, attainments towards the identified outcomes will be shared with parents termly through consultation meetings that will include a review of the impact of the Assess, Plan, Do, Review cycle.
- For pupils with more significant needs or where it is appropriate (for instance for assessing the effectiveness of action targeting pupils social, emotional and mental health needs) reviews may be more regular with spacing agreed with parents.
- Reviews will include consideration of any external support that might further support pupil progress e.g. referral through the GP to therapists.

How will you help me to support my child's learning?

- Parents are encouraged to use the school website **www.richardclarke.staffs.sch.uk.** to locate links to websites and resources useful in supporting parents to help their child learn at home.
- The class teacher or the SENDCo may also suggest additional ways of supporting your child's learning as appropriate.
- The school organise parent workshops during the year. These are advertised on the school newsletter and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Parents are always welcomed into the school to discuss additional home learning opportunities for their child.
- Make use of technology such as Google Classroom, Times Table Rockstars etc .

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- As appropriate, pupils are involved in ongoing discussions regarding their progress towards targets identified with them and any further action they feel might be needed to promote increased success. Discussions are ongoing with staff providing interventions and support. Brief notes of pupils' views are recorded and available to share with parents during reviews.
- Annual SEND pupil surveys.

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Teaching, Learning and Support

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

- Termly meetings are held between the SENDCo and the SEN link governor who has additional qualifications in delivering support to pupils with additional needs.
- During these meetings, results of annual parent and pupil surveys, data on progress, impact of interventions etc are scrutinised. Briefings on these meetings are recorded and shared with members of the Local Academy Committee.
- Annual survey of parents of pupils with SEND.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- Pupils who find outside class times difficult are provided with a support plan that includes strategies to support social inclusion.
- Supervisory staff are trained in supporting all pupils to be included in out-of-classroom activities such as break times
- The school's behaviour and anti-bullying policies and practices, place an emphasis on inclusion and friendship. The impact of these policies are evaluated and reported annually through both pupil and parent questionnaires.
- Risk assessments are undertaken and procedures put in place to enable all children to participate in all classroom and school activities including visits and trips.

How will you manage my child or young person's medicine or personal care needs?

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in consultation with NHS representatives, parents and if appropriate, the pupil themselves.
- Staff who administer medicine complete training and are signed off by the NHS representatives as competent.
- All medicine administration procedures adhere to the Local Authority policy and Department for Education guidelines included within *Supporting pupils with Medical Conditions at School (DfE).* https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

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Keeping students safe and supporting their wellbeing

What support is there for supporting positive behaviour, avoiding exclusions and increasing attendance?

- RCFS has a positive behaviour policy that has been written in partnership with parents of pupils with SEN/D.
- Early conversations take place between class teachers, the SENDCo and parents to identify potential reasons for negative behaviours that may impact on pupil learning and social success.
- Actions are agreed to reduce behaviours that adversely impact on pupils learning and inclusion and regularly monitored for impact.
- If necessary, parental agreement is sought to involve external specialists to contribute to the identification of strategies to support individual pupil inclusion and success. This may include referral to external agencies such as social care, health and/or behaviour specialists.

How do you support children who are looked after by the local authority and have SEND?

- All pupils who are in the care of the Local Authority receive additional support and monitoring to ensure their success and inclusion. In most cases, this will include seeking input and support from the Local Authorities Virtual Headteacher for Looked after Children.
- The Local Governing Board link governor for Looked After Children is Mrs Carol Smart who monitors data on all vulnerable pupils outcomes and ensures evidence-led strategies are in place to support them.
- School has a Mental Health Lead and a newly developed policy and associated action plans to improve the support for those with mental health and wellbeing needs.

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Working Together

Who is involved in my child's education?

- Class-teachers and teaching assistants assigned to that class.
- SENDCo.
- Supervisory staff.
- Parents and/or carers.
- External agencies as appropriate.

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Keeping students safe and supporting their wellbeing

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- Information on individual pupils with SEN/D is stored in individual files and these are shared with class teachers/teaching assistants.
- Termly meetings are held between class teachers/teaching assistants and the SENDCo where the progress and inclusion of each child on the SEN and/or vulnerable child register are discussed and action decided and recorded.
- Specific issues that require support out of the classroom e.g. medical or social and emotional needs, are shared with supervisory staff to ensure all action is taken to promote pupil care and social integration in and outside of the classroom.

