



Clover Hill Primary School

SEND Information Report

friendship
achievement strengths
success inclusion
respect aspiration confidence
compassion belonging understanding
diversity progress voice kindness
independence acceptance communication
celebrate collaboration support equity
opportunity empathy nurture participation
community wellbeing thrive
together

September 2026



Introduction

At Clover Hill Primary School, we are committed to providing an inclusive environment where every child can achieve their full potential. This report outlines how we identify, assess and support pupils with special educational needs and disabilities (SEND), in line with the SEND Code of Practice (2015). You can find further information about local support through the Gateshead Local Offer

<https://www.gateshead.gov.uk/article/32439/Gateshead-SEND-Local-Offer>

Our SENDCo is Sara Farnaby who can be contacted via email: cloverhillprimary@gateshead.gov.uk

Identification of Need

At Clover Hill Primary School, we believe that every child has unique strengths, talents and potential, and we work hard to create an environment where all pupils can thrive. Our approach focuses on identifying what children can do and building on their individual abilities, rather than solely focusing on what they find difficult. We recognise that barriers to learning often arise from the way environments, routines or expectations are structured, so we adapt these to ensure that every child can participate fully in school life. The difficulties that we often see at Clover Hill fit into four broad categories. Each child is different and unique and some may have needs that stretch across more than one of these areas. The table below outlines the four broad areas and also gives more information about some of the many different approaches we can take at Clover Hill to support individual needs.

By valuing strengths, promoting independence and celebrating success in many different forms, we aim to ensure that all children feel confident, capable and included in our school community.

It is for this reason that we have a strong and successful universal offer which is available to all regardless of need but supports the majority of children to be happy, confident and successful in school. At Clover Hill, we call this **Adaptive High Quality Teaching** that we describe as an invisible web of support that sits under every child and helps them to have a positive learning experience. It includes but is not limited to the following: careful seating plan, predictable routines, spiral curriculum in which opportunities to practice and revisit skills and concepts are built in, collaborative learning, clear communication, timing support and most importantly relationships. As a staff team, we work hard to build positive, trusting relationships with our children and create an environment in which everyone feels valued, supported and challenged to do their best and to achieve. Adaptive High Quality Teaching at Clover Hill means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.
- If your child's teacher has decided that your child has gaps in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.

Area of Need	Description	Support offered at Clover Hill
Communication and Interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils with Autistic Spectrum Condition often have needs that fall in this category and so those with Speech, Language and Communication Needs	• Individual or small group sessions working on advice received from speech therapy. • Sessions to develop inference and understanding • Sessions to identify emotions and communicate feelings with others. • Sessions to develop strategies for managing emotions. • Sessions to build vocabulary and expressive language
Cognition and Learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Difficulties, which impact one or more specific aspects of learning, such as: ✿ Dyslexia, dyscalculia and dyspraxia ✿ Moderate learning difficulties ✿ Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment	• Sessions to support maths and number skills • Sessions to provide additional reading support • Sessions to provide support with spelling • Sessions to support sentence construction
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: ✿ Mental health difficulties such as anxiety, depression or an eating disorder ✿ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ✿ Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.	• Hub support with mental health lead • Adaptations to school entry • Board games hub • Sessions with our own Emotional Literacy Support Assistant (ELSA)
Physical and Sensory	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: ✿ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ✿ A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.	• Adaptations to uniform • Sessions to support pencil control • Sessions to support handwriting • Sessions to support fine motor control and finger strength • Access to sensory support: ear defenders, wobble cushions, fidget toys and chew toys • Close liaison with specialist teachers for visual / hearing impairment

Support and Provision

In situations where a child needs additional support on top of Adaptive High Quality Teaching and is not making the academic, social or emotional progress that would be expected, we begin our Graduated Approach which involves us embarking on a cycle of Assess – Plan – Do – Review (APDR). This is done in consultation with our SENDCo, Sara Farnaby, and the child's parents.

Assess – gather a picture of the child’s strengths, interests, aspirations and needs.

We get this from a variety of sources: conversations with the child and their family, assessment data, staff observations.

Plan – work together to put a plan in place to close any gaps and ensure progress.

