

SEND INFORMATION REPORT

From September 2014, there have been major changes to the way in which Education and Health services work together with parents and carers to support children and young people with Special Educational Needs and Disabilities. As a school, we are required to make available information about how we identify and provide for children with additional needs in our school. Every school has been asked to answer 14 Questions and make their responses available to the Local Authority and parents/carers. We are also required to publish more detailed information about additional provision available in our school.

Here is our response to the 14 Questions, and details of our additional provision.

	Question	Response (choose 'best-fit' statement from Self Audit Grid)	Examples of good practice in our setting (bullet point key examples)
1	How does the setting / school / college 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?	We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. Parents are encouraged to speak to the SENCo about any concerns they have. We have some in-house expertise in special educational needs.	<ul style="list-style-type: none"> • Transition and induction programmes are in place with infant and secondary schools. • Communication between Learning Development Department and infant and secondary schools in Summer term. • Transfer of electronic files via Surrey Information Management System and hard copies of reports and key information. • On entry to Y3 (Autumn term) children are screened using a bank of in-house assessment tools. • Learning Development Department undertakes additional screening processes. • Teachers monitor children and their progress and raise an Expression of Concern with Learning Development where appropriate. • Open communication between parent/carer and school. Meetings to discuss children and progress as necessary with appropriate staff. • Welfare Officer in post.

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			<ul style="list-style-type: none"> • The school has a SEN policy which can be found on the school website http://www.cleves.co.uk/Info/Policies/Policy-Documents . The SENCo is Mrs J Grafton and her email address is jgrafton@cleves.co.uk • We have a Learning Development team who meet weekly to discuss the progress and engagement of learners. Pupils who are causing a concern are also discussed and relevant actions are agreed relating to the most appropriate steps to take in order to support the learner. This decisions tie in with the school’s graduated approach to meeting needs. • Termly Pupil Progress meetings with senior leaders, including the SENCo or Learning Development representation and class teachers monitor children’s progress. • Once individuals with needs have been identified and relevant and appropriate actions agreed and planned, these are then put into practice and reviewed and evaluated accordingly.
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<p>Having identified needs, we seek to match provision to need. We monitor the impact of interventions (where possible) through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors/trustees</p>	<ul style="list-style-type: none"> • SENCo/Head of Inclusion leads Special Educational Needs & Disabilities (SEND), Learning Development team and is on school’s Leadership Team. • Currently Learning Development comprises 1 LD Teacher, 3 LD Higher Learning Teaching Assistants, and 21 Learning Support Assistants supporting SEND children with a Statement of Special Educational Needs and some children at School Action and School Action Plus in the classrooms. • Learning Development Teacher teaches lowest ability Maths set in Years 3 and 4 and provides targeted interventions for some School Action children. • Learning Development Higher Level Teaching Assistants support the lowest ability Maths set in Years 5 and 6 and provide targeted group work in Literacy and Social Skills, alongside focus groups. • Both group work and 1:1 approaches are utilised. • Children with Statements of Special Educational Need are generally

