

CLEVES SCHOOL SEND INFORMATION REPORT

<p>1</p>	<p>How does Cleves School know if a child needs extra help?</p> <p>What should I do if I think my child may have special educational needs?</p>	<p>Some children start Cleves with already identified special educational needs. If this is the case appropriate support and intervention are put in place as soon as practically possible. As soon as your child starts at Cleves, we begin the process of finding out what their strengths and weaknesses are. On entry into Year 3 children undertake some screening tests which help to identify and prioritise need. In some cases, a child's special educational need may not become apparent until after their transition and in some cases well into their school career.</p> <p>We use a variety of methods to identify additional needs and celebrate achievement.</p> <p>Within Cleves we have rigorous monitoring in place to track every child. If a teacher has any concerns about the progress a child is making in any aspect of their development despite high quality targeted teaching they discuss their concerns with the SENDCo who may carry out further observations and assessments or request support from outside agencies.</p> <p>All teachers at Cleves also have a pupil progress meeting each term with the Headteacher/ Deputy Headteacher to ensure all children are making good progress. This is another way that a child may be identified as not making as much progress as expected and may need additional support. We aim to keep parents/carers fully informed and give timely and appropriate support.</p> <p>We also believe it is important to listen to our children. We ask children who are receiving extra support how they feel they are doing. We also analyse the results of regular Pupil Attitudes to Self and School (PASS) surveys not only to identify trends, but also to see if individual children have difficulties, eg with confidence or self-esteem, which might not otherwise have been identified.</p> <p>If you are concerned about their child's progress you should initially speak to their class teacher. You can also speak to the SENDCo or the Headteacher.</p>
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2	How will the staff at Cleves support my child?	<p>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none"> Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Sensory and /or Physical
		<p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). The SENDCo has an overview of all the SEND Support Plans. The type and amount of additional support a child may be given depends entirely on their needs. Some children may just require a short burst of intervention and be on the SEND Register for a relatively short period of time whereas others may require support throughout their time at school.</p> <p>Interventions for individual children are spelled out and monitored and all staff involved with the child contribute to their plan. Class teachers are told promptly of children's work and progress by any staff who carry out interventions with them.</p> <p>Teachers discuss children's targets with them so that they are clear about what they are working on. Your child's teacher, senior leaders and trustees actively monitor the progress of children with special needs. Teachers are monitored by senior leaders.</p>

<p>3</p>	<p>How will the curriculum be matched to my child's needs?</p>	<p>We have a broad and balanced, creative curriculum which incorporates both skills, learning behaviours and key knowledge. Your child might prefer to learn in a particular way so we use varied teaching methods. Differentiation is embedded in our curriculum and practice. We personalise learning and children are involved in knowing their own targets and next steps. Our curriculum has a clear structure for each subject and knowledge is built upon year on year. We find that all children, and especially those who have difficulties, benefit from regular retrieval and from links between different topics being built into lessons.</p> <p>All teachers take part in termly pupil progress meetings with the Headteacher/ Deputy Headteacher to monitor progress and ensure early intervention is put in place for any child who is not making expected progress. All teachers are clear of the expectations of quality first classroom teaching and this is monitored regularly by the Leadership Team through lesson observations and learning walks.</p> <p>If any child is identified as requiring something additional to and different from the norm a range of tailored support is put in place to help them access the curriculum and make progress. This may, for example, be support to develop fine motor skills and writing skills for children with physical difficulties, pre-teaching of topic and vocabulary words for children with speech and language difficulties, additional support for developing reading skills or number concepts. Any intervention is monitored and evaluated.</p> <p>All children are encouraged to take part in our wide range of co-curricular clubs and activities, both within the school day and outside it. Children with certain needs are invited to join appropriate provision, eg the nurture room at lunchtime or a club to encourage physical activity.</p> <p>Our Equality Policy and Objectives, reflecting the Single Equality Act 2010, clearly show our commitment to ensuring that every child can benefit from our whole curriculum.</p> <p>Our curriculum resources include examples of people with disabilities.</p>
<p>4</p>	<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We offer an open door policy and welcome parents/carers to make contact at any time if they have any concerns. You can either meet the class teacher, the SENDCo or the Headteacher (whichever is the more appropriate) to discuss your child. We can offer advice and practical ways that you can help support your child at home or perhaps signpost you in the direction of other services.</p> <p>Each term our Higher Level Teaching Assistants offer parents/carers the opportunity to discuss their child's progress in their intervention support sessions.</p> <p>We hold regular curriculum evenings/workshops to help parents/carers understand what learning is expected and how best they can support their children.</p>