What expertise do staff have in relation to SEND?

- School staff have received a range of training at three levels; awareness, enhanced and specialist. This has included training on:
  - How to support pupils with dyslexia/literacy difficulties including through delivery of EP Assessment through Teaching tool. (EPATT).
  - How to support pupils on the autistic spectrum including pathological demand avoidance syndrome
  - How to support pupils with social, emotional and mental health difficulties include emotionally based school avoidance.
  - How to support pupils with speech, language and communication difficulties
  - How to support pupils with attachment issues.
  - Lego as therapy
  - Motor skills united and Sensory circuits
  - Relax Kids mindfulness
  - Adverse Childhood Experiences and Trauma informed
  - Talking Partners
  - Fisher Family Trust (FFT) reading and writing intervention.
  - Attendance at the termly SENDCo updates
  - ADHD and Dyslexia training
  - Our TAs have completed 34 online course this year associated with SEN/D
  - In addition to whole school CPD completed by all staff, our AHT has completed 3 online courses associated with SEND this year in addition to undertaking the NPQ in SENCo qualification

- The school has gained full dyslexia support status and implements strategies to support the success of all pupils with literacy difficulties.

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Keeping students safe and supporting their wellbeing

- We are a trauma informed school and this is reflected in our policies and practices.
- Mrs Read has completed Mental Health Lead training and is implementing MH and wellbeing strategies across the school. .
- Our school undertakes regular SEND validation process with other schools in the I2E Trust and Uttoxeter pyramid.

Which other services does the school access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- The school involves, as appropriate, specialists in health to support pupils with medical, social emotional and mental health needs.
- Parents are alerted to contact their GP if school becomes aware of difficulties that might benefit from medical investigation e.g. Autism Spectrum Conditions (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Emotional and Mental Health issues, Speech, Language and Communication issues (S&L), fine and gross motor skills.
- The school has a visiting Speech, Language and Communication therapist who supports the staff with meeting the needs of pupils with difficulties in these areas.
- Special Educational Needs Inclusion Service and Educational Psychologists are involved as appropriate.

Who would be my first point of contact if I want to discuss something?

- Parents with concerns regarding their child should speak in the first instance to their child's class teacher.

Who is the SEN/D Coordinator and how can I contact them?

- The SENDCo is Mrs Hanson. Her contact details are; headteacher@richardclarke.staffs.sch.uk**.** 01283 840206

What roles does the school governors have? And what does the SEN governor do?

How will my child or young person be supported to have a voice in the setting, school or college?

- Pupils are encouraged to contribute to all decision making relating to delivery of strategies to respond to meeting their additional needs. This takes place formally at review of their support but is also an ongoing process in conversations during times where interventions are delivered and through a variety of pupil voice activities.
- All pupils are enabled and supported to provide feedback appropriate to their age during the annual pupil survey. Results of this survey are discussed at Local Governing Body meetings and any further action need as a result decided and implemented.
- Regular pupil conferencing informs decisions made regarding policy and practice.
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Keeping students safe and supporting their wellbeing

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- Opportunities for parent involvement are shared though Class DoJo and include invitation for parents to take part in awareness raising sessions on curriculum areas, join the Parent Teacher organisation or the Local Governing Body as vacancies occur.
- Parent workshops and information from training sessions are made available to support parents in help them to be more confident in their involvement in their children's education.

What help and support is available for my family through the setting?

- RCFS is proactive in supporting parents to access external support and benefits and reminds parents that this service is available to them.
- RCFS has a history of providing ongoing support to the whole family and not just the pupil.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- All pupils are included in all school activities inside and outside of the classroom. This includes trips, events, after school clubs.
- In appropriate cases, risk assessments are completed with parents and reasonable adjustments put in place to support their child's active inclusion.
- All out of classroom events, trips and after school clubs are shared with parents via the school website and through the weekly parents' newsletter.
- There are charges attached to some of these events, but parents are encouraged to contact the headteacher if these present a barrier to their child's attendance.

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Inclusion & Accessibility

How accessible is the setting's environment?