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			<p>assigned 2-3 Learning Support Assistants to support them during their hours at school. Support is Statement-specific.</p> <ul style="list-style-type: none"> • The school is mainstream and inclusive and complies with the requirements outlined in the Special Educational Needs Code of Practice (2004). Staff are trained to be able to cater for learners who may have difficulties in Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Physical and/or Sensory. • The school make reasonable adjustments to our practices so as to comply with the Equality Act (2010). • Classteachers, alongside the Learning Development Department, plan support and interventions. Children are encouraged to express their views regarding support and are included in identifying their targets. • Where outside agencies are involved, advice and recommendations help to inform planning. • All support is child-specific and is communicated to parent/carer at least twice a year. • School has an SEND Governor who liaises regularly with Head of Inclusion and visits the school. This Governor sits on the Achievement & Well-Being Committee which reports back to the Governing Body. • Governors challenge school leadership and monitor provision. • Provisions are evaluated and adapted accordingly. • Through the school's ethos of "Learning Together" and our commitment to training and continuous professional development, individual training needs are discussed during the appraisal process. Staff are encouraged to register an interest in learning new skills and developing knowledge, and consequently a variety of training has been undertaken by members of the teaching staff, Learning Support Assistants, Higher Level Teaching Assistants and the Welfare Officer. These include specific sessions on
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			<p>supporting pupils in Literacy and Language (including phonics and spelling, dyslexia and English as an Additional Language and speech and language). There is also support for pupils' learning in Numeracy including dyscalculia. Training has also been undertaken to improve outcomes for children using Information Technology. Staff have been trained to implement the school's skills-based curriculum. Specific members of staff have undertaken training to develop social skills interventions and emotional wellbeing support including Drawing & Talking, Play Therapy, Social & Emotional Aspects of Learning, as well as working with bereaved children. The Welfare Officer has undertaken counselling training.</p> <ul style="list-style-type: none"> • Individual staff members have completed training to develop their understanding of Attention Deficit & Hyperactivity Disorders and Managing Challenging Behaviours. • Specific staff members have undertaken training to support effective motor skill interventions, Autism and anxiety. • The school adopts the graduated response to meeting needs. Through quality first teaching the staff make reasonable adjustments to help include all children, not just those with SEND. The school takes a holistic approach to supporting learners and recognises the importance of pastoral arrangements- eg Pastoral team, Welfare Officer. •
3	<p>How will the curriculum be matched to my child's/young person's needs?</p>	<p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.</p>	<ul style="list-style-type: none"> • School has adopted a skills-based, creative curriculum which is broad and balanced. • The school is an inclusive community – this is fundamental to our ethos. • Head of Teaching & Learning and Head of Curriculum monitor planning. • Leadership Team monitor Teaching & Learning. • Lesson plans identify differentiation and weekly year team planning meetings encourage best practice.

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			<ul style="list-style-type: none"> • Effective inclusion and wherever possible personalised adaptations to lessons, modifications to teaching approaches and specific targeted support within lessons. • Staff differentiate approaches and resources so as to support access to the curriculum. We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by stakeholders who may have difficulties in reading or seeing. • Ability groups for Numeracy. • Classteachers operate various approaches to targeting children’s abilities and learning styles. • Children’s views are sought regarding the curriculum. • Wherever possible advice and recommendations are sought from outside agencies.
4	<p>How will I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?</p>	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school. This is also reinforced by generic updates on the curriculum</p>	<ul style="list-style-type: none"> • Children on the Special Educational Needs Register receive targets which are formally reviewed and communicated with parents. • Annual Reviews for children with a Statement of Special Educational Needs formally review the progress made. • Termly Parent Pupil Progress meetings inform parents and carers about their child’s progress. • Parents and carers receive an Annual Report about their child which contains associated targets. The consultation following the report allows parents and carers to opportunity to discuss how they can support learning and progress. • Learning Behaviours and Skills are reported formally to parents. • Annual formal assessment scores are reported to parents. • Open door policy where parents and carers are encouraged to come and speak to school staff, including the SENCo, if they have concerns about

