Cloverlea Primary School

'Inspiring Children to Care, Learn and Achieve.'

Special Educational Needs and Disability

SEND Information Report 2026-27

Learning Caring Believing Achieving

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year.
This report was updated September 2026.

Contact Information

If you have any questions regarding your child's current special needs, or you think your child may need additional support, please do not hesitate Mrs Rickels (SENCO) via senco@cloverlea.org.uk.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

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1. What kinds of special educational needs does the school provide for?

- Cloverlea is a mainstream school for children aged from 4 to 11 years. We have our own nursery (part of the Foundation Stage Unit) which offers both full time and part time places.
- We are proud to be able to call ourselves an 'inclusive school'. We have successfully integrated children with physical, learning & behavioural difficulties /disabilities as well as children from other schools.
- We believe that the main purpose of our school is to equip our pupils with knowledge and skills in all areas of life (social as well as academic), in order for them to function well in society and to lead happy and productive lives.
- We strive to help all children to realise their potential and achieve the highest possible standards of which they are capable.
- We promote a healthy lifestyle, positive self-esteem and emotional well-being.

Our Cloverlea school values are:

- **LEARNING** - We are passionate about learning and growing.
- **CARING** - We care and collaborate together.
- **BELIEVING** - We are ambitious, challenging ourselves to aim high, do best and never give up.
- **ACHIEVING** - We enjoy life and every new opportunity.

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At Cloverlea, we strongly believe that 'every teacher is a teacher of every child or young person including those with SEN.'

The school provides support for pupils across the four following areas of need identified in the SEND Code of Practice 2015:

1. **Communication and Interaction -** The school provides support for children with specific speech, language and communication needs (SLCN), including those children with Autistic Spectrum Disorder.

2. **Cognition and Learning -** The school provides support for children with learning difficulties, some of whom will require a significant level of differentiation or a personalised programme of support. We support children with specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

3. **Social, Emotional and Mental Health –** Pupils with social, emotional and mental health difficulties have varying needs that can present in different ways. The school uses 'Bounce' screening for all pupils in KS1 & 2. Pupils are identified and appropriate interventions are implemented. The school also supports other pupils with specific needs.

4. **Sensory and Physical –** The school has some pupils who require special educational provision because they have a disability that requires appropriate adjustments to be made to enable them to access learning. The school works closely with Trafford's Special Educational Needs Advisory Service (SENAS) or the relevant healthcare professionals to ensure that the appropriate support, resources and reasonable adjustments are made. TSISS offer advice and support for children who have visual or hearing impairments.

2. How does the school know if children / young people need extra help and what should I do if I think, my child/young person may have special educational needs?

- At Cloverlea, in order to ensure that they are progressing in their learning the progress of all children is carefully tracked and monitored by both teaching staff and the Head teacher.
- The 'Special Educational Needs and Disability Code of Practice' (2014) states that 'a child or a young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'
- All children receive Quality First Teaching (QTF). Where there is evidence to show that a child is not making suitable progress, parents are informed and appropriate support/teaching interventions are put in place. Staff will then use Trafford's Graduated Approach guidelines to support adaptive strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are often able to manage their learning within the classroom through group work, cooperative learning and adapted activities.
- If school has concerns about a child's progress, parents will be invited to meet with the class teacher. The SENCO may also be informed.
- If as a parent, you have any concerns regarding your child's progress, you should make an appointment to speak to the class teacher initially and then the SENCO (SEN co-ordinator.) Class teachers work closely with the SENCO to determine how best to support individual needs. A pupil passport (individual education plan) may be devised outlining the support to be provided and targets set. Both the class teacher and the SENCO will be happy to meet with you.

Cloverlea School uses a variety of ways to monitor pupil progress and to identify children with SEND:

- Liaising with the child's previous setting;
- Concerns raised by parents.

- liaising with health visitors and other professionals
- Child performing below age related expectations.
- Pupil progress in relation to objectives in the National Curriculum.
- Standardised screening or assessment tools.
- Screening /diagnostic tests.
- Reports or observations.
- Liaison with external agencies.

