Clapham Manor Primary School

SEND Information Report

For Parents and Carers of Children with Special Needs

Date Reviewed	25th March 2026	**Review Date**	Spring 2027
Signature of Chair of Governors	Mr. John Knight and Ms. Hannah Sheehan 		
Signature of Headteacher	Mr. James Broad 		

Clapham Manor Primary School aims to eliminate discrimination and promote equal opportunities by tailoring teaching, learning, and training opportunities to cater to the diverse needs of all its pupils.

We are an inclusive school committed to giving all our pupils every opportunity to achieve the highest of standards. We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and able to make a successful transition into adulthood.

We provide education for all pupils through a variety of access strategies and the provision of resources and facilities as necessary. All pupils' needs are considered and a range of flexible responses are available to accommodate and value their diversity.

When necessary we support learning with the support of external specialists, tailored to the individual needs of pupils as required.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying and assessing pupils with SEND

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, the school has a clear approach to identifying and responding to SEND in line with the SEND Code of Practice, the Equalities Act and other legislation.

Staff identify pupils who may need additional support through continuous monitoring of progress and professional conversations using the Graduated Approach as outlined below and in the SEND Code of Practice. With the support of the LMT (Leadership and Management Team), classroom teachers conduct regular progress assessments for all pupils which are informed by assessments and outcomes in pupils' books. In these meetings, we carefully track the progress of each child in Reading, Writing and Maths as well as their overall development and well-being. Where a pupil is not meeting age-related expectations and making less progress given their age and individual circumstance, we will quickly identify how best to support them.

'Less than expected progress' is characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Who do I contact if I have questions or concerns about my child?

If you believe your child might have a special educational need, it is important that you raise this with your child's teacher. Regular Parent and Teacher meetings provide an opportunity for parents and teachers to discuss each child's progress, the support in place and any concerns. If you have a concern that you would like to raise at any other time you can email or speak to your child's teacher at drop off or collection to arrange a time to meet. A meeting may be arranged with the Special Educational Needs and Disability Coordinator (SENDCo), if necessary.

Our SENDCo is Ms Ojo, she holds the National Award for SEN Coordination (NASENCO) and is also the school's Deputy Headteacher.

You can contact our SENDCo at senco@clapham-manor.co.uk.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We always consider each pupil's strengths as well as their difficulties. It is also very helpful for the outcomes of any private assessments arranged by parents to be shared with the school so that we can have a joined-up approach.

We will use all this information to determine the support that is needed and whether we can provide it within our universal provision or need to refer for further information. Whilst we monitor and observe children who are accessing outside agency referrals, the child's name will be placed on an internal monitoring list which is a monitoring tool to help the SENDCo track the progress of these children and their assessment. All referrals to these professionals, organisations and services are handled by the SENDCo (and Headteacher, where appropriate). Parents will always be informed and their consent sought for any medical or developmental referrals. This does not mean that this child is on the school's SEND register.

What support is available for my child?

Universal Provision

At Clapham Manor Primary School, we recognise that the quality of teaching within the classroom has the greatest influence over children's progress. We therefore invest in training, resources and monitoring to ensure our classrooms are an inclusive place for all children. In most cases, pupils' needs can be well met within the classroom through Quality First Teaching and our Inclusion Offer, which champions the classroom as an equitable learning space where everyone is welcome. Our teachers are highly skilled in adaptive practices such as:

- Adapting the activity/task to ensure that all pupils are able to access it
- Adapting their teaching e.g. by allowing longer processing times, pre-teaching of key vocabulary, breaking instructions and tasks down
- Adapting resources e.g. providing additional prompts, scaffolds, the CPA approach in mathematics and visuals to support Dyslexic learners
- Directing teaching assistants to support individuals and groups of children within the classroom, where this resource is available
- Using recommended aids, such as IT, coloured overlays, visual timetables, visual aids and sand timers.

Targeted Interventions and Support

Some children may require targeted interventions or support in addition to the Universal Provision described above. Accessing this support does not necessarily mean your child will be placed on the SEND register.

All our class teachers are teachers of SEND and look out for any children who aren't making the expected level of progress in their work or socially and emotionally. If the teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning and will make an internal referral to the school SENCo.

Teachers work closely together with teaching assistants, who have a wide range of skills, training and experience in different areas of SEND, to plan and run these interventions and organise support, under the guidance and direction of the SENDCo.