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		<p>which we share through our newsletter and/or website. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</p>	<p>their child's needs or progress .</p> <ul style="list-style-type: none"> • Parent Information Evenings are arranged to inform parents of new initiatives and high-profile projects. • Feedback meetings and reports from outside agencies. • Children with a Statement of Special Educational Needs have a Home/School Communication Book. • Wherever necessary regular network meetings are set up. • Where appropriate staff set up regular feedback arrangements with parents, often including children. • During the school's assess, plan, do, review cycle the school considers actions which need to be taken to support the learner towards their outcomes and highlights what each stakeholder can do in order to make a positive contribution. • The school's Google site helps to inform parents. • Family Links learning opportunities arranged as appropriate. • Parenting Puzzle programme offered. • The school shares a Home/School Link Worker with local schools in the Weybridge Cluster. This support equates to one day per week. The Home/School Link Worker can support parents and carers and make recommendations about how to best support and positively engage with children's learning and all round development. • The school has a Parent Teacher Association where parents and carers can become involved in school life. Parents and carers who are interested in becoming involved should contact the PTA. http://www.cleves.co.uk/Parents/PTA • We also have parent governors who can take an active role in the overall running of the school and financial management, curriculum development and whole school improvement. Parents and carers who are interested in
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			<p>becoming involved should contact the Chair of Governors chair@cleves.co.uk</p> <ul style="list-style-type: none"> The school has parent volunteers who come in to support learning in the classrooms- eg reading. Parents and carers who are interested in becoming involved should contact their child's class teacher.
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p>	<ul style="list-style-type: none"> Head of Be Healthy Stay Safe is a member of the Leadership Team. The school has a dedicated Welfare Officer. The Welfare Officer oversees the medical and personal care needs of the pupils. In the first instance every child has a class teacher who they can talk to in order to share any concerns. Wherever necessary/appropriate/possible the school strives to meet individual medical, emotional and/or social needs of pupils. There is a pastoral team that meets at least three times per term to oversee the pastoral needs of the school. Each year team has a pastoral representative. The school funds a counsellor for 2.5hrs per week and was awarded the Bruce Pearce Award in recognition of its commitment to pupils' emotional well-being. The school shares a Home/School Link Worker with local schools in the Weybridge Cluster. This support equates to one day per week. The Home/School Link Worker can support parents and carers and make recommendations about how to best support and positively engage with children's learning and all round development. School's attendance figure is high; the Welfare Officer monitors attendance, and can enlist the support of an Education Welfare Officer if appropriate. School has links with Child & Adolescent Mental Health Service.

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			<ul style="list-style-type: none"> • Where appropriate the school liaises with private therapists supporting children. • Pupil Voice is fundamental within the school and therefore the children feel valued. • Children’s views are sought regarding Health and Safety. • The children act as Mentors, Peer Mediators and Playleaders, and sometimes as informal buddies to support each other. • Emotional literacy and support is implemented wherever necessary. • The school has a clear Behaviour Policy and the children’s behaviour and attitudes to learning reflect the school’s values. • The whole-school Behaviour Policy is differentiated as appropriate. • The school is committed to the principles of the Rights Respecting Agenda and Personal Social & Health Education is taught in school. • The school has a zero tolerance approach to bullying. We address the causes of bullying as well as dealing with negative behaviours. • School has extensive sporting facilities and there is a wide range of extracurricular physical clubs. • There is a Head of Community and Sport who works alongside the Leadership Team to ensure that the Sports Premium enhances physical provision for all. • School holds the Gold Kitemark. • School has achieved the “Healthy Schools Award”.
6	<p>What specialist services and expertise are available at or accessed by the setting / school / college?</p>	<p>Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.</p>	<ul style="list-style-type: none"> • The school holds the Investors in People Award and all staff are encouraged to develop their skills and knowledge. We have staff who are trained in specific areas of special educational needs, such as Social & Emotional Aspects of Learning (emotional literacy), literacy and numeracy support, speech and language and motor skill and sensory difficulties. Members of the Learning Development department possess a working knowledge of