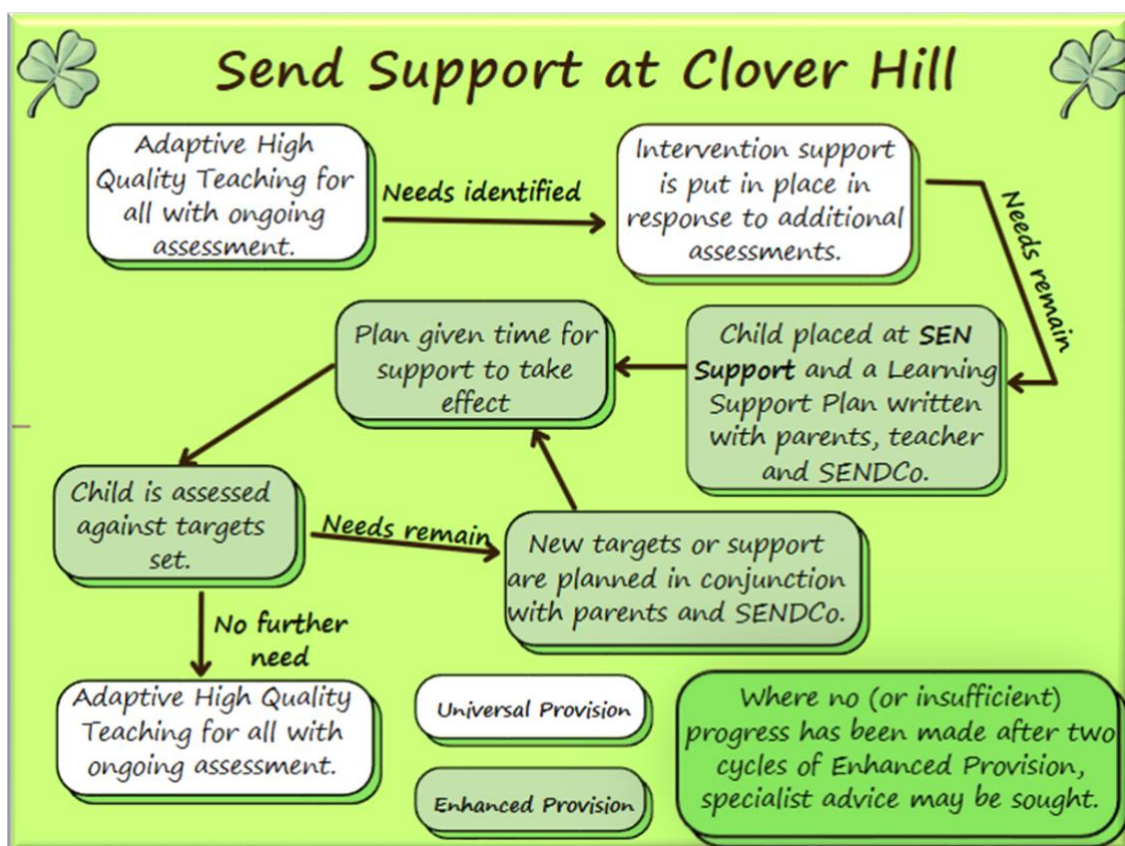
This will involve creating a small number of SMART targets and planning the additional support that will be put in place to achieve them. We do this with parents to ensure that they are fully involved and understand the support their child will receive to help them succeed.

Do – put the additional support in place and give it an agreed time to take effect.

This may involve the child taking part in interventions sessions outside the classroom for a short time each day or receiving additional focused support when working in class. At Clover Hill, we use a range of evidence-backed interventions such as ones to support children’s development in maths, reading, handwriting and managing emotions.

Review – check the progress by assessing progress against the SMART targets.

This is done by repeating initial assessments to check for progress or by carrying out up-to-date observations.



This process of APDR is documented in a Learning Support Plan which is individual to the child and track their progress through these cycles. In situations where a child is still not making the expected progress and achieving the SMART targets that we set, we may involve external specialists such as Speech and Language teachers or the Educational Psychologist to give advice regarding what additional support could be put in place. Very occasionally, a child at Clover Hill has complex and significant needs that can not be met with our school resources and we need to apply to Gateshead local authority for additional funding and support in the form of an Education Health Care Plan (EHCP).