The following adaptations have been made to the school environment:

- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- A medical room which hosts a fridge is available to provide a safe place for insulin testing/injections/medications to be stored.
- Changes to school entrance and courtyard have improved accessibility for pupils and visitors.
- One of our toilets has been made accessible for those with mobility difficulties (pupils, staff and visitors).

➢ The school has an Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and printed information. **Special Educational Needs at Richard Clarke and Equality, Diversity and Vulnerable Groups | Richard Clarke First School**

➢ RCFS is committed to making arrangements to communicate with parents whose first language is not English.

➢ All statutory policies and other information relating to SEN/D is available on the school website to promote accessibility.

➢ **Is the building wheelchair accessible?** Partially Accessible ☒

The school includes Victorian buildings but most of the site can is accessible to wheelchair users by utilising different routes.

➢ **Are disabled changing facilities available**? Yes ☒

The medical room can be used for private changing but at present this does not include a large changing table

➢ **Are accessible toilet facilities available**? Yes ☒

Accessible toilet facilities are available

➢ **Does the school have parking areas for pick-up and drop-offs?** Yes ☒

This area is clearly marked and is just outside the school entry. Please ring for entry through the gates once school is in session.

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Joining and moving on

Who should I contact about my child or young person joining your setting?

➢ Details of how to apply to join the school are on the school website. **Admissions | Richard Clarke First School**

➢ If you wish to apply for a place at our school please apply on-line at: **www.staffordshire.gov.uk/admissions**

➢ For in year admissions please contact the school directly to find out more.

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Inclusion & Accessibility

How can parents arrange a visit to your setting, school or college? What is involved?

- Arrangements for open days are identified on the school website.
- All parents who wish to visit the school are welcome to do so. Please contact the school office for an appointment 01283 840 206

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

A number of strategies are in place to enable effective pupil's transition.
These include:

On entry:-

- A planned programme of visits are offered, including the lunchtime experience in the summer term for pupils starting in September.
- Parent/carers are invited to two induction meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- For new pupils, the SENDCo will discuss any concerns/needs via telephone or meet with all previous providers staff (where applicable) or parents of pupils who are known to have SEN/D, to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up if requested with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils in Y4 provides opportunities for pupils and parents to meet the staff and peers in the new school. These opportunities are further enhanced for pupils with SEND on an individual case basis.
- The annual review in Y3 or 4 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding their middle school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

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Inclusion & Accessibility

- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCo of both schools will discuss the needs of pupils with SEN/D in order to ensure a smooth transition.
- Feedback from the previous years' pupils on the effectiveness of the transition process will inform any future process.
- The records of pupils who leave the school mid-phase will be transferred as soon as possible after parents have notified their child has been enrolled at another school.

Additional Information

What other support services are there who might help me and my family?

- Staffordshire SENDIASS SEND Family Partnership **https://www.staffs-iass.org/home.aspx** If you have a general enquiry, would like to speak to one of the team or you are a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on **sfps@staffordshire.gov.uk**
  Information Advice & Support Service leaflets and information
  https://www.staffs-iass.org/Leaflets/Impartial-Information-Advice-and-Support.aspx
- SEND Code of Practice 0-25 years (DfE) **SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)**

When was the above information updated, and when will it be reviewed?

The school's SEN Information Report is updated annually. It was last reviewed in December 2025 .

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at **https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page**

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Inclusion & Accessibility

What can I do if I am not happy with a decision or what is happening?

If parents have worries relating to the provision being made for your child, please raise concerns with:

- The pupil's class teacher.
- The Headteacher/SENDCo – Mrs K. Hanson.
- The Local Committee Academy member with responsibility for SEN/D - Mrs Carol Smart.
- The Innovate 2 Education (I2E) Trust CEO.
- Or follow the complaints procedure found on the I2E website **https://i2e.org.uk/Policies/**

Type of Setting *(tick all that apply)*

☒ Mainstream

☒ Primary

☒ Academy

DFE Number URN: 148506

District: East Staffordshire

Specific Age range: As a First School Reception – Y4. (4-9 years old)

Number of places: 30 per year group (not all classes are full)

Which types of special educational need do you cater for?

☒ inclusive mainstream school