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			<p>difficulties to help them support access to the curriculum.</p> <ul style="list-style-type: none"> • There is a comprehensive training schedule which includes relevant SEND matters and wherever appropriate specialist agencies are recruited to deliver training. • The school regularly liaises with outside agencies and wherever appropriate and possible advice and recommendations are implemented. • The school holds meetings where professionals from outside agencies are invited to attend. During these meetings the school may discuss individual cases where it is felt support is necessary which is above and beyond what the school is able to offer. In these cases parents and carers will be consulted and consent sought so that agencies are able to work together in supporting the overall development of the individual. • Where it is deemed that external support from outside agencies is necessary the school discusses any referrals with parents and carers in the first instance and will gain full consent before proceeding with a referral. • Services involved with the school include Behaviour Support, Educational Psychology, Learning & Language Support, Physical & Sensory Support including Visual Impairment, Hearing Impairment and Physical Disability, Speech & Language Therapy, Occupational Therapy, Physiotherapy, Child & Adolescent Mental Health Service, Medical Consultants and Paediatricians, Social Services, Educational Welfare Officer, Home School Link Worker, Surrey Young Carers, Freemantles Outreach (Autism/ASD), Race Equality & Minority Achievement service, Valley Trust Counselling, School Nurse. • If appropriate and where possible school works alongside private therapists supporting children and families. • The school signposts parents toward Parenting Puzzle training, and the Welfare Officer is trained to deliver this, alongside the Home School Link Worker and the Children's Centre Manager. • We have a duty to ensure that Looked After Children are given the appropriate
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			<p>support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan is produced to help support the child's development holistically.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Needs Co-ordinator (SENCo) is a qualified teacher. We build special educational needs into our strategic training programme.</p>	<ul style="list-style-type: none"> • The Head of Inclusion (SENCo) is a member of the Leadership Team and has been in post for 8 years. • School is committed to continuous professional development and therefore training has a high priority. The school holds The Investors in People Award. • The Head of Inclusion has recently attended a network meeting to hear more about SEND14. • The Head of Inclusion attends annual SEND Conferences to hear more about high-profile SEND initiatives. Information is then fed back into school accordingly. • Staff have received ASD Awareness training and there are close links with Freemantles Outreach. Earlybird Training has been attended where appropriate. • Through the school's ethos of "Learning Together" and our commitment to training and continuous professional development, individual training needs are discussed during the appraisal process. Staff are encouraged to register an interest in learning new skills and developing knowledge, and consequently a variety of training has been undertaken by members of the teaching staff, Learning Support Assistants, Higher Level Teaching Assistants and the Welfare Officer. These include specific sessions on supporting pupils in Literacy and Language (including phonics and spelling, dyslexia, English as an Additional Language and speech and language). There is also support for pupils' learning in Numeracy including dyscalculia. Training has also been undertaken to improve outcomes for children using Information Technology. Staff have been trained to implement the school's skills-based curriculum. Specific members of staff have undertaken training

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			<p>to develop social skills interventions and emotional wellbeing support, including Drawing & Talking, Play Therapy, Social & Emotional Aspects of Learning, as well as working with bereaved children. The Welfare Officer has undertaken counselling training.</p> <ul style="list-style-type: none"> • All staff have undertaken Safeguarding and First Aid training. • This academic year staff will complete awareness raising of, and training in, Positive Touch. • Individual staff have completed training to develop their understanding of Attention Deficit & Hyperactivity Disorders and Managing Challenging Behaviours. • Specific staff have undertaken training to support effective motor skill interventions. • Learning Development Department works closely with outside agencies who offer support and advice to all members of staff. Advice is welcomed and practices are constantly reviewed to reflect this. • Wherever possible class teachers and Learning Support Assistants are involved in feedback sessions and discussions with outside agencies. This enhances communication and provides a further continuous professional development opportunity. • This academic year School Action Plus clinics are to be set up for members of staff to meet with specialist advisers from Surrey’s SEN department. This will provide a valuable training opportunity.
8	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and</p>	<ul style="list-style-type: none"> • The school is inclusive and strives to meet every child’s individual needs. We aim to support all learners to engage in activities together. Barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. The school makes reasonable adjustments so that learners can join in with activities regardless of their needs. • There is a wide variety of extracurricular activities on offer and all children

