



THE SEND INFORMATION REPORT 2025-2026

School Vision Statement for Children with Special Educational Needs and Disabilities:

Our vision is driven through a passion and commitment to include everyone:

At Clarksfield, we aspire to create a nurturing and inclusive learning environment where every child, regardless of their abilities or challenges, feels valued, supported, and empowered to succeed. Our vision for Special Educational Needs and Disabilities (SEND) is deeply rooted in principles of relational, restorative, and trauma-responsive education.

We believe in celebrating the unique strengths and meeting the individual needs of every child and family. Through ongoing development, we are dedicated to crafting an inclusive curriculum and therapeutic environment that not only benefits learners with SEND but enriches the educational experience for all. By fostering a culture of empathy, understanding, and collaboration, we aim to form positive and impactful relationships with all individuals, including those with complex communication, interaction, and social-emotional needs.

Our commitment extends to creating the right environment and providing effective adaptations and scaffolds for all learners to thrive. We reduce the need for drastic adjustments to the curriculum by proactively addressing the diverse needs of our students. It is our belief that every learner, including those with SEND, deserves a localised approach to access knowledge and cultural capital, ensuring that our practices and resources are accessible to all.

At Clarksfield our vision for SEND goes beyond meeting statutory requirements; it's about building a community where every child feels seen, supported, and inspired to reach their full potential. Through our unwavering commitment to inclusivity, research-based practices, and compassionate support, we strive to create a future where every learner can thrive and succeed.



Roles and Responsibilities in the School for children with SEN

Role	Responsibility
<p>Class Teacher (s) Nursery Mrs A Seed Reception Miss M Abercrombie and Mrs E Philburn Year 1 Miss R Begum and Mrs C Hodkinson Year 2 Miss L Collier and Miss A Rehman Year 3 Mrs S Rania, Miss Z Mohammed and Miss M Tamosiunaite Year 4 Miss K Heptonstall and Miss K Cooper Year 5 Mr S Rahman, Miss L McDowell and Mr N Prendergast Year 6 Mrs E Smith, Mrs S Kausar and Miss L Jones</p>	<p>To provide good quality first teaching by:</p> <ul style="list-style-type: none"> • Taking into account the views of parents/carers and young people • Identifying and assessing individual need and tracking progress • Planning and delivering a challenging and adapted curriculum which ensures the progress of all children • Using prior knowledge as a starting point for learning • Adapting teaching strategies to meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Creating a classroom atmosphere which encourages and values the contributions of all children • Supporting the identification, planning and provision for children needing extra support and raise initial concerns to the SENCo. • Devising personalised Support Plan or ITP with support from the SENCo. • Implementing the advice from outside agencies to support the learning and progress for identified children