3. How will both you and I know how my child/young person is doing?

If it is felt that, a child has special educational needs then a discussion with the parents and school will take place. When identifying whether their child needs special educational provision. Parents are then consulted and involved through a variety of ways throughout the year including:

- Parents are kept informed of their child's progress through termly parent consultation meetings. (The children's books may also made available.)
- Progress and Pupil Passports (an individual education plan) are also discussed at parent consultation evenings or at an alternative appropriate time. Where the time allocated is not sufficient, parents or teachers can request an extra meeting at a time convenient to both parties.
- If a child has an EHC Plan, all those involved in the child's education/progress will be invited to an Annual Review meeting. This will help to ensure that the needs of the child are being met, and provides an opportunity for professionals and parents to discuss and contribute. Where possible, this will be held as a person-centered review, ensuring that the child's voice, as well as the parents' opinions, are heard and valued.
- The school produces a detailed annual report towards the end of the school year.

Cloverlea believes that a good relationship between parents and school is vital in order to ensure children achieve well and enjoy school. The school operates an 'open door policy' where parents can contact the school office to make an appointment to see or speak to their child's class teacher.

Our school website has information section on SEND.

4. How will the curriculum be matched to my child/young person's needs?

- Differentiation is the process through which teachers ensure that all pupils make progress, are interested and have positive attitudes towards learning.
- At Cloverlea, teachers consider the needs of all children when planning teaching and learning. Work is carefully matched to a pupil's level and will take into account individual needs and learning styles.
- The progress of all children is carefully assessed and tracked to identify strengths and areas of need.
- Specific resources and teaching programmes may be used to support children both individually and in groups. These are adapted where necessary to best meet the needs of a child.
- The school has a team of experienced TA's who support children with their learning and who feedback to staff.
- The school values the expertise and advice offered by outside agencies and will always endeavour to follow recommendations made in order to meet a child's needs.
- The school uses 'Trafford's Graduated Approach' to support children with specific areas of need.
- The school uses a growth mindset approach and values pupil voice.
- Pupil's strengths and achievements are celebrated.

5. How will school staff support my child/young person?

- The effectiveness and suitability of all intervention programmes is closely monitored by the class teacher and also the SENCO in order to ensure that appropriate progress is made by the children involved.
- The Head teacher also closely tracks and monitors the progress of all children in the school. The school SLT (Senior Leadership Team) regularly review progress.
- Cloverlea has a team of efficient and experienced teaching assistants who are used to support children in class. Under the supervision of the class teacher, they help to support the needs of children. They also deliver specific teaching programmes and provide discrete one-to-one support where applicable.
- All pupils with SEND have a Personalised Provision Plan (Pupil Passport). Parents/Carers are invited and encouraged to participate in the production of the Pupil Passport by sharing their views and aspirations with the child's class teacher. Copies of the Pupil Passports are shared with key staff, so information about how best to support a child can be shared easily with all the adults who will work with them. The Plans are kept under review at all times, as they are a working document used to inform the daily provision of the child and may be adjusted accordingly.
- The SENCO co-ordinates the provision for pupils with SEN who require more support. They liaise with other teachers including teaching assistants, outside agencies (such as speech therapists), the Head teacher, the school governors and parents. They also ensure that evidence and reports for outside agencies are completed and collated and that the school's records for SEN are maintained.

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- The school also has an appointed governor with responsibility for SEN. They do not directly support children, but alongside the Head teacher, they help to ensure that suitable procedures are in place and that provision of a high standard is made for SEN pupils. The SENCO liaises with the SEND governor.

6. How is the decision made about what type and how much support my child/young person will receive?

Staff must use a graduated approach based on a four-step cycle. This is called the **Assess, Plan, Do, Review** (APDR) cycle.

- **Assess** analyse the child or young person's special educational needs.
- **Plan** identify the additional and different support needed.
- **Do** put the support in place
- **Review** regularly check how well it is working so that they can change the amount or kind of support if needed.

Some children and young people will make progress and no longer require SEN Support. If the child or young person has not made the expected progress then the cycle starts again; this will be reviewed termly. The length of each Assess, Plan, Do, Review cycle will vary according to the needs of each child.