Additional interventions are planned to enable children to make progress, fill gaps in learning and work at, or above the expectations for their age. These are generally taught in a small group and are reviewed every 10 weeks. This support may include:

See list of examples:

- Focused in-class TA support
- Extra reading support (e.g. 1:1 with a TA, HLTA or teacher)
- Small group spelling/phonics support
- Use of ICT (e.g. laptop, iPad)
- Use of an individual visual timetable
- Use of specialist equipment such as seating or learning aids
- Lunchtime support and provision of structured activities

Support staff work flexibly with groups and individual pupils across the school. We always follow best practice guidelines (including the key principles published by the Education Endowment Foundation) on the effective use of teaching assistants to support our pupils towards independence. We want to avoid pupils becoming over-reliant and dependent on adult support whilst at the same time receiving the help that they need.

In addition, we have a Learning Mentor who works with children with social, emotional and mental health needs (SEMH), both individually and in groups. We use the Thrive approach to assess children and plan their support.

Specialist Support

A child identified as having SEND may also receive 'Specialist' interventions. These may be provided individually or in a small group, and the support provided is personalised to enable the child to achieve his/her potential. This support is additional to or different from the everyday curriculum for that class and is detailed in a tailored Learning Plan. This plan is prepared by the SENDCo and class teacher and is reviewed termly. It may also include provision and/or advice from an external agency or professional. We work closely with external professionals and organisations and services who provide specialist support to those children who require it. These professionals include but are not limited to the following:

- Speech and language therapy
- Occupational therapy
- Dramatherapy
- Physiotherapy
- CENMAC (Assistive Technology in Education)
- Visual Impairment support team
- Lambeth Autism Advisory Service

Any reports will be shared with parents and relevant staff members. For regular support, such as Speech and Language Therapy, parents are given regular updates on their child's progress. Advice and recommendations from external professionals are always shared with relevant school staff and are implemented whenever possible and appropriate within the context of our school.

When planning and allocating external costed provision, the school must make decisions based on the needs of all our pupils with SEND. Where an Education and Health Care Plan (EHCP) stipulates

the involvement of external specialists, the school has an obligation to provide this and will always make reasonable endeavours to do so.

SEN Support and Education and Health Care Plans (EHCPs)

For children with more complex or significant needs, a more personalised and specialist approach might be required. In such cases the child will be added to the school's SEND Register. This is a dynamic list that children can be added to or removed from at any time, depending on how appropriate it is to their needs. It is the decision of the school who is placed on the SEND Register and parents are informed of this by the SENDCo.

In some cases, a child might require an Educational, Health and Care Plan (EHCP). This is a legal document that describes a child's special educational needs, the support they require and outcomes they would like to achieve. The support in these plans must be provided by the local authority, meaning that an EHCP can give a child extra educational support as well giving parents more choice about which school their child can attend.

An EHCP can only be issued after a child has gone through an EHC needs assessment.
A needs assessment can be requested by the SENDCo or parents. For further information about EHCPs please visit:
https://www.ipsea.org.uk/pages/category/education-health-andcare-plans

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 children in their class.

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:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting 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 fonts, Communication in Print etc.
- Teaching assistants may sometimes support children on a 1-to-1 basis when delivering specific programmes
- Teaching assistants may support children in small groups when the curriculum is adapted and is different from the rest of the class

How will the school measure my child's progress?

We use a 4-part cycle known as the Graduated Approach to identify children who may benefit from additional targeted support:

Graduated Approach

1. Assess
The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

2. Plan
In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

3. Do
The pupil's class or subject teacher retains overall responsibility for their progress and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with an agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The views of external professionals who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

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

We understand that you know your child's needs and aspirations and 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 so that we can build a better picture of how the SEND 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.

The class teacher will discuss your child's progress with you at Parents' Evening when you will be informed of your child's progress. We will invite you in to discuss any concerns so that we can work together to support your child. We will work with you to make any referral to outside agencies if appropriate.

We will provide annual reports on your child's progress.

If you would like to discuss your child's needs outside of the annual report or termly parent evenings, please contact your child's class teacher or the SENDCo.

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 and understanding. We recognise that no two 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, including annual reviews where appropriate
- 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

My child has an identified SEND need, how will they be supported when they join your school?