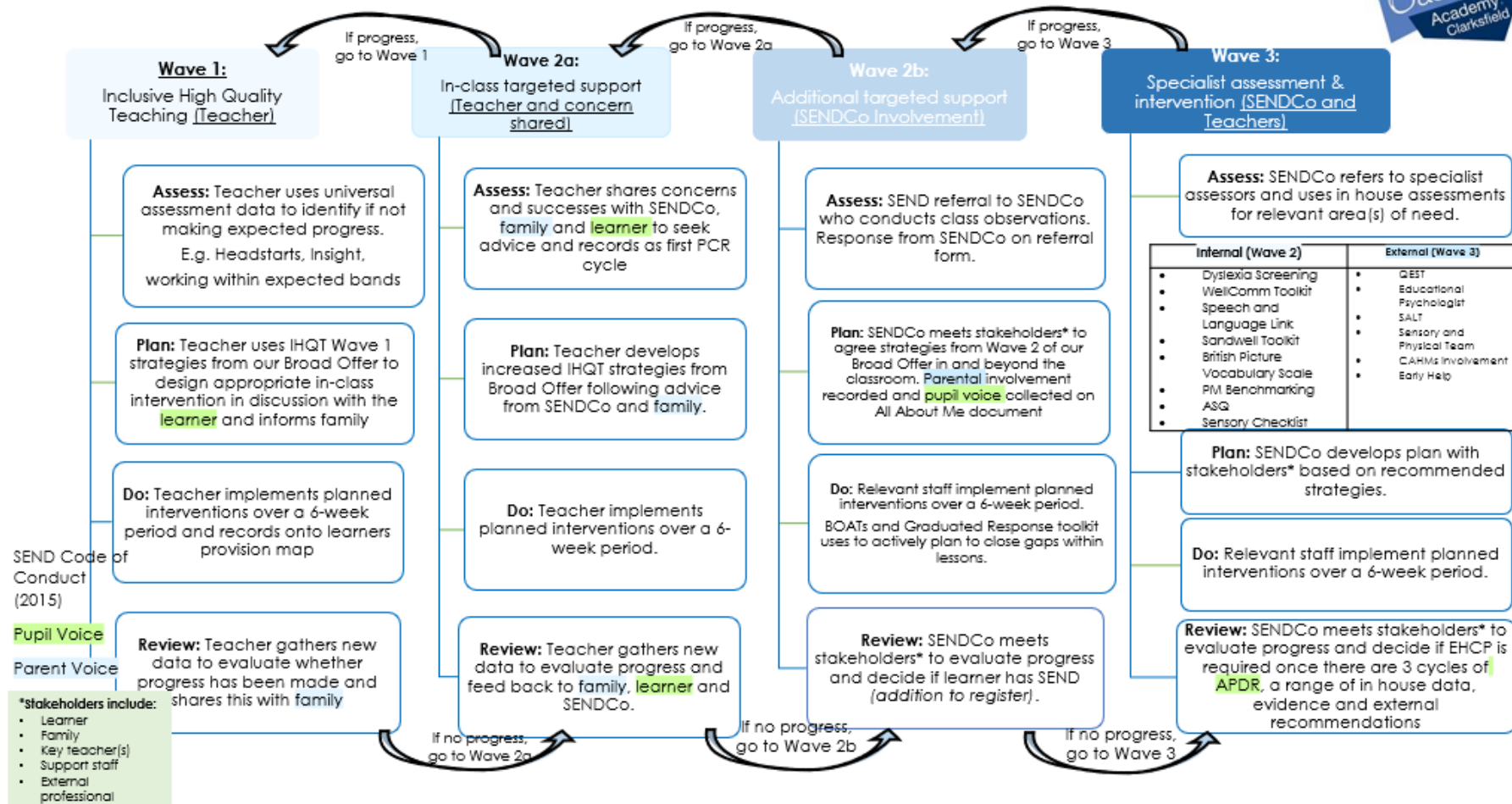
Role	Responsibility
<p>Assistant Principal for Inclusion Miss Z Mohamed</p>	<p>To develop, alongside the Principal, the strategic development of SEN provision, within the school, by:</p> <ul style="list-style-type: none"> • Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision • Make sure the SEND policy is fully implemented, and its objectives are reflected in the school development plan • Contribute to school self-evaluation, particularly with respect to provision for students with SEND • Maintain up-to-date knowledge of national and local initiatives that may affect the Academy's policy and practice • Facilitating training for teaching staff where appropriate • Key point of contact for support and advice for the identification of needs and provision

<p>SENDCo Miss L McDowell</p> <p>Deputy SENDCo Miss K Money</p> <p>SEND Admin Mrs C Lomas-Fowler</p>	<p>To develop, alongside the Assistant Principal, the strategic development of SEN provision, within the school, by:</p> <ul style="list-style-type: none"> • Creating an overview of the needs across the school • Providing a report for the termly Monitoring and Standards Team • Facilitating training for support staff where appropriate • Responsibility for whole school SEND processes. • key point of contact for support and advice for the identification of needs and provision • Working in partnership with pupils, parents/carers and professionals to improve outcomes • Liaising with a range of agencies and ensuring the implementation of support programmes 	
<p>Safeguarding Officer/ Attendance officer: Mrs L Cassin</p> <p>Pastoral LSA Miss M Majeed</p>	<p>To assist in the early identification on SEN children, share any information relevant that may affect a child's learning and cause additional needs and to support Early Help Assessment (EHA):</p> <ul style="list-style-type: none"> • Regular meeting with SENDCo and principal. • Share any information on new pupils to the school that may relevant with SENDCo and staff. • Work with SENDCo regarding EHA. • Share necessary information regarding children with SEN from vulnerable families. 	
<p><u>Learning Support Assistants</u></p> <p>EYFS Mrs G Nelson Mrs C Topham Mrs T Sultana Miss K Maders Miss T Akhtar</p> <p>KS1 Mrs K Madden Mrs R Khokar Mrs Bramwell Mrs F Noor Miss L Aspin Miss M Malik Miss L Hussain Mr F Winterbottom Miss S Slater</p>	<p>LKS2 Miss S Akhtar Miss T Khanom Miss D Rinne Mrs N Shah Miss K Rash</p> <p>UKS2 Miss R Tehseen Mrs Fitzpatrick Miss M Dhanjal Miss S Kelly</p> <p>The Hive Team Mrs A Iqbal Mrs I Ali Miss M Majeed</p>	<p>To support the work of the class teacher by:</p> <ul style="list-style-type: none"> • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their Individual Support Plans • Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes • Supporting identified children through mentoring sessions, draw and talk, lunchtime nurturing group under the direction of SENDCo • Identified children will attend 'The Hive'. This room is run by The Hive Team and is overseen by the SENDCo, where children receive intensive intervention for Mathematics and English as well as building social and resilience skills. • Providing small group assistance working directly with pupils who have specific learning needs, helping them stay on task, understand instructions, and complete work. • Help create a calm, structured, and supportive environment that reduces anxiety and promotes learning

