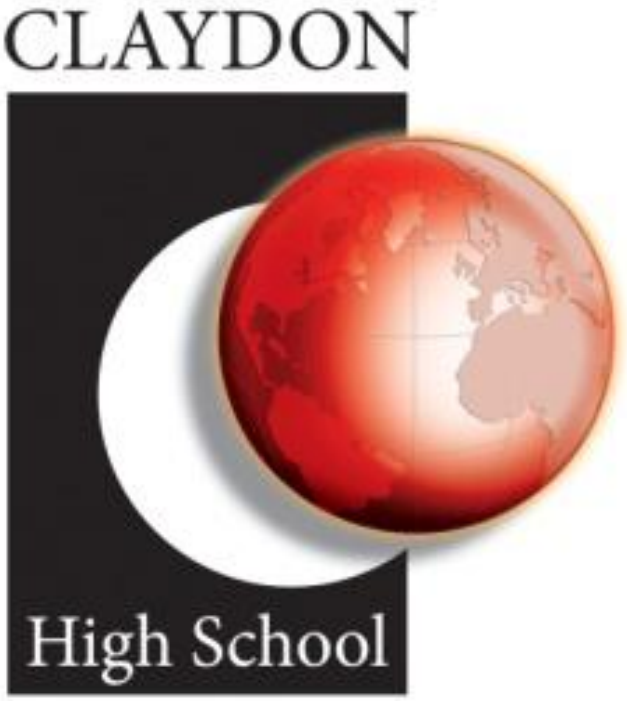
# SEND Report

Claydon High School aims to support all students

## "Be The Best They Can Be"





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Next Review June 2026

# What is SEND?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn or to do activities which children of the same age are able to do.

If your child has a special educational need or disability their needs may fall into one or more of the four main areas of SEND need. Some examples include:

1. **Communication and Interaction**
   - Speech, Language and Communication Needs (SLCN)
   - Autism

2. **Cognition and Learning**
   - Specific Learning Difficulty (SpLD)
   - Moderate Learning Difficulty (MLD)
   - Severe Learning Difficulty (SLD)
   - Profound and Multiple Learning Difficulty (PMLD)

3. **Social, Emotional and Mental Health**
   - OCD
   - ADHD
   - Anxiety disorder

4. **Physical and Sensory**
   - Visual Impairment (VI)
   - Hearing Impairment (HI)
   - Multi-Sensory Impairment (MSI)
   - Physical Disability (PD)

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# What is SEND? (Cont)

Students with these conditions may need additional support or special provision made for them to access the same facilities/opportunities as other children of the same age. All reasonable adjustments will be undertaken by the school to ensure these student aren't disadvantaged.

We work closely with our Pyramid Primary Schools and Post 16 educational providers to ensure the successful transition of students with SEND.

We rigorously track and monitor the progress of all students whilst at Claydon High School. Teachers in conjunction with the SENDCo, and where appropriate external agencies look at those students who are making significantly less than the progress we expect. We regularly monitor and review the SEND Register.

If you have any concerns about your child's progress, your first point of contact should be your child's Form Tutor who will get in touch with particular Subject Teachers in conjunction with their Head of Faculty where adjustments to support learning and progress should be agreed and actioned. An agreed implementation period should then take place. After this the teacher will feedback to you. If the desired progress hasn't been achieved following adjustments, your child's teacher in conjunction with the Head of Faculty will get in touch with the SENDCo to look at further support options.

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Your child does not need a diagnosis to access support at Claydon High School.

If your child has a private diagnosis please share this with us. We will read a private diagnosis, but we may not act on all recommendations.

We regularly undertake Accessibility Audits and use these to inform our Access Plan.

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# SEND Codes

**E** - Educational Health Care Plans (EHCP) are assessed by the local authority. These will be reviewed annually.

**K** - Children who require significant additional School Based Support will be overseen by the SENDCo and Learning Support Team. Students maybe put onto the SEND register for continued monitoring. This register is reviewed regularly.

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# Quality First Teaching

At Claydon High School we aim to have an wholly inclusive classroom environment. We strive to ensure that our staff are well trained and they provide teaching and support of the highest standard for all Claydon High School students. Teachers and LSAs are trained in how to differentiate class work so that it reaches all levels of ability to allow access and challenge for all.

Claydon High School does not allocate one to one support. In line with the latest research we don't believe that one to one LSA support is in the best interests of students and their progress. Research outcomes are clear that students that have one to one support make less progress and become over reliant. Additionally, other research clearly shows that with high class Quality First Teaching which helps children to overcome barriers to learning students with SEND make the best progress.

Classroom teachers and form tutors have the responsibility of the daily education of your child and will be advised by the SENDCo where necessary.

In 2023 we worked with Suffolk County Council Whole School Inclusion Team to review in class support and to provide additional training to teachers to increase their knowledge and skills of how to best support children with additional needs in the classroom.

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In 2025 a number of LSAs have been trained on the Catch-Up Literacy intervention. “Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.”

In 2024 two LSAs trained as Emotional Literacy Support Assistants (ELSA). Their role is to support the emotional wellbeing of pupils in either small groups or on a one to one basis.

In 2022 and 2023 a number of LSAs took part in Advanced Skills Teaching Assistant Training with Olevi. They gained a deeper understanding of classroom pedagogy, which means that they can have a greater impact in supporting students making progress.