Involving Parents

A child’s parents are their first teacher and know their child best and so we place significant emphasis on involving parents and carers throughout the entire support process for a child in order to capitalise on their knowledge, experience and views in ensuring that we give the best possible support.

When a child is first given a Learning Support Plan, their parents are invited into school to meet with the class teacher and the SENDCo in order to discuss the child's strengths, interests and needs and then work together to create a plan which is tailored to them and outlines what we will do to help them make progress. After this, we meet with the parents of all children formally twice per year and also send home an end of year report in the summer. In addition to this, we keep in touch with parents regularly through face-to-face conversations at home time, emails, messages on communication apps and phone calls. Where we have concerns about a child, this communication is enhanced and a closer working relationships develops in which regular communication to share small steps of progress is maintained as well as meetings to share outcomes against targets or the findings from an external specialist assessment. We believe strongly that our starting point for supporting children with additional needs should not be what a child finds difficult but their individual profile of strengths, interests and aspirations. From this strengths-based approach we make modifications to our environment, our curriculum and our environment wherever possible to ensure that outcomes and needs are met.

Expertise and Training of Staff

Our staff receive regular training in supporting pupils with a range of needs, including speech and language, autism, and dyslexia. The SENDCo works closely with external professionals such as Educational Psychologists and Specialist Support Teachers and is able to support the staff team with advice and guidance regarding meeting a child's needs. We have a comprehensive annual training plan for SEND which includes annual refreshers as well as specific professional development in response to developing needs within our school community.

Evaluating the Effectiveness of SEND Provision

If we get it right for our vulnerable learners, we get it right for everyone and so we work hard to ensure that our provision is effective and meeting the needs of the children in our care. We do this through regular staff training for SEND and also ensuring that High Quality Teaching is part of our teaching evaluation process. Interventions that we use to close gaps and support their learning, have clear entry and exit criteria and a child's progress through them is closely tracked and monitored. Our SENDCo meets with each teacher and the Headteacher to discuss progress and attainment of each learner and for those children with additional needs, these conversations centre around the support in place and its impact.

Social, Emotional and Mental Health Support

We understand that a child who feels confident, safe and supported will be in the best position to learn and so have a comprehensive and informed package of mental health support at Clover Hill. This starts before a child starts our school when members of the Early Years Team come to visit them in their home to start building a picture of them as an individual. This detailed knowledge is built upon over the next seven years and results in children being known and valued as individuals with strong relationships with the staff team that enable them to feel secure and positive about themselves and their time in school. In addition to this, we have a robust PSHCRE curriculum and pastoral support including weekly lunchtime drop-in sessions with our Headteacher who holds mental health qualifications, access to a trained Emotional Literacy Support Assistant (ELSA) and close working relationships with outside agencies such as Early Help and the Children's Society.

Accessibility

In School

The school is fully accessible to students with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bay
- Ramped access to building
- Accessible toilets
- Induction loop for hearing aid users
- Contrast edging and dual height rails on stairs and steps
- Accessible break areas
- Accessible dining area
- A private room for administration of medication

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

Outside of School

The school has a number of after school clubs. All of the clubs are accessible to pupils with special educational needs.

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils.

Transition

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Students with Education, Health and Care Plan will have a review in the Autumn term before they move to secondary school to discuss the transition. Parents will be told by February of the year that they transfer which secondary school they will attend in September.
- Before your child moves to Clover Hill Primary School, parents will be given the opportunity for a home visit and staff will contact their previous school. We will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school, as they know their child better than we ever can, and also to their feeder pre-school setting.
- When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Learning Support Plans will be shared with the new teacher.
- If your child is moving to another school, we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Clover Hill Primary School will discuss the specific needs of your child with the SENDCO of their secondary school.

Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move provisions.

Complaints

A child's class teacher is always the first port of call for parents when queries arise about what is in place for their child. Parent/carers should then contact the Headteacher or SENDCo with any complaints if still not satisfied. If the complaint is not resolved, the school has a complaints policy.

Reviewing and Updating this Report

Statutory Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014 require schools to publish and update their SEND Information Report annually

Report written – September 2026

Next update – September 2027