



SEND Report 2026/27

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Key Staff

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Our School Inclusion Statement

At Clifton-upon-Dunsmore C of E Primary School, inclusion is at the heart of everything we do. We are committed to delivering a high-quality education for every child, recognising and celebrating their unique strengths, needs, and potential.

We believe that all children, including those with Special Educational Needs and Disabilities (SEND) have an equal right to a broad, balanced, and ambitious curriculum. Our aim is to ensure every pupil feels seen, supported, and empowered to achieve positive outcomes and develop the skills they need for a fulfilling future.

Through strong partnerships with families, professionals, and external agencies, we provide timely, tailored support that enables every learner to access and engage fully in school life. We strive to be a school where inclusion is not just a policy—but a daily practice.

How do we identify of Pupils with SEND?

The Code of Practice 2014 defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age

or



(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions”

What is our graduated approach to SEND?

At Clifton-upon-Dunsmore, we follow a graduated approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). For most children, their needs are met through universal provision, this is high-quality, inclusive teaching and carefully planned differentiation within the classroom.

Where pupils require further support beyond this universal offer, we provide targeted support. These short term interventions may include small group sessions focused on reading, writing, or maths that are delivered both within and beyond the classroom environment. In addition we use strategies such as pre-teaching and consolidation to reinforce key learning.

If concerns still remain about a child’s progress, we take a collaborative and thorough approach to understanding their needs. We gather information through observations, work sampling, and input from the parents or carers, the class teacher and teaching assistants. This helps us build a holistic profile of a child’s individual strengths and challenges. To support this profile, we use the school’s tracking data, pupil progress meetings, and target reviews.

When would a child be added to the school SEN Register?

If a child continues to require additional support, with parental consent, they may be added to the school’s Special Educational Needs (SEN) register. This formal recognition helps ensure that their needs are consistently monitored and supported.

An Individual Support Plan (ISP) will be created to outline tailored strategies, specific targets, and next steps. The plan is reviewed termly in collaboration with the class teacher and the child’s parents or carers to ensure it remains appropriate and effective

What happens if concerns continue?

If a child is still not making expected progress after receiving universal provision and targeted support, a further assessment will be carried out to gain a deeper understanding of their individual needs.

This process may involve external professionals from SEND and Inclusion services at Warwickshire Council. If the assessment indicates that additional specialist support is required, the school may request an Education, Health and Care Plan (EHCP) from the Local Authority. This is a multi-professional assessment that brings together insights from various services to identify the child’s needs and plan appropriate support for their future development. [Requesting a Warwickshire EHC Plan](#)

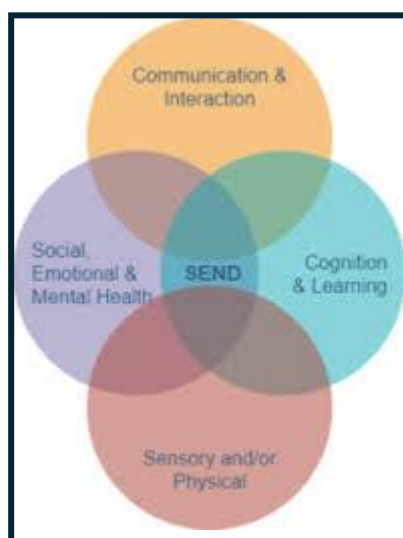
How do we monitor and review progress towards outcomes?

At Clifton-upon-Dunsmore Primary School, monitoring pupil progress is a key element of our inclusive practice. We follow the 'Assess, Plan, Do, Review' model, which ensures that pupils, parents or carers, school staff and external agencies are actively involved in reviewing provision and outcomes.

For pupils receiving SEND support, informal discussions with class teachers are encouraged throughout the year, alongside scheduled formal review meetings. These reviews provide opportunities to evaluate progress, adjust strategies, and update Individual Support Plans as needed.

For pupils with an Education, Health and Care Plan (EHCP), the same cycle of regular reviews applies, with an additional statutory annual review of the EHCP to assess progress and plan future provision.

The SENCo and Head Teacher are jointly responsible for monitoring the effectiveness of interventions across the school. We embed only approaches that clearly support pupil progress and attainment. Termly meetings are held with every class teacher to review progress across all each year group.



What are the main types of Special Educational Needs and Disabilities (SEND)?

Clifton-upon-Dunsmore Primary School provides support for a wide range of Special Educational Needs and Disabilities (SEND), including:

- **Cognition and Learning**
Support is provided for children with moderate learning difficulties (MLD) and

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specific learning difficulties (SpLD), such as dyslexia, dyscalculia, and difficulties with memory or processing.

- **Communication and Interaction**

This includes children with speech, language and communication needs (SLCN), as well as those with social communication difficulties, including Autistic Spectrum Disorder (ASD).

- **Social, Emotional and Mental Health (SEMH)**

Support is available for children who may experience emotional regulation difficulties, anxiety, or low mood. This also includes children with diagnosed conditions such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), or Attachment Disorder.

- **Sensory and/or Physical Needs**

Provision is made for children with physical disabilities or sensory impairments, including visual impairment (VI), hearing impairment (HI), and multi-sensory impairment (MSI)

How do we support children with SEND?