		<p>We strongly believe that the best outcomes for children occur when parents/carers work in partnership and aim to foster links between home and school, so we aim to keep communication channels open.</p> <p>If your child is on the Special Educational Needs Register (an in school list of children who need additional support and intervention) your child will have a SEND Support Plan (SSP) and you will have the opportunity to meet with your child’s teacher termly to discuss their progress towards targets and how you can help.</p> <p>If your child has more complex needs and has an Education Health Care Plan (EHCP) you are likely to be involved in multi professional meetings, have more regular progress meetings and be in more regular contact with the staff at school. Parents/carers of children with EHCPs also have Annual Review Meetings to discuss the outcomes on their child’s EHCP and review the progress their child has made towards their targets, plan next steps and evaluate the provision school has provided.</p>
5	<p>What support will there be for my child’s overall well-being?</p>	<p>The well-being of every child is a key priority at Cleves and in December 2020 Cleves was awarded the national Wellbeing Award for Schools.</p> <p>We believe that every child deserves to enjoy being at school and that learning happens best when children are happy and in a safe, caring environment. All our staff are trained to provide a high standard of pastoral support. The Headteacher is the Safeguarding Lead and all staff regularly receive safeguarding training.</p> <p>We have a full-time Welfare Officer and other relevant staff are also trained to support medical needs; for example, we have many who are first-aid trained and Epipen-trained. Our Policy “Supporting Children with Medical Conditions” sets out our approach for any child with more severe medical needs, and if necessary a medical plan is drawn up in collaboration with parents.</p> <p>The school also has a policy regarding the administration and managing of medicines on the school site. Parents need to complete a form if medication is recommended by health professionals during the day. On a day to day basis the school Welfare Officer oversees the administration of any medicines.</p> <p>We believe in having a clear transparent framework to foster a positive and safe environment in which children can flourish. To that end, we have a clear and focussed behaviour policy which includes guidance, expectations, rewards and consequences. We also emphasise five values - respect, high aspirations, kindness, perseverance and inclusiveness; and four learning behaviours - for children to be resilient, reflective, responsive and collaborative.</p>

		<p>Within our curriculum children are taught social and emotional aspects of learning; about healthy relationships, and about how to stay safe and healthy in person as well as how to be safe online. Assemblies are held on key well-being issues, and individual days and weeks take place, e.g. trying something new, or being kind. We regularly remind both children and parents of the importance of staying safe online and have held in-person briefings on this for parents, as well as sending out regular information by email.</p> <p>In addition to our annual pupil survey we also carry out an annual survey to find out how safe pupils feel in school and results are discussed with pupils [Pupil Associate Governors in pre-pandemic times] and actions identified.</p>
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<p>6</p>	<p>What specialist services and expertise are available at or accessed by Cleves School?</p>	<p>All our teachers are fully qualified and we have many skilled members of staff who have many years of expertise in working with children with a variety of special educational needs. However, at times we do need to consult outside agencies to receive more specialised expertise.</p> <p>We have well established relationships with other professionals and our SENDCo regularly meets with our specialist teachers to discuss children who are on the SEN Register to plan further support and training. These include Behaviour Support and Language and Learning teachers. For children with more complex needs we use the expertise of an Educational Psychologist. The Educational Psychologist works with school providing advice and training for staff but will only become fully involved with children with more complex needs who we feel may require statutory assessment.</p> <p>Some of the other agencies we work with include Speech and Language, Occupational Therapy, CAMHS (Children and Adolescent Mental Health Services), Physical and Sensory Support Services, Physiotherapists, ASD Outreach from Freemantles School, medical consultants and paediatricians, Social Services and Surrey Young Carers.</p> <p>If there is a language barrier we seek support from REMA (Race Equality and Minority Achievement) for translation services.</p>
		<p>All advice from outside agencies is incorporated into the child's SEND Support Plan or intervention programme We ensure that you as parents and all necessary staff have the opportunity to meet with outside agencies when appropriate</p> <p>Additionally, we have a school- based physiotherapist, a school based speech and language therapist, a school based yoga teacher, two school based counsellors and staff trained in drawing and talking.</p>

