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Special Educational Needs (SEN) Information Report – Clifford Bridge Academy

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website - [Clifford Bridge Academy](#)

You can ask a member of staff in the school office to send you a copy of the policy by phoning the office on **024 76 0111479** or emailing on admin@cliffordbridgeacademy.org

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1 What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties • Understanding of language • Expressive language disorder • Attention and Listening • Social communication • Non-verbal communication
	Social Anxiety
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Complex/Global Learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments (HI)
	Visual impairment (VI)
	Multi-sensory impairment
	Physical impairment (PI)
	Sensory processing disorder (SPD) - primarily linked to Autism
	Sensory –hypersensitivity or under sensitivity • Sight, sound, touch, taste and smell • Vestibular – balance and movement • Proprioception – body position • Interoception – internal body sensations

2 Which staff will support my child, and what training have they had?

At Clifford Bridge Academy, we pride ourselves on our 'open door policy'. Our SEN and Inclusion team are available to answer any questions or queries you may have.

Mrs Alex Dainty – SENDCO

- Alex is an experienced teacher with leadership experience.
- She is being inducted into the SENDCO role and is completing her NPQ SENDCO Qualification in 2025-2026.
- Her direct email is: Alex.dainty@cliffordbridgeacademy.org

Margaret Sutherland – Pastoral Lead

- Margaret is an experienced practitioner with many years supporting children pastorally at Clifford Bridge.
- Margaret is a licenced Thrive Practitioner.

Emma Coates – Learning Mentor

- Emma joined our pastoral team in September 2025.
- She has experience supporting in school as well as leading our before and after school provision; 'Boomerang'

Class Teachers

All our teachers receive in-house SEN training and are supported by the SENDCO and MAT SEND Lead to meet the needs of pupils who have SEND.

All staff have received training in the following areas:

- PIVATS – Small steps assessment framework on children who are working Below the age-related expectations
- How to support children who have moderate learning difficulties.
- Adaptive teaching
- Effective IEP writing with smart targets
- To understand the presentation of children with Autism and ADHD
- How to support children who have Autism and ADHD
- How to use Bell tracker for EAL
- Thrive
- SEMH – PACE, Trauma, Restorative Conversations, Emotion Coaching, Zones of Regulation, Mental Health
- Social stories and comic strip conversations
- Read, Write, Inc. (RWI)

Teaching Assistants (TAs)

We have a team of TAs in each phase, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

This includes:

- Targeted group interventions for English and Maths
- Pre-teaching and over teaching
- Teaching of new vocabulary
- Working on Speech targets from the Therapist

We have teaching assistants who are trained to deliver specific interventions such as:

- Fresh Start
- Thrive Groups
- Precision Teach

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists (SALT)
- Educational psychologists (EPS)
- Complex Communications Team (CCT)
- Learning support, including dyslexia identification (SEMHL)
- Behaviour support (SEMHL – Keys provision team)
- Early Years SEND Team (EYs SEND)
- Sensory Teams – Hearing, Visual and Complex
- Occupational therapists
- GPs or paediatricians
- School Nurse Service
- RISE - Child and adolescent mental health services
- Coventry SEND team – supporting children who have an EHCP
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisation

3 What should I do if I think my child has SEN?

Tell us about your concerns

If you think your child might have SEN, the first person you should tell is your child's teacher.

This can be done informally during drop-off or pick-up. Alternatively, you can arrange an appointment via Class Dojo or through the school office.

You can also arrange to meet with the school SENDCO, Mrs Dainty, to discuss your concerns.

You can also contact the SENDCO on 02476 011479 or contact the admin office at admin@Cliffordbridgeacademy.org

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

We will decide whether your child needs SEN support

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register with your permission.

If your child makes good progress and no longer requires to be on the SEND register, the SENDCO will meet with you to discuss the next steps before removing your child's name from the register.

4 How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they firstly establish whether the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to close it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and on the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, Complex Communication Team (CCT), Learning or behaviour support (SEMHL), an Educational Psychologist, or a Paediatrician.