- A proportion of the school budget received from Trafford LEA is allocated specifically for SEN pupils. The school also contributes extra funding to cater for the needs of pupils with specific needs.
- Some of this funding is used to deliver specific support/teaching programmes (both group & individual.) Specific resources may also need to be purchased.
- Help and advice from outside agencies such as the school Educational Psychologist, Speech and Language therapists, SENAS, etc., may be required to help to meet the needs of a particular child. Sometimes, school may be required to 'buy in' this support and so funding is used from the SEN budget.
- Once a child has been identified as having special educational needs, the class teacher will decide upon what resources and support is needed.
- In consultation with the Head Teacher and SLT (Senior Leadership Team), the SENCO decides how best to deploy support staff across the school. The progress of pupils is regularly reviewed and provision amended ensuring that the needs of children are met.

If a parent wishes to make a complaint concerning the provision made for their child, it should be made initially to the Head Teacher. We seek to ensure that all complaints are listened to carefully and, as far as possible, try to settle differences fairly and informally. The Governing Body has a written procedure for dealing with complaints which is available from the School Office on request.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

- As previously mentioned, Cloverlea is proud to be able to call itself an 'inclusive school'.
- The school offers a range of lunchtime or after school clubs that are open to all pupils. These are run by staff or external coaches. The clubs on offer do vary each year but generally cover a range of interests such as sports clubs, choir, music tuition and arts based clubs, thus hopefully appealing to all children.
- All children are encouraged to participate in class trips and residential trips (latter Key Stage 2 only.) Appropriate risk assessments are put in place. Where a child has specific needs, additional measures are put into place to enable them to participate as fully as possible. In such cases, the school will liaise fully with parents and any support agencies.

8. What support will there be for my child/young person's overall wellbeing?

- We believe that the main purpose of our school is to equip our pupils with knowledge and skills in all areas of life (social as well as academic) in order for them to function well in society and to lead happy and productive lives.
- To achieve this, all classes follow a structured curriculum that caters for their personal, social, health and emotional needs. We follow the 'Jigsaw' scheme, which brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Sometimes children may require extra support in these areas. At Cloverlea, we have successfully delivered small group and individual support sessions.
- Growth mindset is part of the school and classroom ethos.
- Emotion Coaching is a strategy used to support children to self-regulate and manage their stress responses.
- Zones of regulation are used and are embedded across the school and are the first means to support a child.
- Staff are mindful of creating calm and well-organised classroom and learning environments.
- The school has a qualified ELSA teacher.
- A staff member has attended a Youth MHFA One Day course and is now a Youth Mental Health First Aid Champion. This course provides an understanding of common mental health issues and the skills to guide young people to support. One of our experienced TA's has also completed the DfE funded Senior mental health lead training.
- The SENCO works with class teachers to help to identify children with attitudinal or emotional issues and to provide guidance regarding intervention strategies.

- Pupils may be screened using an appropriate tool such as SDQ (The Strengths and Difficulties Questionnaire). The Leuven Scale might be used to gather more information from the child's teacher and parents. For those children who require further support, the school may use the Boxall assessment tool.
- The school does have a policy for behaviour which is designed to promote good behaviour, rather than merely deter anti-social behaviour. Exclusions for unacceptable behaviour are very rare.
- The school works closely with outside agencies when necessary. Most visitors to the school often comment on the politeness and good behaviour of the children.
- Cloverlea is one of the top schools for good attendance within Trafford.
- If a child does have specific medical needs, we do work closely with parents and any medical professionals to devise and implement an 'Individual Health Care Plan'. Medicines are administered as in accordance with our school policy.
- The school also has six members of staff who are qualified first aiders and a qualified paediatric first aider.

9. What specialist services and expertise are available at or accessed by the school?

School Provision:

- The school has a team of experienced Teaching Assistants who support both groups and individual pupils across the school.
- Class teachers and TA's work closely together to ensure continuity of both support and learning for 'pupil premium' children, some of whom may also have SEN.