7	<p>What training are the staff supporting children with SEND had or are having?</p>	<p>Our SENDCo is a qualified teacher, with approaching 20 years of SENDCo experience. We regularly invest time and money in training our staff to improve Quality First Teaching delivery and enhance their skills and knowledge of special educational needs.</p> <p>We build SEND into our strategic training programme and the SENDCo ensures that staff are updated on all matters relating to SEN and Disability when required.</p> <p>Our staff training includes clinics and staff meetings focusing on special educational needs using the expertise of outside agencies such as our specialist teachers, i.e. Language and Learning, Behaviour Support and our Educational Psychologist and Speech and Language Therapist. This training has included Positive Behaviour training, Positive Touch, Dyslexia awareness, Autism awareness, Emotional Wellbeing awareness, creating relevant and appropriate SEND targets.</p> <p>A number of our staff are trained to deliver Drawing and Talking.</p> <p>Our Speech and Language Therapist and Physiotherapist often provide training and support for staff working with children with specific needs.</p>
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8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion policy promotes the involvement of all our children in all aspects of the curriculum including educational visits or other activities outside the classroom. Safety and access are our priority and further thought and consideration are put in place to ensure any additional needs are met. Where applicable, we consult and involve parents/carers in planning activities and trips.</p> <p>Comprehensive risk assessments are carried out for all trips and are overseen by the Headteacher/Deputy Head. All trips have a high ratio of adults to children. For some children with additional needs, such as anxiety or autism, additional preparation is put in place such as social stories, visual timetables etc to reduce anxiety and ensure they are fully prepared for the visit.</p>

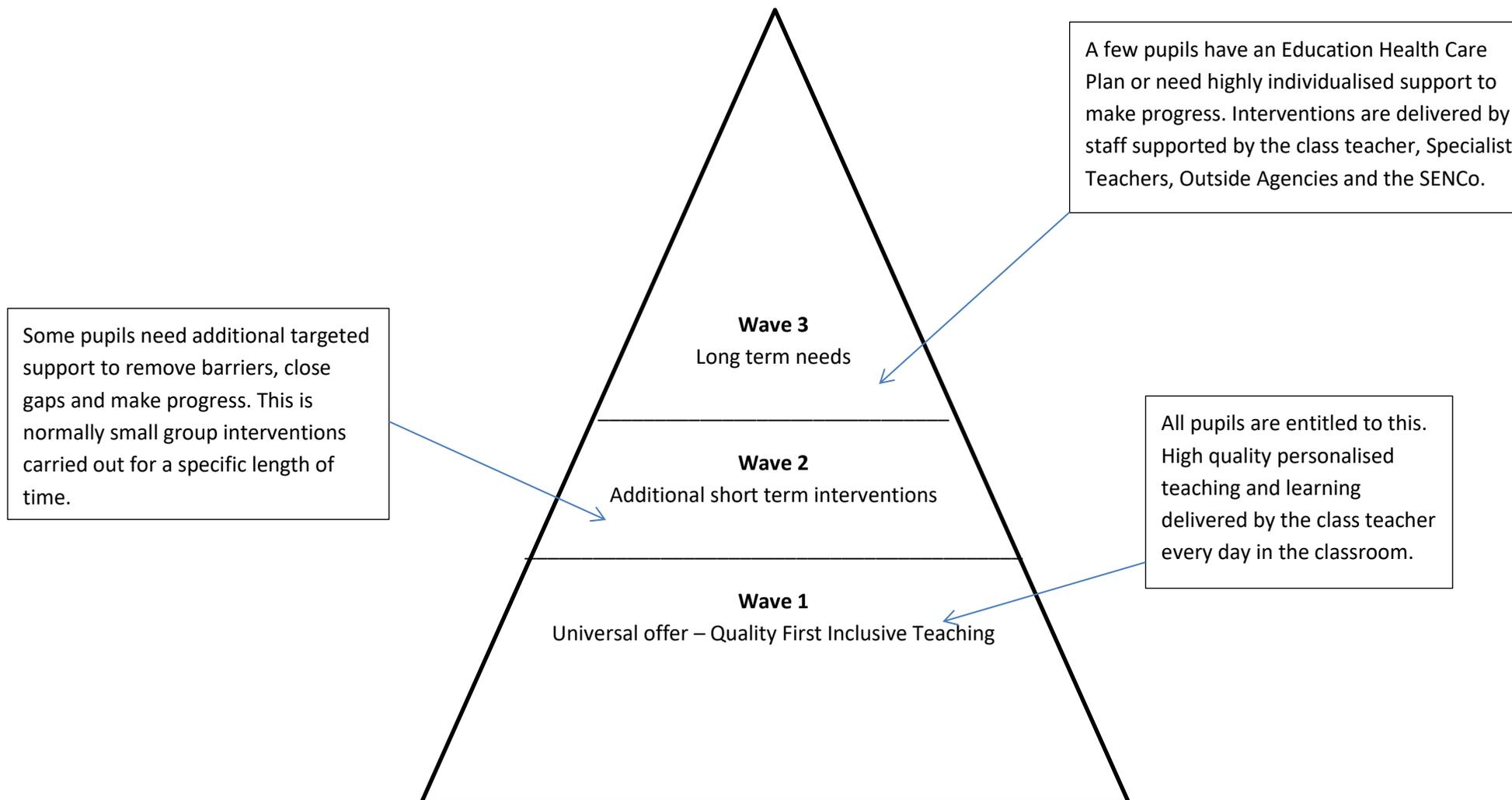
		Our practices are in keeping with the Equality Act 2010.
9	What are admission arrangements for children with SEND; and how accessible is the school's physical environment?	<p>Cleves' trustees are responsible for admission arrangements and these comply with statutory guidance: all children whose EHCP names Cleves are admitted. All other children, regardless of ability or disability, are admitted strictly in accordance with our published admissions criteria.</p> <p>Our Accessibility Plan is robust and sets out how we meet our responsibilities to ensure disabled pupils can equally access all Cleves offers. We are vigilant in making reasonable adjustments wherever possible. We value and respect diversity in our setting and do our best to meet the needs of all our learners. We have disabled toilets and have wheelchair access through our main doors. Small, accessible group rooms have also been incorporated into our buildings to provide quiet, distraction-free places to carry out interventions.</p>
10	How will my child be supported when joining Cleves School or transferring to a new school?	<p>We have robust induction and transition programmes in place for welcoming new children to Cleves. Bespoke programmes are developed for our children with Special Educational Needs or those with a disability.</p> <p>Our SENDCo visits our two feeder infant schools (where the vast majority of our intake come from) in the summer term to discuss children with special needs who will be joining us in September, and any special arrangements that might be necessary. Visits are also arranged to meet any children with complex needs on the SEND Register in their infant school setting.</p> <p>If SENDCo discussions with feeder schools suggest an unusually high number of children with special needs, or individual children who are likely to require support, these summer visits enable us to plan for any necessary additional staffing.</p> <p>Some children may require additional support, and further visits and strategies are put in place to support the child and make transition easier e.g. additional visits, photos, transition leaflets.</p> <p>We also have good relationships with other local schools. Again, there is a robust transition programme for any child who might move school. The SENCOs of both schools discuss the needs and support of any children.</p>