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		access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.	<p>are welcomed and encouraged to participate. A member of the Leadership Team was responsible for conducting an audit to monitor the engagement of learners across the school.</p> <ul style="list-style-type: none"> • Our creative skills-based curriculum supports different learning styles. • Wherever possible support staff attend residential and day visits in order to support activities outside the classroom, including school visits- eg during this year additional staff accompanied the residential visits to Sayers Croft, Hooke Court, the Isle of Wight and Shropshire so that learners with SEN could attend. • Staff work closely with parents to provide the best care for each child.
9	How accessible is the setting / school / college environment?	Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	<ul style="list-style-type: none"> • The school buildings are accessible for wheelchair users and there are disabled toilet facilities. We seek to make reasonable adjustments wherever necessary and possible. • School works closely with Surrey’s Visual and Hearing Impairment and Physical Disability specialists and implements any appropriate recommendations made. • Parents’ and carers’ individual needs are supported as sensitively as possible. • We ensure the school is accessible for all children where English is not their first language. • The Head of Inclusion and Headteacher work closely with the Business Manager in order to improve the school environment. • Children and parents communicate their views to school via questionnaires and forums.
10	How will the setting /school / college prepare and support my child/young person	We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems record	<ul style="list-style-type: none"> • Our Y2 to Y3 induction process is comprehensive and begins early in the Spring term. It involves classteachers and SENCOs/Head of Inclusion from local infant schools and Cleves. • Alongside their children, parents are invited to attend an individual

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	<p>to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</p>	<p>what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as settings children/young people move on to.</p>	<p>welcome meeting with a member of the school's Leadership Team.</p> <ul style="list-style-type: none"> • Head of Inclusion attends Y2 Annual Reviews wherever possible and supports the writing of new targets. • Y2 children are given many opportunities to visit the school and their new teacher in order to familiarise themselves and build confidence. • Y6 children act as Mentors to Y2/3 children. Playleaders and Peer Mediators support all Cleves pupils at breaktime and lunchtime. • Children with complex needs, where change is particularly challenging, are given the opportunity to attend additional school visits. • Wherever appropriate and practicable adaptations are made to school procedures and routines in order to accommodate SEND. • There is comprehensive communication between infant schools and secondary schools and SEND information is transferred verbally, physically and electronically. • Specific Y6 children are identified to participate in transition support groups and where necessary the school will liaise with the elected secondary schools to access their own induction groups. • Where the school is aware that there is a high level of anxiety, familiar support staff will accompany individuals on induction and transition visits. • Wherever appropriate, children with a Statement of Special Educational Needs are supported with additional visits to their secondary school, and accompanied by a Learning Support Assistant. • Secondary school staff are invited into Cleves to speak with the Y6 team and the Head of Inclusion also invites all secondary SENCOs. During these meetings staff share an overview of the children with SEND. Good practice is shared so that transition to the next phase is made easier. • Children transferring in-year are welcomed into new classes and often assigned unofficial buddies to support them in settling into Cleves.
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			<ul style="list-style-type: none"> • Parents and carers are encouraged to discuss the next stage of development. Guidance and signposting for advice is given during meetings so that each stakeholder can take an active part in preparing for the next stage of education.
11	<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</p>	<p>Budgets are closely monitored and aligned to the school improvement plan of the school.</p>	<ul style="list-style-type: none"> • The Head of Inclusion is a member of the Leadership Team and works closely with the Business Manager. • The Head of Inclusion is responsible for the SEN budget. • The budget is maximised in order to ensure as many children as possible benefit from interventions. • Knowledge of the children's needs, together with information contained within Statements of Special Educational Need, is used to shape planned support. • Individual targets/priorities are resourced wherever financially appropriate and practicable, where a specific need has been identified. • Interventions/resources are evaluated in order to ensure value for money and relevance. • Recommendations from specialist professionals supporting a child are carefully considered and financed and implemented wherever possible, if appropriate. • The school reviews the needs of the children and endeavours to put in place provisions in order to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted to needs. The Leadership Team conduct learning walks, including reviewing practices, which helps to maintain standards through quality assurance. • Decisions are made as to whether specific interventions are effective both in terms of the time spent on them and the finance used. • Each year the school reviews the needs of the whole cohort to see if there

