CLUTTON PRIMARY SCHOOL

Special Educational Needs & Disabilities (SEND) Information Report September 2026–2027

Published: September 2026 | Special Educational Needs Co-ordinator (SENCo): Mrs L Muckley
Part of the Midsomer Norton Schools Partnership (MNSP)

> At Clutton Primary School, we strive to support all our children and enable them to reach their full potential. We believe that every pupil, regardless of gender, race or disability, has an equal right to a broad, balanced, and ambitious curriculum. Quality first teaching is vital; however, for some children, additional and targeted provision is put in place to support their learning journey and celebrate both effort and achievement.

What kinds of special educational needs are provided for at Clutton Primary School?

At Clutton Primary School, we believe that every pupil has a right to equal access to a broad and balanced curriculum. We support children across all four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction:** Support for speech, language, and social communication difficulties, including Autism Spectrum Condition (ASC).
- **Cognition and Learning:** Support for children who learn at a slower pace or have specific learning difficulties such as Dyslexia or Dyscalculia.
- **Social, Emotional and Mental Health (SEMH):** Support for children experiencing emotional difficulties, anxiety, mental health needs, or behavioral challenges.
- **Sensory and/or Physical Needs:** Support for children with visual, hearing, medical, or motor coordination difficulties.

How does the school identify children who may have special educational needs?

When children have an identified SEND before joining Clutton Primary School, we work closely with feeder settings, parents, and external professionals to share information and ensure provision is ready ahead of transfer. For in-year transfers, collaborative meetings and additional visits are arranged to agree a personalized Support Plan.

If staff or parents suspect a child has unidentified SEND, we follow a rigorous identification process using observations, termly tracking data, and standardized diagnostic assessments. A range of specialized diagnostic tools is used by the SENCo and Specialist Teachers:

- Salford Sentence Reading and Comprehension Test
- Phonological Assessment Battery (PhAB)
- Neale Analysis of Reading Ability

- Dyslexia Portfolio
- Sentence Completion Test
- Basic Number Screening Assessment & Diagnostic Test
- Wide Range Achievement Test (WRAT)
- Young's Parallel Spelling Test
- Hodder Group Reading Assessment
- British Picture Vocabulary Scale (BPVS)

What will happen if my child does have SEND? (The Graduated Approach)

The school follows the statutory Graduated Approach cycle: Assess, Plan, Do, Review. This ensures provision is continuously adapted to meet your child's evolving needs:

- **1. Assess:** Individual strengths, barriers, and baseline attainment are comprehensively assessed.
- **2. Plan:** A personalized Support Plan is co-created by the SENCo, class teacher, parents, and child, outlining SMART targets.
- **3. Do:** High-quality, adapted classroom teaching and targeted interventions are delivered daily.
- **4. Review:** Progress towards targets is formally reviewed at least twice a year (and up to three times a year) with parents.

How is the decision made about what type and how much support my child will receive?

Each child is assessed individually. Support packages are tailored according to the severity of need and regularly adjusted. Decisions are informed by class teacher assessment, SENCo evaluations, and recommendations from external specialists (e.g., Educational Psychologists, Speech & Language Therapists). Regular review meetings are held between class teachers and parents to review impact and determine next steps.

How will I know how well my child is doing?

Your child's progress is monitored continuously by the class teacher, SENCo, and Senior Leadership Team through:

- **Half-Termly Academic Tracking:** Progress is evaluated every half term against National Curriculum Age Related Expectations (ARE).
- **Support Plans & Provision Maps:** All children on the SEND register have a One Page Profile and targets recorded on a Provision Map/Support Plan, reviewed every term.

- **EHCP Annual Reviews:** Formal statutory review held annually with parents and all involved professionals to review long-term outcomes and LA provision.

How can I be involved in my child's education?

Parental partnership is central to our ethos. Parents contribute through:

- **Regular Consultations:** Formal meetings held three times a year to review Support Plans, plus termly parent/teacher consultation evenings.
- **Informal Contact:** Open-door policy for informal catch-ups at the end of the school day.
- **Specialist Collaboration:** Home/school communication books, multi-agency Team Around the Child (TAC) meetings, and direct discussions with the SENCo and specialists.

How will my child be involved in their own learning?

Children are empowered to take ownership of their learning every day. They participate in marking, respond to feedback, and discuss targets with staff. Each child on the SEND register maintains a personalized Learning Profile celebrating achievements. Children with EHCPs are actively invited to share their views and participate in their Annual Review meetings.

Who is involved? Roles & Responsibilities

Class Teachers

- Delivering Quality First Teaching adapted to individual needs (differentiation and adaptive strategies).
- Developing Single Support Plans (SSPs) and sharing/reviewing these with parents at least 3 times a year.
- Ensuring all staff working with the child are fully briefed on individual needs, profiles, and required adaptations.

Learning Support Assistants (LSAs)

- Allocated to support pupils with specific educational needs or EHCP provision, delivering targeted 1:1 and small group interventions.