The School also works closely with any outside agencies that can be accessed to help meet the needs of a child. Such agencies include:

- Trafford's School Educational Psychology Service
- Trafford's SEN Advisory Service (SENAS)
- Speech & Language Therapy (SALT)
- School Nurse
- CAMHs.
- Longford Park Outreach Service
- Trafford SENDIASS (formerly Trafford Parent Partnership)
- Trafford's Sensory Support Service / TSISS (visual & hearing needs)
- Occupational Therapists
- Physiotherapists

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- Trafford's Early Help
- Trafford Young Carers

10. What training have the staff supporting children/young people with SEND had?

- The school SENCO regularly attends training sessions to keep up-to-date with changes and to further her knowledge.
- The SENCO liaises regularly with other SENCOs in Trafford and attends the Trafford SENCO Forums.
- Where possible, teachers and teaching assistants attend training relevant to the specific needs of children within their class.
- The school employs qualified and experienced teaching assistants. They attend training provided by the local authority and have been trained in delivering a range of reading, writing and maths support programmes.
- Teaching staff (including TAs) have received 'Precision Teaching' training led by the school's Educational Psychologist.
- Teaching staff have received 'Growth Mindset' & 'Emotion Coaching' training led by the school's Educational Psychologist.
- Teaching staff have received 'Attachment' training led by the school's Educational Psychologist.
- Teaching staff including some mid-day assistants attended a training session about autism.
- The SENCO has recently attended Dyslexia training which was then delivered to teaching staff.
- The Year 2 teacher has completed 'ELSA' training.
- All staff (including admin, kitchen staff & MDA's) have completed Zones of Regulation training delivered by the SENCO.
- The SENCO has attended a Youth MHFA One Day course and is now a Youth Mental Health First Aid Champion. This course provides an understanding of common mental health issues and the skills to guide young people to support.
- Early years & KS1 staff have received WELLCOMM training.

CPD (Continuing Professional Development) is valued at Cloverlea and is viewed as an on-going process.

11. How accessible is the school environment?

- The school is all on one level thus ensuring easy access for wheel chairs or for children or adults with walking aides.
- All classrooms and the school hall have ramps. There are two disabled toilets, one of which is in the area allocated to the pre-school and after school care club.

- If a child is new to Cloverlea and has a disability which may restrict their access to the school environment we request that parents contact us before they are due to start. This enables us to review the school's accessibility and carry out any necessary risk assessments/plans. The school works very closely with the relevant support services and staff to ensure that disabled pupils are able to access the curriculum and the school environment.
- We work closely with Trafford's Sensory Impairment Support Service and Trafford's SEN Advisory Service in order to make appropriate adjustments to the learning environment.

12. How are parents and young people themselves involved in the school?

- Cloverlea values the support of parents. We believe that home-school communication is very important. As previously mentioned, we have an 'open door policy' where parents can contact the school office to make an appointment to see their child's class teacher or the SENCO. We also hold termly parent's evenings.
- Regular newsletters from the Head teacher keep parents informed about events and the school website is kept up-to-date.
- 'Pupil Passports' (which are used to record individual targets are reviewed termly.) If a child has an EHC (Education Health Care Plan), an Annual Review Meeting will be held to which all those involved in the child's education will be invited to attend. Sometimes, depending on the nature of a child's needs, regular less formal meetings may also take place throughout the year as necessary.
- Parents are invited to attend termly parents' evenings.
- Sometimes a home school book may be used to ensure good two-way communication. The school recognises that activities such as homework rely on the support of parents.
- Weekly homework in Key Stage One and in Key Stage Two is placed on the 'Class Dojo' (learning platform) or other appropriate learning platforms. Children in the Foundation Stage are given occasional tasks.
- Parents of children in the Foundation Stage are invited to attend regular 'stay and play' sessions. They are also invited to contribute to their child's 'learning journey' by sharing 'wow moments' (achievements attained outside of school.)
- 'Pupil Voice' is valued at Cloverlea. Children are encouraged to share their ideas and thus contribute towards how the school is run. The school council, which is comprised of pupils from across Key Stage Two, meet regularly. They represent the views of all the school's pupils. They also have their own section on the school website.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

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- Sometimes the school may wish to involve support from outside agencies and specialists such as those listed in section 9. In such cases, parents are consulted and permission is gained prior to referral. The views of the parent(s) are always respected.
- Parents are kept involved during the whole process and where possible are invited to meet with a representative of the agency involved. Where this is not possible, the SENCO will provide updates and feedback.