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			<p>is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</p>
<p>12</p>	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action.</p>	<ul style="list-style-type: none"> • The SENCo liaises with key staff in school where there are concerns about a child’s progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are spoken to regarding progress and concerns. Pupil Voice is considered fundamental and is part of the school’s ethos. • The school is beginning to adopt the use of One Page Profiles, involving children and parents/carers. One Page Profiles will be produced so that teaching and support staff have a clear overview of the whole child. • Where a child is placed on the school’s Special Educational Needs Register, additional support/intervention is considered, and implemented wherever appropriate and possible. The school works with the child and family, considering their opinions. Specialist professionals and outside agencies involved with the child and family are also involved where appropriate. • Before implementing support or intervention the school will communicate its intentions in order to ensure that families agree to this support. If necessary a more detailed dialogue can occur between school and family. • During the intervention staff involved will continuously monitor, adapt and evaluate its impact, feeding back to families wherever and whenever appropriate. • At the end of a fixed period of support overall impact is evaluated and next steps considered if necessary. • Children are encouraged to voice their opinions about targets and interventions and strategies used. • Children with a Statement of Special Educational Need are encouraged to voice their views and opinions for their Annual Reviews.

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			<ul style="list-style-type: none"> • Pupil Progress Meetings facilitate three-way dialogue between school, pupil and home.
13	<p>How are parents involved in the setting / school / college? How can I be involved?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.</p>	<ul style="list-style-type: none"> • School recognises the importance of parent/carer involvement and believes that in order to achieve the best outcomes for learners a strong relationship and partnership needs to be established. • The school has a Home School Agreement. • There is an open door policy and wherever possible staff liaise with parents and carers to ensure the best outcomes for its pupils. • Parents and carers are invited to support children and school staff in a variety of settings such as volunteer help in the school library, supporting classes on day visits, supporting year groups on residential visits, and helping with specialist weeks and activities such as Tudor Day and Carnival Day. • The school is currently undertaking the Leading Parent Partnership Award which will consolidate our commitment to partnerships with families. • Regular feedback from parents and carers is sought and acted upon if appropriate and practical. • Parents and carers are invited to attend induction meetings prior to their child starting in Year 3. Throughout their child's time at the school they are invited to attend information evenings (specific to each year group), curriculum workshops and termly pupil progress meetings. • The school funds a Home School Link Worker who is employed to help support home/school liaison. • Parents and carers are able to support their child's learning through access to a shared area on the Cleves Hub. • Parents are invited to attend any relevant support meetings relating to special educational needs, where specialist agencies are feeding back and supporting the school in planning the next steps forward.