If your child has been allocated a place in our school by the local authority and they have a special educational need, please contact us as soon as you are offered the place as we may not have details of their needs at this stage. Once we are aware of your child's needs, we will work to identify how best to support their transition to school by:

- We will invite you to visit the school with your child and meet the SENDCo and the class teacher
- If other professionals or outside agencies are involved in supporting your child where possible, a Multi-Agency Team (MAT) meeting will be held where possible to discuss your child's needs. We will share strategies that are used, and ensure provision is put in place, ideally, before your child starts school
- If applicable the SENDCo will make a home visit with the class teacher
- If applicable the SENDCo will liaise with the current setting your child attends
- We may suggest adaptations to the transition period to help your child to settle more easily, but these will be agreed with you
- The staff will closely monitor the progress your child makes and discuss this with you.

If your child already has an EHCP, an application to the school must be made via their home local authority's Special Educational Needs team.

How will you support my child when they are leaving this school, or when moving on to another class?

When your child moves classes at the end of the year within Clapham Manor:

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

- The current and new class teachers have a transition meeting to share information and strategies
- Any support staff who work with your child have a transition meeting to share information and strategies
- All children have a transition session where they meet their new teacher in their new class
- Identified children will receive a transition book which outlines what to expect in their new class
- Consistent policies and procedures across the school reduces the amount of change for all children

If your child is moving to another school:

- If your child has an ECHP then this move will be managed through the process of an emergency annual review and Lambeth will consult with your preferred school or schools.
- We will contact the new school's SENDCo to share information
- If your child has an EHCP we will make a transition book for your child
- All safeguarding information, is shared with your child's new school as this is legally required
- We will make sure all other records of your child are passed to the new school as soon as they start their new school

When your child moves on to secondary school:

- If your child has an EHCP the SENDCo will be invited to attend the annual review or a transition meeting
- The SENDCo or Head of School attends a Secondary transition meeting with Secondary staff across Lambeth schools to share appropriate information about your child to support their transition
- Where possible your child will visit their new school and in some cases staff from the new school may visit your child at Clapham Manor

What support is available for me as a parent of a child with SEND?

You will be invited to book a Parents Evening appointment to share information regarding the progress of your child. The SENDco can attend these meetings on request. By doing this, we can ensure that there is consistency in the nature of the support your child receives and discuss what has worked well and what needs to be revised.

All information from outside professionals (e.g. Speech and Language Therapist or Educational Psychologist), will be discussed with you by the person involved directly or, where this is not possible, presented in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Where considered helpful, a home/school contact book may be used to support communication between school and home.

Workshops for parents of all children in the school are held, when considered necessary, for example in relation to reading, phonics, maths and online safety. Your child's class teacher will be happy to discuss any necessary adaptations for your child.

Information on additional workshops held by external professionals is shared in the fortnightly newsletter.

Lambeth Local Offer

Further information specific to EHCPs in Lambeth as well as information about activities, events and support which is available for children with special educational needs and their families in the borough, please refer to the Lambeth local offer which can be found by visiting: https://www.lambeth.gov.uk/lambeths-send-local-offer

What if the child is looked after by the local authority and had SEND?

If a child is looked after by the local authority Clapham Manor will undertake the following actions:

- The teacher responsible for looked after children will meet with the virtual school and the child's carer/s to formulate a Personal Education Plan, highlighting the support to be provided to the child and how any additional funding will be spent to support the child
- Work collaboratively with the virtual school and the child's carer/s to apply for an EHCP and/or any other support as appropriate

What if my child has SEND and is a victim / accused of bullying?

We do not accept or tolerate bullying in any shape or form at Clapham Manor Primary School. Through our Personal, Social, Health and Economic (PHSE) curriculum, our assemblies and special events, for example Anti-Bullying week, we equip all the children with an understanding of what bullying is and how they can protect themselves from being bullied or bullying others. We understand that some children may find relationships harder to develop and manage than others and we can offer additional support through:

- Social stories
- Comic strip conversations
- Social skills groups
- SALT
- Learning Mentor support
- Thrive
- Pastoral Support Plan (Behaviour)
- Playground support

If you feel your child is a victim of bullying, please contact the school as soon as possible so that your concerns can be addressed and any bullying stopped.

Who should I contact if I have a complaint about the support provided for how my child with SEND?

- If you have a complaint about the school's, SEND provision you should arrange to meet with the SENDCo initially.
- If you felt that your complaint had not been addressed, please follow the complaints procedure on the school website.

Please read our SEND Policy for further information.