14. Who can I contact for further information?

- If you have concerns regarding your child, the **first point of contact should be the class teacher.**
- The school SENCO is Miss Sidyot. An appointment can be made either before or after school by contacting the school office.
- The Head teacher is Mr. McConnell with who an appointment can also be made by contacting the school office.
- Other support services that might be able to help you and provide you with information such as the 'Trafford SEND Information Advice and Support Service' (SENDIASS) and the 'Trafford Parents Forum' can be found through the 'Trafford Services Directory' website. Details are listed in section 16.
- A copy of the school's SEND policy is available on the school's website.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Children joining from another school:

- Parents are invited to visit the school and to meet with the Head Teacher.
- If necessary, the SENCO will speak to the previous school and contact any relevant agencies who may be involved in supporting the child.

Children moving to another school:

- All records will be sent to the new school.
- Where appropriate, staff will support pupils with transition, e.g. transition book and visits to the new school will be encouraged.
- Where possible, the SENCO of the new school will be contacted to inform them of a child's particular needs.

Transition to secondary school:

- The school has good links with local secondary schools. Children are invited to visit and where opportunities exist; pupils at Cloverlea attend sporting and fun events.
- Staff from some secondary schools meet with the Year 6 teacher & SENCO to discuss the needs of pupils.
- The staff from secondary schools are invited to attend the Year 6 Annual Review meeting.
- The SENCO at Cloverlea ensures that all records are passed onto the secondary school (in accordance with GDPR requirements) and is happy to meet with other SENCOs to ensure smooth transition.
- All children will be prepared for transition. Where appropriate, support staff at Cloverlea may be asked to deliver special transition activities with individual or small groups of pupils.

16. What other support is available?

Trafford's Local Offer

Every local authority must identify education, health and social care services in their local area provided for children, young people and families who have SEND.

You can access the local offer online at: https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0

This lists all the services and organisations which are part of the support offered in Trafford.

Trafford Family Information Service (FIS)

Trafford's Family Information Service provide free, impartial, confidential information and advice to mums, dads, carers, young people and professionals on a range of subjects including childcare, the local offer and an outreach service.

Who to contact:

Telephone: 0161 912 1053

E-mail: FIS@trafford.gov.uk

Website: Trafford Directory website

Facebook: http://www.facebook.com/TraffordFIS

Twitter: http://www.twitter.com/TraffordFIS

Trafford Parents Forum

Trafford Parents Forum is a forum of Trafford parents supporting other Trafford parents who have children and young people with SEN and Disability. It is open to all parents and carers of Trafford's children and young people (0 -25) with SEND and is intended to be a source of help, advice and support for parents. That could be anything from a cup of coffee to parent training. They have a weekly drop-in and catch-up with no need to book, just turn up!

Who to contact

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Telephone: 0161 872 0183
E-mail: traffordparentsforum@gmail.com
Website: Trafford Parents Forum Website
Facebook: https://www.facebook.com/Traffordparentsforum/
Twitter: https://twitter.com/TrafParentForum

Trafford SEND Information and Support Service (SENDIASS)
SENDIASS provide free, confidential, impartial advice and support to parent carers, children and young people aged 0 - 25 in relation to Special Educational Needs and Disability (SEND) who live in Trafford.

They offer information, advice and support on:
- The law around SEND
- Health and social care in relation to special educational needs provision
- Personal budgets
- Education health care plans (EHCP)
- Information on the Local Offer (Services and provision available for those with SEND)
- Transition post 16 - Preparing for adulthood
- Resolving any disagreements

They work in close partnership with Trafford Parents' Forum.
Who to contact
Telephone: 0161 912 3150
E-mail: sendiass@trafford.gov.uk
Website: Trafford SENDIASS website
Facebook: https://www.facebook.com/TraffordSENDIASS/
Twitter: https://twitter.com/TraffordSENDIAS

The Link Newsletter
The termly newsletter is to help keep up to date on all things SEND, including local activities, services and support. You can sign up to the newsletter directly using:
www.trafford.gov.uk/thelink
The newsletter is published in March, June and September. Parents will receive an email to their registered email address every time the Newsletter has been published.

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