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14	Who can I contact for further information?	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher/tutor. Further information and support can be obtained from the SENCo- Mrs J Grafton jgrafton@cleves.co.uk</p> <p>If parents and carers have concerns or issues relating to a complaint a copy of the schools complaints procedures can be found on our website http://www.cleves.co.uk/Info/Policies/Policy-Documents The complaints procedures will outline the formal steps the school will take in handling complaints. For specific complaints about SEN related matters see section 13 of the SEND Policy http://www.cleves.co.uk/Info/Policies/Policy-Documents. Where such complaints cannot reach a resolution between the parent/carer and the school parents and carers are advised to seek external support through the Parent Working Partnership.</p>
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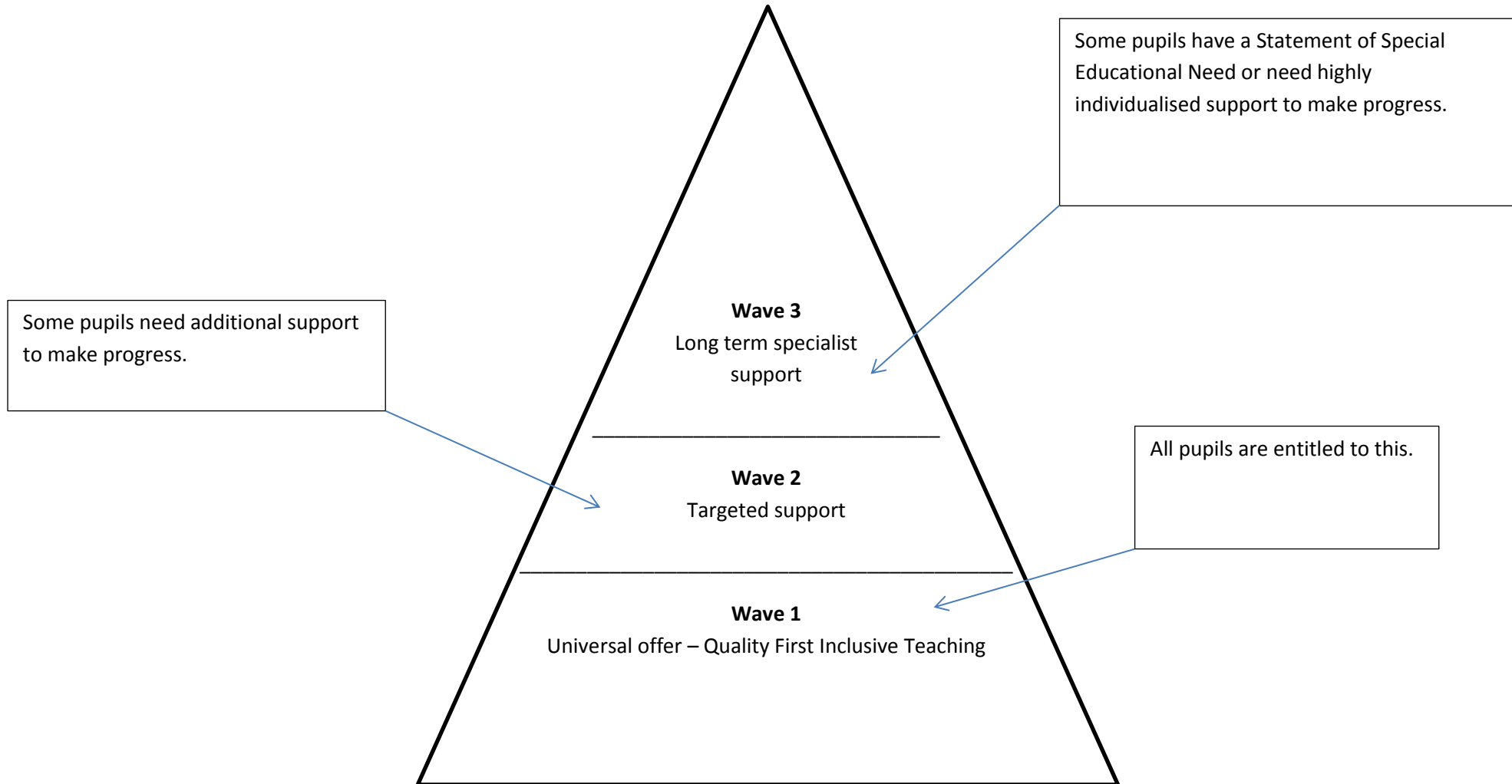
Any other comments: (Please add any additional features/resources in your school, which helps meet learner's needs, which are not recorded above).

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	As above.
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WAVES OF PROVISION AT CLEVES SCHOOL



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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
- 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

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. These include:-

- 1:1 tuition in English and Maths

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- Year 6 Booster classes in Literacy and Numeracy
- Withdrawal for groups of children in Years 3,4,5 and 6 who need additional support with Literacy
- Small group Numeracy support for children in Years 3 and 4
- Additional Higher Level Teaching Assistant support in Numeracy for Years 5 and 6
- Focus groups for pupils in Years 3,4,5 and 6 to address additional needs in areas such as fine motor skills (e.g. handwriting), confidence, social skills, creative thinking and support with transition to secondary school
- Reading support from peer groups
- Support from school Welfare Officer