We believe every child is unique and deserves to thrive. At our school, we are committed to creating an inclusive environment where all children can reach their full potential.

When a child is identified as having additional needs, we put tailored support in place to help them succeed. This may include targeted interventions, personalised learning strategies, and specialist input, always designed to help each child make meaningful progress in their learning.

Clifton-upon-Dunsmore School may also refer children to a range of external services for additional support. These include:

- The School Nursing Team (Warwickshire Connect for Health)
- Warwickshire Speech and Language Therapy
- Warwickshire Children's Social Care
- Warwickshire Children and Families
- Warwickshire SEND and Inclusion Team, which includes Educational Psychologists and Specialist Teachers including EYIS (Early Years Integration Service)
- Coventry and Warwickshire RISE (CAMHS Child and Adolescent Mental Health Team)
- MHST (Mental Health in Schools Team)

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How is SEND funded at Clifton-upon-Dunsmore Primary School?

Like all schools in Warwickshire, we receive part of our school budget specifically to support children with additional needs. This funding helps us provide key resources such as:

- Teaching Assistants
- Speech and Language Therapy and Specialist Teacher Support

For children with significantly higher levels of need, those with an Education, Health and Care Plan (EHCP) we may need to provide extra support, such as:

- Specialist equipment
- Additional adult support

To meet these needs, we can apply for extra funding from the Local Authority. This is known as High Needs Funding.

How do we support transition?

We support children during key transitions by:

- Liaising with previous or future schools
- Offering additional visits and transition sessions
- Creating pupil relevant social stories
- Working with families and professionals to plan ahead

If my child is identified as having SEND, what can I expect?

At Clifton-upon-Dunsmore Primary School, we believe in working closely with parents and carers. You know your child best, and your voice is central to every decision we make.

We will meet with you regularly to:

- Share your child's progress
- Listen to any concerns or questions
- Celebrate successes and achievements
- Plan the support your child need, both at school and at home

Together, we will make sure your child receives the right help to thrive.

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How will my child's voice be heard?

Pupils' voices are central to shaping our SEN provision. The SENCO has regular conversations with pupils to help them share their views, ensuring those views guide the support they receive. Use of accessible tools, like the examples below, are used to support the capture of pupil voice

- **Feelings charts or emotion mats** – pupils point to symbols, emojis, or pictures to show how they feel.
- **Traffic-light cards** – green, amber, red cards help pupils quickly signal comfort, uncertainty, or worry.
- **Choice boards** – visual boards with options pupils can select to express preferences.
- **Checklists or visual timetables** – pupils tick or point to show what's working well or what they would like changed.

How will my child with a medical need be supported?

In line with our medication policy, we will:

- Safely manage your child's medicines and personal care
- Create a Health Care Plan for any child with significant medical needs
- Carry out and regularly review risk assessments, where appropriate

How accessible is Clifton-upon-Dunsmore Primary School for children with physical disabilities?

- The school site is spread across multiple levels and includes stairs within the main building.
- We have two accessible toilets, one of which includes changing facilities and functions as a wet room.
- At present, we do not have full access to all areas and classrooms for pupils, staff or parents with mobility needs.

How do we address accessibility needs?

- Handrails have been installed where possible to support safe movement around the site
- Alternative arrangements are available for parent meetings when mobility is a concern
- We maintain close links with a range of health professionals to support individual needs

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- Curriculum adaptations are made to ensure children with physical needs can access learning fully

I am a parent and feel my concerns have not been heard, what should I do?

We understand how important it is for parents and carers to feel listened to and supported. If you have concerns about your child, here's what you can do:

- **Speak to your child's class teacher first.** We operate an open door policy and welcome conversations at a time that works for you.
- **Contact the SENCo.** If you'd like to discuss your concerns further, you can make an appointment through the school office.
- **Escalate if needed.** If your concern is not resolved, you can request a meeting with the Head Teacher or the SEND Governor.
- **Access our complaints procedure.** This is available on the school website or from the school office.

My child has a disability and I think they have been treated unfairly, what can I do?

You have the right to make a disability discrimination claim to the First tier SEND Tribunal if you believe your child has been treated unfairly. This includes concerns about:

- Exclusions
- Access to education and related services
- Reasonable adjustments, including support aids and services

For more information, visit [Warwickshire SEND support](#).

What policies support our SEND Information Report?

Several national and local policies guide how we support children with special educational needs and disabilities (SEND). These include:

- **Warwickshire's Local Offer**
This outlines the support available for children and young people with SEND across the county.
[Visit Warwickshire's Local Offer](#)
- **SEND Code of Practice (0–25 years, 2014)**
This sets out how schools and other services should identify and support children with SEND.
[Read the SEND Code of Practice](#)
- **Supporting Pupils with Medical Conditions (2014)**
This explains how schools should support children with health needs so they can fully

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access education.

[View the guidance](#)

- **The Equality Act (2010)**

This law protects children from discrimination and ensures schools make reasonable adjustments for pupils with disabilities.

[Learn more about the Equality Act](#)

Review

This SEND Information Report is reviewed annually to ensure it reflects current practice, provision, and statutory guidance. The next review will take place in September 2027