		<p>on the SEN Register. Additional visits are arranged for more vulnerable pupils, photos and leaflets are made, and additional transition group work sessions are planned and implemented where necessary. We liaise closely with all staff and ensure all the necessary paperwork and information is transferred and needs are discussed and fully understood.</p> <p>For some children who have anxiety, behaviour difficulties or other issues, such as autism, additional transition work is also put in place when moving to a different year group within school.</p> <p>(See above for accessibility.)</p>
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>No matter what their ability we try to ensure that the needs of all children are met to the best of the school's ability with the funds available.</p> <p>All interventions are evaluated to ensure good value for money and effectiveness. If additional needs emerge a case is made either to vire between budget headings or for additional money.</p> <p>Children who have an Education Health Care Plan generate additional funding which provides additional adult support. At present all our children with an EHCP have a Learning Support Assistant. This additional support may provide 1:1, small group or in-class, or other support.</p>
12	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>First and foremost, your child will receive Quality First Teaching in their class, from their class teacher. We expect all staff to deliver this.</p> <p>Should additional support be required this is undertaken after consultation with the children, parents/carers and staff.</p> <p>All interventions are monitored for impact. We are investing in and establishing many research based interventions which have already been proven to have an impact and to close or reduce any academic or other gap between a child and their peers.</p> <p>One Page Profiles are produced in consultation with learners and parents/carers so that teaching staff have a clear overview of the whole child. We feel it is important to have the child's views so they feel involved in their own learning.</p> <p>The SENDCo oversees all additional SEND support and SSPs (SEND Support Plans). The type and amount of additional support a child may receive depends entirely on their needs. Some children may just</p>