WAVE 3 – SPECIALIST SUPPORT

We also provide specialist support for those children who require intervention and support beyond that of Wave 1 and 2. These include:-

- Withdrawal for groups of children in Years 3,4,5 and 6 who need additional support with Literacy
- Small group Numeracy support for children in Years 3 and 4
- Withdrawal for groups of children in Years 3,4,5 and 6 with social communication needs
- Withdrawal for groups of children with fine and gross motor needs
- Additional Higher Level Teaching Assistant support in Numeracy for Years 5 and 6
- Targeted TA/LSA in-class support
- 1:1 Precision Teaching
- Referrals to specialist outside agencies for support and advice
- Enhanced differentiation above and beyond that mentioned in Wave 1
- Support from School Counsellor

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THE SEND REFORMS: WHAT PARENTS AND CARERS NEED TO KNOW AND WHAT THEY NEED TO DO

What is happening?

The Children and Families Act will change the way in which children and young people with Special Educational Needs and Disabilities are supported at school and in the community. The Act will be implemented in stages starting in September 2014.

What is in the Act?

The Act responds to concerns parents and carers have raised about the SEND system over the last few years. It includes some key principles to improve parents' and carers' experiences. These include:

- **More Participation:** the Act places new responsibilities on Local Authorities and others to make sure parents/carers and young people are much more involved in decisions that affect their lives. It makes it clear that Local Authorities and health partners should work with parents/carers and young people to improve services across their local area, for example through the parent carer forums.
- **Better Outcomes:** the Act requires Education, Health and Social Care Services to look at how they support children and young people in a way that improves progress and supports the outcomes they want and need in their lives.
- **Better Joint Working:** the Act requires services that families use, in particular Education, Health and Social Care, to work more closely together and commission services together. This should improve the experiences of children, young people and their parents/carers.

What does this mean in real life?

Education, Health and Care Plans will replace Statements of Special Educational Needs and Learning Disability Assessments (LDAs). From September 2014, no new Statements or LDAs will be available. In stages, over the next few years, children with an existing Statement will have their Statement transferred to an Education, Health and Care Plan. There will be agreed procedures for the changeover and parents/carers and young people will have a say in these. Existing rights, for example rights of appeal, will continue during the transfer. Education, Health and Care Plans can continue to support young people up to the age of 25 if the Local Authority considers that the young person needs more time to complete their education or training.

INCLUSION AT CLEVES

SEN Support will replace School Action and School Action Plus. Schools will still be required to identify children who need additional support, involve parents/carers and children and young people in planning how to meet these needs, and call upon specialists from outside the school when they need to.

Local Offer - From September 2014 every Local Authority will be required to have a 'local offer' which informs parent/carers and young people with SEN or Disabilities what is provided in their local area, including what to expect from local early years providers, schools, colleges, Health and Social Care. In addition it will include information on how decisions are made about how services are allocated, how to request a personal budget, how to access more specialist support, and how to complain or appeal. Local Authorities must involve parents/carers, children and young people in developing their local offer.

Information and Advice - Local Authorities already have to make information and advice available to parents/carers about SEN, through Parent Partnership Services. From September, Local Authorities must make information and advice available that also covers Disability, Health and Social Care and is also available directly to young people as well as parents/carers – building on the services (like Parent Partnership Services) they already have in place.

Families with children or young people going through a Statutory Assessment leading to an Education, Health and Care Plan may also be able to get help from an Independent Supporter – someone who doesn't work for the Local Authority who can help parents and carers, and young people, through the process.

Other changes – There are lots of other changes, but these are some of the main ones. There are also things that are not changing, for example the Disability Discrimination duties in the Equality Act are the same as they were before the SEND reforms started.

How can I find out what early years providers, schools, colleges, Health and Social Care should do?

A new SEND Code of Practice will be published. It will set out how decisions should be made for children and young people with Special Educational Needs or Disabilities. This is statutory guidance and early years providers, all schools, colleges, Local Authorities and health partners must have regard to it when they decide what to do.