In 2021 some LSAs engaged in an Elklan course. This is a practical training course helping staff to develop new approaches and strategies to help support student’s speech, language and communication needs and effectively differentiate the curriculum.

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The Learning Support team have previously attended Secondary Maths TA training with Angles Maths Hub.

Learning Support staff previously undertook training with the Dyslexia Outreach Team (DOT) on helping support learners with dyslexia.

Claydon High School received an award from The Dyslexia-SpLD Trust. Staff worked jointly with The Dyslexia-SpLD Trust and The Professional Association of Teachers of Students with Specific Learning Difficulties on a programme of training to raise staff awareness, therefore increasing the amount of support they can offer students in the classroom with these difficulties. We explored how we can make our lessons more accessible for students with literacy difficulties.

Claydon High School were awarded the Secondary Talk award from ican. This was following a year long CPD programme for teachers and LSAs supported by a trainer from ican.
*Secondary Talk* is an evidence-based practical programme to help schools support young people to develop essential communication skills, the foundation skills for learning, literacy and life. It has been shown to contribute to improved engagement in learning and attainment.

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# Partnership Working

Claydon High School Learning Support works closely with outside agencies to ensure our students have the appropriate amount of support to help them become the 'Best They Can Be'. These agencies include:

- Community Paediatrics
- Special Education Services (SES)
- Family Support Services
- Education Psychologists
- Family Services
- Whole School Inclusion (WSI)
- Suffolk Wellbeing Service
- Occupational Therapists
- School Nursing Team
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- Sensory and Communication Advisory Teachers
- Speech and Language Therapists

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# Supporting your child

If you want to help support your child to make progress, there are many things you can do at home in the first instance:

- Ask your child to read aloud at home to you daily. As with any skill, the more practice that is undertaken the better people get at it.
- Reading the same book as your child, agreeing a number of pages or chapters which will be read and then booking time (maybe with hot chocolate) to talk about what has happened in the story so far.
- School subscribe to Spellzone spelling intervention. If you get your child to do 15 minutes each day their spelling will improve. Contact the school if your child has forgotten their password.
- Look at Claydon High's website SEND page for support on how to plan written tasks.
- Play games with your child and ask them to keep score to help increase their maths skills. For further ideas to help your child with maths we recommend https://nrich.maths.org/11376
- Play literacy games such as bananagrams, scrabble and boggle or do a crossword with your child.
- Contact the school for a set of High Frequency Word flashcards, tips on how to use these can be found on the school website.
- Encourage your child to engage with interventions set up for them at school.

Click here to look at Claydon High School website for more tips on how to help.

Click here to look at wellbeing information.

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# Interventions

We use a wide range of appropriate interventions to suit the need of the individual student. Interventions include:

- Targeted Intervention to support access to the curriculum and help our students develop their independent learning.
- Social Skills programmes to help students with their social and emotional development.
- Speech and Language groups for students who have a speech and language difficulty and EAL students.

Examples of these are:

ELSA
Dealing with Feelings
Fine motor skill
Read & Write Inc
Catch-Up Literacy
Turn taking

Beat Dyslexia
Lego Therapy
PiXL Code
Self-Esteem Group
Spellzone
Rapid Plus

These are reviewed regularly to ensure that they are meeting the needs of our students and that progress is being made by them. Usually interventions run on a half termly basis however some are less and some are more.

The use of alternative provision will only be considered if the school believes that the placement will have a positive impact on progress and educational outcomes. All alternative provision placements are at the discretion of the Headteacher.

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# Meares-Irlen Syndrome (MIS)

If your child has been diagnosed by an optometrist with Meares-Irlen Syndrome (MIS), Scotopic Sensitivity Syndrome or Visual Stress, please provide the school with details and supporting evidence so we can ensure that our records are up-to-date.

Our school expectation is that students will use coloured glasses to support them with this. If you need advice or support with where to get the glasses please get in touch with the school.

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# Useful Links

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| **AFASIC** (overcoming speech impairments) | www.afasicengland.org.uk |
| **Activities Unlimited** (for children with special needs) | Activities Unlimited |
| **British Dyslexia Association** | www.bdadyslexia.org.uk |
| **I CAN** – (speech & language impaired) | https://www.icancharity.org.uk/ |
| **Mencap** (learning difficulties) | www.mencap.org.uk |
| **National Autistic Society** | www.autism.org.uk |
| **National Deaf Children's Society** | www.ndcs.org.uk |
| **SCOPE** (disability support) | www.scope.org.uk |
| **SENDIASS** (Independent Support Services in Suffolk) | https://www.suffolksendiass.co.uk/ |
| **SENSE** (deaf/blind charity) | www.sense.org.uk |
| **SpLD Dyslexia Trust** | http://www.thedyslexia-spldtrust.org.uk |
| **Suffolk Dyslexia Association** | www.suffolkdyslexiaassociation.org.uk |
| **Suffolk Family Carers** | http://www.suffolkfamilycarers.org |
| **Suffolk Wellbeing** | www.wellbeingnands.co.uk |

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# Local Authority Offer

Click here to see Claydon High School's SEND Policy

Click here to see Suffolk County Council's Local Offer

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