Special Educational Needs Co-ordinator (SENCo) – Mrs L Muckley

- Co-ordinating all SEND provision across the school and developing the SEND policy.
- Liaising with external agencies (Speech & Language, OT, Educational Psychology, Health).
- Maintaining the SEND register and supporting staff with specialized training and Support Plan development.

Head Teacher – Mrs L Cowgill

- Overseeing day-to-day management of SEND provision and ensuring statutory compliance and governor reporting.

SEN Governor – Mr Kristian Hansen

- Monitoring SEND provision, meeting regularly with the SENCo as a critical friend, and reporting annually to the Governing Body.

What targeted interventions and support programmes are provided?

Clutton Primary School offers a broad spectrum of evidence-based interventions tailored across the four areas of need:

Area of Need	Specific Interventions & Targeted Support Offered
Cognition & Learning	TA in-class support; Flexible in-class groupings; Numeracy support; Additional subject intervention sessions in English & Maths for pupils working below Age Related Expectations.
Speech, Language & Communication	Dyslexia screening; Units of Sound programme; Communication & Language intervention groups; Supported Break and Lunchtime provision.
Social, Emotional & Mental Health (SEMH)	Mental Health Support Team (MHST) input; Emotion Coaching through THRIVE and ELSA; Forest School nurture sessions.
Physical & Sensory Needs	Occupational Therapy assessment and programmes; Fine motor & Handwriting interventions; Laptop access and specialist equipment.

How will Clutton Primary School allocate resources to support my child's needs?

The school budget includes money for supporting children with SEND. The Senior Leadership Team, in conjunction with the School Business Manager, decide on the allocation of total budget for SEN in consultation with the school governors. The Senior Leadership Team discuss all the information they have about SEN in the school and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and outside specialists and to buy resources and equipment.

Where a child has significant needs that the school feels it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the Local Authority. Parents can also request that the Local Authority carry out a statutory assessment of their child's needs.

The Local Authority's 'Local Offer' is available on the B&NES website:

https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send

How are staff trained to support children with SEND?

Staff professional development is continuously updated to reflect the needs of our pupils. The SENCo holds the accredited National Award for SEN Co-ordination. Key staff training priorities include:

- Updated whole-staff training on ADHD awareness and classroom strategies.
- Updated whole-staff training on Autism Spectrum Condition (ASC).
- CPD support for all teachers to enhance literacy understanding across the curriculum.
- Differentiating learning effectively for pupils.
- Staff training with Mental Health Support Team webinars, continuous adaptive teaching strategies, parent communication, and the Assess-Plan-Do-Review (ADPR) process.

How will Clutton Primary School support my child's transition?

- **Early Years / Reception:** Early Years induction in Term 6 includes school visits, parent induction meetings, pre-school observations by the Reception teacher, optional home visits, and a staggered two-week start.
- **In-Year Transfers:** Academy transfer procedures are followed; records are transferred promptly, and personalised visits are arranged.
- **Year 6 Secondary Transition:** Additional transition visits to secondary schools, SENCo-to-SENCo handover meetings, and parental planning sessions.

What are the accessibility arrangements and premises facilities?

Clutton Primary School is committed to providing an accessible environment. Premises feature wide doorways across most of the school and fully adapted toilet and changing facilities for disabled users. Premises accessibility is reviewed annually by Governors in accordance with the MNSP Accessibility Policy (September 2026).

How does the school evaluate the effectiveness of SEND provision?

Provision effectiveness is evaluated through:

- Regular evaluation of class provision maps and Support Plan outcomes three times per year.
- Pre- and post-intervention assessment data tracking progress in specific skills.
- Whole-school academic tracking data reviewed termly by the SENCo and Senior Leadership Team.
- Pupil voice interviews capturing pupils' experiences and informing classroom adaptations.

How are activities, school trips, and pastoral wellbeing supported?

All extra-curricular activities and school trips are available to pupils with SEND. Comprehensive risk assessments are completed, and 1:1 adult support is provided where necessary. Financial assistance via Pupil Premium is available where needed.

Pastoral wellbeing is supported through Circle Time, nurture/friendship groups, ELSA/THRIVE emotion coaching, and 1:1 teacher mentoring. External health support is accessed via the School Nurse, CAMHS, Off the Record, and the RUH Bath Physical & Sensory Disability team.

What specialist services and Trust policies apply?

The school accesses a wide range of external services including Autism Outreach, Behaviour Support, CAMHS, Educational Psychology, Occupational Therapy, School Nursing, Social Care, Sensory Support, Physiotherapy, Play Therapy, and EMTAS.

Provision operates under Midsomer Norton Schools Partnership (MNSP) policies:

- MNSP SEND Policy (September 2026)
- MNSP Accessibility Policy (September 2026)
- MNSP Alternative Provision (AP) Policy (June 2026)

Key Contacts & Local Offer

If you wish to discuss any aspect of your child's SEND provision, please contact us:

- **SENCo/Deputy Head:** Mrs L Muckley
- **Headteacher:** Mrs L Cowgill
- **SEN Governor:** Mr Kristian Hansen
- **School Office Telephone:** 01761 452510 | Email: office@clutton.mnsp.org.uk
- **Bath & North East Somerset (B&NES) Local Offer:**
  https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send