		<p>require a short burst of intervention and be on the SEN Register for a relatively short period of time whereas others may require support throughout their time at school.</p> <p>EHCPs formally state a child's needs, and regular reviews look at goals to be met and the effectiveness of interventions and support undertaken.</p>
13	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>We believe in working in partnership with parents/carers and regularly involve parents and carers in discussions about their child's learning, needs and aspirations.</p> <p>We value highly the contribution that all family members can make towards a child's learning. In addition to our regular parent consultations with teachers we hold SSP (SEND Support Plan) meetings for children on the SEN Register.</p> <p>We have an open door policy and wherever possible staff liaise with parents and carers to ensure the best outcomes for learners.</p> <p>We have regular parent forums where parents can air concerns to the Headteacher and other members of staff and find out about various aspects of school life</p> <p>We have a very active and successful Parent Teacher Association which encourages parents to be involved in every aspect of school life.</p> <p>We welcome parent helpers, subject to DBS clearance. On a voluntary basis these roles include helping out with hearing readers in school and supporting educational visits etc</p> <p>Our Board of Trustees includes parent trustees who are fully involved in setting the strategic direction of our school.</p> <p>A daily email from school and regular newsletters keep parents and carers up to date with what is happening in school.</p>
14	<p>Who can I contact for further information?</p>	<p>In the first instance we encourage parents/carers to talk to their child's class teacher.</p> <p>Further information and support can be obtained from the SENDCo, Mrs Jo Grafton.</p> <p>If you are a prospective parent of a child with additional needs and are considering whether your child should join our school you can contact our school office and speak to a member of our school</p>

		admin team who can book you onto one of our prospective parent walkabout tours and make arrangements for you to meet with our SENDCo or Headteacher to discuss the needs of your child.
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ANNEX: WAVES OF PROVISION AT CLEVES SCHOOL



WAVE 1 – UNIVERSAL OFFER Our whole class teaching and learning ensures the effective inclusion of all pupils in high quality, everyday personalised learning (Quality First Inclusive Teaching). This includes;

- Effective lesson planning that builds on prior learning and includes retrieval
- Knowledge content to be learned clearly mapped out for lessons

- Clear learning objectives/intentions that are shared with the children
- High levels of pupil engagement/involvement
- Creative curriculum addressing learning skills and behaviours
- Effective questioning
- Modelling/scaffolding and clear explanations by the teacher
- Regular opportunities for pupils to talk about their learning, both in pairs and groups
- Assessment for Learning
- A range of teaching styles and an awareness of learning styles e.g. use of visual aids to support learning
- Differentiation by delivery, task, pace, outcome
- Seating plans and groupings
- Structured routines
- Encouragement and praise to fully engage and motivate pupils – relevant reward systems
- Whole school assertive discipline approach with class charters
- Next steps for learning identified
- Use of IT to support learning
- High aspirations for all
- Effective verbal and written feedback
- Visual aids, prompts, interactive whiteboards, visualisers are used to aid learning
- ICT across the curriculum
- Key vocabulary is taught

- Strategies employed to support pupils with speech and language difficulties
- Behaviour policy which is transparent to pupils
- Pupils' well-being is paramount and pastoral supports in place
- Access to Welfare Officer
- Class charters/rules and routines are clear and consistent and supported by clear consequences
- Reward systems
- Opportunities for individual, paired and group and whole class discussions
- Children's achievements are recognised and celebrated
- Mentors and Play Leaders offer playtime support
- Lunchtime staff are trained to support children who have difficulties
- Certain children are invited to lunchtime club/nurture room
- Accessible buildings, sensory garden and additional small group and 1:1 rooms
- Carefully planned classroom seating positions
- Awareness of implications of sensory and physical impairment
- Movement breaks

WAVE 2 – TARGETED SUPPORT

We provide a range of targeted interventions to support those children who are making slower progress in particular areas of their learning. Interventions are based on the needs of children so some may be subject to change.

These include:

- Year 6 booster classes in Literacy and Numeracy
- Phonics booster group
- Language for Thinking

- Additional 1:1 and small group reading
- HLTA in class support
- Lunchtime Club/ access to nurture room
- Social skills group
- Third Space Learning
- Lexia
- Fine and gross motor skill groups
- Pre-teaching vocabulary
- Number Sense - Success@Arithmetic
- Catch Up Maths
- Yoga

WAVE 3 – SPECIALIST SUPPORT

We also provide specialist support for those children who require intervention and support beyond that of Wave 1 and 2. Interventions are based on the needs of children so some may be subject to change.

These include:-

- Support from Speech and Language Therapy and our own Speech and Language Therapist
- Support from Physiotherapy and our own Physiotherapist
- Support from our Learning Space practitioner- solution focussed approaches
- Numicon
- Read Write Inc
- Rapid Reading
- Precision Teaching

- Drawing and Talking
- Counselling
- Support for children on Education Health Care Plans
- Playground support