Based on all this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in a face-to-face meeting where provision can be discussed with yourselves which meets their needs.

If your child does need SEN support, their name will be added to the school's SEND register with signed permission from yourselves. All children on the SEND register who have learning difficulties (and they are at least two years behind their peers) will have an IEP (Individual Education Plan) and this is reviewed termly. This IEP will have short smart targets which are linked to the additional provision that the child will be receiving in school.

5 How will the school measure my child's progress?

The school follows a graduated approach, which is a 4-part cycle of: **Assess, Plan, Do, Review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and may amend or change the provision based on the outcomes of the intervention.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6 How will I be involved in decisions made about my child's education?

We will provide a Termly IEP (Individual Education Plans) for all children on the SEND register who are working at least two years behind their peers. They are reviewed with parents at the termly parent meeting.

Your child's class teacher will meet you termly at parent meetings but will also meet alongside the SENDCO as requested to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact the class teacher via Class Dojo to arrange a meeting.

7 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8 How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class through their quality first approach.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Delivering our curriculum in a way that ensues that all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 or in a small group, where necessary. This is under the direction of the class teacher and SENDCO.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Now/Next boards Highly structured day Social stories Autism for Girls Group
	Speech and language difficulties	Speech and language therapy Direct teaching of topic vocabulary Vocabulary boards

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured over lay Dyslexia dictionary Colour for phoneme identification Daily supported Readers (DSR) RWI and Fresh Start Small Groups
	Moderate learning difficulties	Visuals and hands on equipment
	Severe learning difficulties	Pre-teaching and over teaching Direct teaching of vocabulary Sentence starters
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Thrive groups Nurture lunchtime
Sensory and/or physical	Hearing impairment	Seating at the front directly by the teacher Auditorily Supportive Environment and resources checked by Coventry Sensory Team.
	Visual impairment	Darker ruled exercise books Writing slope Enlarged printing and retyped text if there is a picture underlay Yellow lines on playground and on edges Visual Supportive Environment and Resources checked by Coventry Sensory Team.
	Multi-sensory impairment	Sensory circuit Movement breaks linked to sensory needs
	Physical impairment	Moves Programme Individualised programme

These interventions are part of our contribution to Coventry Local offer.

9 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half termly.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10 How will the school resources be secured for my child?

The SENDCO determines the resources which are needed to support individual children. These are determined through external reports, observations of the child, pupil voice and the voice of staff working with the child.

Each child is individual, so the support and resources they require are individual to them. However, this may include some of the following:

- Extra equipment so the child can see real objects or practical maths resources
- Small group support under the direction of the teacher
- Vocabulary word mats, sentence starters etc
- External specialist observation and assessment

The school will cover up to £6,000 of any necessary costs through the notional budget for SEND. Where funding is beyond £6,000, the school alongside parents and external professionals will consider an application for an Education, Health and Care Plan (EHCP).

11 How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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

All pupils are encouraged to go on our school trips, including our residential trip in Year 6. Where necessary adaptations are made so that all pupils can fully participate in all activities.

All pupils are encouraged to take part in sports day, school performances and extra curricula events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

When the school is made aware of a child with SEND who is transitioning to our school. The SENDCO will do the following:

- Arrange for the parents and child to visit the setting. This enables the parent to share with the school directly the needs of the child and the support that they feel that their child needs.
- Arrange to visit the child in the current setting to see the support currently in place so that it can be replicated at Clifford Bridge after transition.
- Meet with the SENDCO at the current setting and adults familiar with the child to identify strategies that work for the child, but also strategies that do not work with the child.
- For a minority of children with SEND, Clifford Bridge offers a short, phased transition into the school, building up short amounts of time until the child is settled and able to stay fulltime. For this to be in place the school follows the Coventry Guidelines and time frame for part-time timetables. Each child will have an individual timetable with targets and regular meetings are held between school and parents.
- For children with an EHCP, access to school is via the Coventry High Needs Panel. Requested schools from parents are consulted with the child's EHCP. The school then responds whether they can meet the needs of the EHCP and able to offer a place. Clifford Bridge Academy always takes into consideration the needs of the child as outlined in the EHCP but also going to observe the child in the current setting and talking to adults familiar with the child.