<p>Principal Miss R Morrish</p>	<p>The day-to-day leadership and management of all aspects of the school including the provision made for children with Special Educational Needs (SEN).</p>
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How are Children with Special Educational Needs Identified?

SEND Graduated Response and Provision Cycle at OAC





THE GRADUATED APPROACH
What does this mean?

INCLUSION DRIVEN THROUGH PASSION



<p>Assess & Review</p>	<p>Meetings are held each term to look at progress of all children. There will be discussions with key staff to plan for additional support and the outcomes expected from this intervention. You and your child will be invited to contribute to these discussions. In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent. At the termly parents' evenings you and your child will be invited to review the support and the targets that have been in place and work together to plan for the next term.</p>
<p>Plan & Do</p>	<p>Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a Support Plan, an Individual Target Plan or provision map – depending on level and type of additional need. This will consider your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review.</p>

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning considers the individual needs and requirements of all children though:

- Learning adapted to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long-term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning and children may attend The Learning Support Centre provision if more intensive, targeted intervention is required. This decision is made by the SENDCo, the class teacher and the Senior Leadership Team.
- Integrating resources and strategies as recommended by specialist agencies

How are staff kept up to date with the Special Educational Needs in the school?

The school recognises the importance of the National Award for Special Educational Needs Accreditation, Miss Mohamed and Miss McDowell has completed the award and Mrs Money is in the process of completing the NPQSEND (with a 2026 completion date). The SENDCos actively engage in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEN. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met.



Please speak to the SENDCo or Pastoral Team if you need any guidance:

- Behaviour Support (Jigsaw)
- Healthy Young Minds
- Community Paediatrician
- Educational Psychologist
- POINT Parents of Oldham in touch- POINT
- Special Educational Needs and Disabilities Information and Advice Support Service-SENDIASS
- Hearing Impairment Service
- Occupational Therapy
- School Nurse
- Social Care
- Speech and Language Therapy
- Virtual School for Children who are Looked After
- Visual Impairment Service
- Physical Impairments Service
- Quality and Effectiveness Support Team- QEST
- Additional and Complex Needs Support team- ACNS

How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

When moving to secondary school the SENDCo will liaise with all of the receiving schools, alongside the parents regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties.

There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

ADD	Attention Deficit Disorder	ILP	Individual Learning Plan
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ADHD	Attention Deficit and Hyperactivity Disorder	ISR	In School Review
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition	KS	Key Stage
ASP	Additional Support Plan	LA	Local Authority
BESD	Behavioural Emotional and Social Difficulties	LAC	Looked After Child/Children
CAF	Common Assessment Framework	MLD	Moderate Learning Difficulty
CAMHS	Child and Adolescent Mental Health Service	NC	National Curriculum
CAPS	Children and Parents Service	OT	Occupational Therapist
CIN	Child In Need	PEP	Personal Education Plan
CoP	Code of Practice	PHP	Positive Handling Plan
CP	Child Protection	PSP	Pastoral Support Programme
DCD	Developmental Co-ordination Disorder	P&FSW	Pupil and Family Support Worker
DDA	Disability Discrimination Act	SaLT	Speech and Language Therapy
DfE	Department for Education	SEN	Special Educational Needs
EAL	English as an Additional Language	SENDSCO	Special Educational Needs and Disability Coordinator
EHA	Early Help Assessment	SpLD	Specific Learning Difficulty
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
ELP	Enhanced Learning Provision	TAC	Team Around the Child
EP	Educational Psychologist	UIFSM	Universal Infant Free School Meals
EWO	Education Welfare Officer	VI	Visual Impairment

INCLUSION DRIVEN THROUGH PASSION



FSM	Free School Meals/
HI	Hearing Impairment
HV	Health Visitor