



# **SEN Information Report**

**2023**

## Contents

- [Our school's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with students and parents/ carers](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Local Offer](#)

## **Our school's approach to supporting pupils with SEND**

The Clifton Centre is a Key Stage 4 Pupil Referral Unit with the capacity for 45 students. All have been permanently excluded from mainstream school or at risk of such.

We recognise students may have behavioural, emotional and social difficulties; we aim to create a positive learning environment where students can become confident learners.

We offer a wide and varied curriculum that engages and promotes academic success but also builds on student's emotional and social wellbeing.

The curriculum has academic and vocational aspects to enable students to become independent learners and build on skills for life. For some students this includes a range of alternative provision (AP).

We recognise some students may have additional learning difficulties. We regularly review, assess and plan, to ensure all students are accessing and making progress in their learning, we implement targeted strategies, this can include working with other agencies, to ensure all students can make better than expected progress.

Further information can be found in The Clifton Centre [SEND Policy](#) on the Clifton Centre Website

The Clifton Centre reviews regularly the support it offers to students to ensure there are clear pathways and better outcomes for all students

**Cognition and learning** – students with learning difficulties may require additional support to ensure they make progress in their learning

- **Dyslexia**
- **Dyspraxia**
- **Moderate learning difficulties**

**Communication and interaction** - Students with speech, language and communication needs (SLCN) can have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Students with Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, can have particular difficulties with social interaction.

- **Autism**
- **Speech, language and communication needs**

**Social, emotional and mental health** - Students may experience a wide range of social and emotional difficulties that present themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

- **Social, emotional and mental health needs**

#### **Sensory and/or physical needs**

- **Access to visual aids**

#### **Accessibility**

The Clifton Centre is a new building which is all on one level and has accessibility to all areas for students.

#### **The SENCO**

Name of SENCO	Email address	Phone number
Ms S Carr	stephanie.carr@salford.gov.uk	0161 921 1300

## **Securing and deploying expertise**

The Clifton Centre secures specialist expertise from a range of agencies to support students in their education setting, the Learning Support Services, The SEN team, The ASD team, The Educational Psychologists, CMHS . This includes early identification, assessment planning and clear communication and participation with students and their families and carers.

## **Identifying and assessing pupils with SEND**

The Clifton PRU staff will liaise with schools and other professionals in order to identify whether a young person has any additional learning needs. Some of the students will have been identified as having a SEND previously within a mainstream school setting. Further information will be obtained using a range of evidence collected through normal assessment and monitoring arrangements: if these assessments indicate that the learner is not making the expected progress, a referral can be made to the SENDCO who will consult with the young person, parents, carers and teachers. Evidence from these consultations and/or standardised assessments will help us to decide if additional and/or different provision is necessary.

## **Consulting with pupils and parents/carers**

### **Parents/ carers**

All parents/ carers of young people with SEND will be treated as partners and fully supported to play an active and valued role in planning for their child's educational provisions. Every student is treated as an individual and consideration is given to the student's interests, strengths and abilities as well as their additional learning needs. Termly opportunities are planned to ensure that parents/carers and young people with

SEND can express their needs, wishes and goals. Bespoke provision is designed to meet the needs of each student as an individual. Young people are fully involved in the assessment, target setting, monitoring and review of their own progress.

### **Students**

Students are fully involved in the assessment, target setting, monitoring and review of their own progress. All students have a pupil passport which identifies strengths, areas for development and preferred learning styles.

### **Involving key stakeholders**

We work closely with a range of agencies including Local Authority support Services, Voluntary sector organisations to ensure there is support for students' needs and their families and carers.

### **Progressing towards outcomes**

We regularly review the arrangements put in place to support pupils' progress towards outcomes. We have a review day each term for students and parents and carers, which is an opportunity to meet all the subject teachers and discuss progress. Students are also part of a form group and there is regular contact with parents and carers to discuss progress.

---

## Transition support

All students have access to a wide and varied curriculum which has an emphasis on Skills for Life including our Vocational Curriculum which mirrors a work life Environment. Our school vision aims to support our young people to become responsible member of the community by preparing them for life in modern Britain. We recognise that it is essential for all students to make the transition to Further Education, Training or Employment. Students have regular access to careers advice and support in completing application forms. We organise College visits, have visits from Colleges to the Clifton Centre and from other career opportunities such as The Army to discuss what they can offer our students.

We have agreements with Colleges to share relevant information and strategies from school to support students in their college setting Post 16.

## Teaching approach

The curriculum is delivered by specialist teachers, supported by Teaching Assistants and HLTAS. All learning is differentiated and personalised to meet the students' individual needs.

Effective classroom strategies include guidance reports, scaffolding, cognitive and metacognitive strategies, explicit instruction, small group sizes and the effective use of teaching assistants.

All staff undertake specialist training to ensure they can support the needs of our learners



## **Adaptations to the curriculum and learning environment**

The learning environment is sensory friendly. The building is accessible to all as it is a new build on one level. The curriculum is adapted to meet the needs of all students and offers a wide range of curriculum subjects. In addition students can access work experience, alternative provision and additional offsite activities to further enhance our curriculum offer.

## **Inclusivity in activities**

All students have the same access to activities.

## **Supporting emotional and social development**

The School has an emphasis on emotional and social development for all students It is integral to all aspects of the Curriculum with an emphasis on self-esteem and resilience. All staff recognise that a student's emotional and social development is important and aim to develop a positive learning environment for all.

There is a strong pastoral team who work in partnership to support students and help remove any barriers to learning.

[The Clifton Centre Anti Bullying Policy](#)

## Evaluating effectiveness

We constantly reflect and evaluate our provision to make sure we are effective, below are some of the measures we use:

The success of a small number of students who return to mainstream education.

The wide range of external Academic and Vocational accreditations achieved by recent leavers.

The high proportion of pupils who have moved on successfully to further education, employment or training.

The positive feedback we regularly receive from parents and carers

## Handling complaints

The head teacher will meet any request to attend a SEND Tribunal and explain any departure from the duties and obligations under the SEND Code of Practice (2014). Information about the appeals procedure can be found on The Clifton Centre PRU website.

## Local Offer

The Clifton Centres Local Offer can be accessed following the link below

[The Local Offer](#)

## Named contacts

Name of individual	Email address	Phone number
Stephanie Carr, SENCO	stephanie.carr@salford.gov.uk	0161 921 1300
Alison Johnston, DSL	cliftonpruschool@salford.gov.uk	0161 921 1300