13 How does the school support pupils with disabilities?

Clifford Bridge Academy supports children with disabilities through a range of strategies, services, and policies designed to ensure all students have equal access to education. These include:

- Individualised support as outlined in Pupil Passports, Individual Education Plans (IEPs) and/or medical support plans. This provides tailored targets and strategies.
- Specialist staff and resources including assistive technology, adapted equipment and visual timetables.
- Inclusive environments which may involve physical adaptations (e.g. ramps, accessible toilets), support for participation in school trips and activities and inclusive practices, respect and acceptance among all staff and students.
- Staff training that provides professional development and understanding
- Collaboration with specialist external professionals including Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists and others. Some SEND children may need to be supported by health professionals for medical needs. It is important that family feel involved through regular reviews and communication.
- Emotional and social support with access to pastoral team, raising peer awareness through workshops and/or assemblies, use of social stories and zero tolerance to bullying.

14 How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are actively encouraged to be part of the School Council and school Eco Council.
- Pupils with SEN are also encouraged to join any after school club that they have an interest in.
- We provide extra pastoral support for listening to the views of pupils with SEN. We run a nurture lunchtime club for pupils who need extra support with social or emotional development at unstructured time and Thrive groups in the afternoon provision.
- Throughout the school day, we have members of the pastoral team who can provide timely support for children's SEMH needs.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by regular training for staff on bullying. We also regularly have assemblies with a focus on friendships, when friends fall out and bullying so that the children are aware of what to do if they feel that they are being bullied.

15 What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitioning to a new year group in September

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed. SENDCO is also present at these meetings.
- The IEPs or Pupils Passports are updated and any reports/recommendations from external professionals received during the year will be shared with the new class teacher.
- A Coventry transition day in July, when the child spends the day with their next teacher.
- Pre- and post-transition day, children visit their new learning areas to allow them to be familiar with this new learning space.
- Provide SEN children with a photo book which includes photographs of their new classroom, new teacher and other key areas including toilets, coat pegs and building door they will enter and exit.

Transitioning to new schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The children complete their views section of their IEP/Pupil Passport showing what works for them and what to avoid. This is shared with the SENDCO at their new school so that all staff at the new setting can replicate the support given at Clifford Bridge Academy.

Pupils will be prepared for the transition by:

- Discussion with the pupil about the Secondary school and answering any questions that they may have.
- Meeting with the SENDCO prior to transition days so that they can share their worries before the visits and understand from the SENDCO what to expect on the transition days.
- Additional transition visits to the school with the Primary SENDCO/SEN TA. These are held prior to transition day, so that pupils with SEND understand the layout of the new school and known faces before the transition days with all children.

16 What support is in place for looked-after (CIC) and previously looked-after children with SEN?

Mrs Robinson (Deputy Headteacher) is our designated teacher for Children in Care (CIC) and they will work with our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Mrs Sutherland as Pastoral Manager has a close working relationship with children who are looked after. She meets regularly with the children and co-ordinates the EPEP with the child, carers, parents and social workers.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (EPEP). We will make sure that the EPEP and any SEN support plans or EHC plans are consistent and complement one another.

17 What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. The SENDCO will meet with the parents and child to see if the matter can be resolved. If this doesn't resolve the concerns, then the school complaint's policy will be followed.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Suspension
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18 What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch with Mrs Dainty and they will want to support you, your child and your family.

Coventry's SEND Local Offer can be accessed through the following link – [Coventry SEND Support Service – Coventry City Council](#)

Coventry's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

SEND information, advice and support are available from the following:

- SENDIAS – [Home – SENDIASS](#)
Contact : 024 7669 4307 IASS@coventry.gov.uk

19 Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **RISE** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
 - **EHCP** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
 - **EP** – Educational Psychologist
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
 - **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
 - **SALT** – Speech and Language Therapist
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
 - **SEN support** – special educational provision that meets the needs of pupils with SEN
 - **STS** – Specialist Teaching Service
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages