

CLEVES SCHOOL SEND INFORMATION REPORT- 2024

<p>1</p>	<p>How does Cleves School know if child needs extra help?</p> <p>What should I do if I think my child may have special educational needs?</p>	<p>Some children may start school with already identified special educational needs. If this is the case appropriate support and intervention is put in place as soon as practically possible. On entry into Year 3 the children undertake some screening tests which help to identify and prioritise need. However, 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>As soon as your child starts at Cleves, we begin the process of finding out what their strengths and weaknesses are. We use a variety of methods to identify additional needs and celebrate achievement. 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 would discuss their concerns with the SENCo who may carry out further observations and assessments or request support from outside agencies.</p> <p>The 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. We aim to keep parents/carers fully informed and give timely and appropriate support. We know children make the best progress this way.</p> <p>If parents are concerned about their child’s progress they should initially speak to their class teacher. They can also speak to the SENCo or the Headteacher.</p>
<p>2</p>	<p>How will the staff at Cleves support my child?</p>	<p>At Cleves School we have a broad and balanced, creative curriculum which incorporates both skills and key knowledge. Your child might prefer to learn in a particular way so we ensure teaching suits different learning styles. Differentiation and adaptation are embedded in our curriculum and practice. We personalise learning and children are involved in knowing their own targets and next steps.</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</p>

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		<p>progress. All teachers are clear of the expectations of quality first Wave 1 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 effective support is put in place to help them access the curriculum. For example, 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, and additional support for developing reading skills or number concepts. Any intervention is monitored and evaluated.</p>
<p>3</p>	<p>How will the curriculum be matched to my child's needs?</p>	<p>We offer an open-door policy and welcome parents/carers to make contact at any time if they have any concerns. They can meet with either the class teacher, the SENCo, or the Headteacher, (whichever is the more appropriate), to discuss their child's progress. 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. Higher Level Teaching Assistants offer parents/carers the opportunity to meet to discuss their child's progress within the intervention support sessions.</p> <p>We believe that your child's education should be a partnership between parents/carers and teachers therefore we aim to keep communication channels open especially if your child has complex needs. 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>At Cleves we strongly believe that the best outcomes for children occur when parents/carers work in partnership and aim to foster links between home and the school.</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 will most likely be involved in more 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</p>

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		<p>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>
<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>The wellbeing of every child is a key priority at Cleves. We believe that every child deserves to enjoy being at school and that learning happens best when children are happy. All our staff are trained to provide a high standard of pastoral support. We believe in creating a safe, caring environment. The Headteacher is the Safeguarding Lead and all staff receive safeguarding training.</p> <p>Relevant staff are trained to support medical needs, for example we have many who are first aid trained and Epipen trained.</p> <p>We have a Medical Policy in place which outlines a tailored 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 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 have a clear and focused behaviour policy which includes guidance, expectations, rewards and sanctions. We believe in pupil voice and children contribute to their own class charters. We are also a Rights Respecting school (United Nations Rights of the Child). A rights-respecting school not only teaches about children’s rights but also models rights and respect in maintaining relationships between teachers, parents and pupils. Within our curriculum children are taught social and emotional aspects of learning. Assemblies on key issues and circle time are used within school to help children deal with their feelings.</p> <p>The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Headteacher. The Welfare Officer meets with the Headteacher regularly and actions are taken to prevent prolonged unauthorised absence.</p> <p>Pupil Voice is central to our ethos and encouraged through a variety of ways, including an active School Council.</p>

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		<p>Staff are trained in a Drawing and Talking intervention which also supports children with emotional difficulties.</p> <p>We have a staffed facility similar to a nurture room which offers some nominated pupils support during unstructured times.</p> <p>The school has two school-based counsellors who provide weekly support for children experiencing complex emotional difficulties and we also have a school-based practitioner supporting pupils with social and emotional difficulties with solution-focussed approaches.</p> <p>We also run weekly yoga sessions run by a yoga teacher and confidence groups run by a practitioner for identified pupils.</p> <p>Additionally, we offer canine therapy to some pupils with our Wellbeing Woofer sessions.</p> <p>The school's Welfare Officer, SENCo and Well Being Lead work collaboratively to co-ordinate support in this area.</p>
5	<p>What support will there be for my child's overall well-being?</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 it may be necessary to consult with outside agencies to receive more specialised expertise.</p> <p>We have well-established relationships with other professionals and our SENCo regularly meets with our specialist teaching team and Educational Psychologist to discuss children who are on the SEN Register and plan further support and training. Our specialist teacher has expertise in behaviour support and language and learning. For children with more complex needs, we use the expertise of our Educational Psychologist. The Educational Psychologist works with the 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, Surrey Mindworks, Physical and Sensory, Physiotherapists, ASD outreach from Freemantles, medical consultants and Paediatricians, social services and Surrey Young Carers.</p>

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		<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, two school based speech and language therapists, a school based yoga teacher, two school based counsellors and a practitioner specialising in solution-focused approaches.</p>
6	<p>What specialist services and expertise are available at or accessed by Cleves School?</p>	<p>Our SENCo is a qualified teacher and has eighteen years SENCo experience. We regularly invest time and money in training our staff to improve Wave 1 Quality First Teaching delivery and enhance their skills and knowledge of special educational needs.</p> <p>We build SEN into our strategic training programme and the SENCo 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 (STiPs), our Educational Psychologist and Speech and Language Therapist. This training has included Positive Behaviour training, Positive Touch, Dyslexia awareness, Autism awareness, ADHD awareness, Emotional Wellbeing awareness and 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 Therapists and Physiotherapist often provide training and support for staff working with children with specific needs.</p> <p>We have invested in training members of staff in proven research-based interventions which include Read, Write, Inc, Number Sense, Numicon and Catch Up.</p> <p>We greatly value the benefits of working alongside parents to improve outcomes for children and members of staff have in the past been released to attend Autism training with parents.</p>

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7	<p>What training are the staff supporting children with SEND had or are having?</p>	<p>Our Inclusion policy promotes the involvement of all our learners in all aspects of the curriculum including educational visits. Safety and access is our priority and further thought and consideration are put in place to ensure needs are met. Where applicable you as parents/carers will be consulted and involved in planning activities and trips.</p> <p>Comprehensive risk assessments are carried out for all trips and are overseen by the Headteacher/ Deputy Head.</p> <p>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>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. 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 group rooms have also been incorporated into our buildings to provide quiet, distraction-free places to carry out interventions.</p>
9	<p>How accessible is the school's physical environment?</p>	<p>We have robust induction and transition programmes in place for welcoming new learners to Cleves. Bespoke programmes are developed for our children with Special Educational Needs or those with a disability.</p> <p>And to make the transition easier our SENCo contacts our feeder infant schools and visits are arranged to meet any children with complex needs on the SEN Register in their infant school setting.</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, videos and 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 schools. The SENCos of both schools discuss the needs and support of any children on the SEN Register. Additional visits are arranged for more vulnerable pupils and photos; videos and leaflets are made and additional transition group work sessions are planned and implemented where necessary.</p>

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		<p>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, behavioural 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>
10	<p>How will my child be supported when joining Cleves School or transferring to a new school?</p>	<p>We ensure that the needs of all children no matter what their ability 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.</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 support. Despite this, our overarching aim is to foster independence in the child and encourage independent learning.</p>
11	<p>How are the school's resources allocated and matched to children's special educational needs?</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 learners, 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 close the gap between the 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 views of the learner so they feel involved in their own learning.</p> <p>The SENCo oversees all additional SEND support and SSPs (SEND Support Plans) acting accordingly, The type and amount of additional support a child may need depends entirely on their needs. Some children may just</p>

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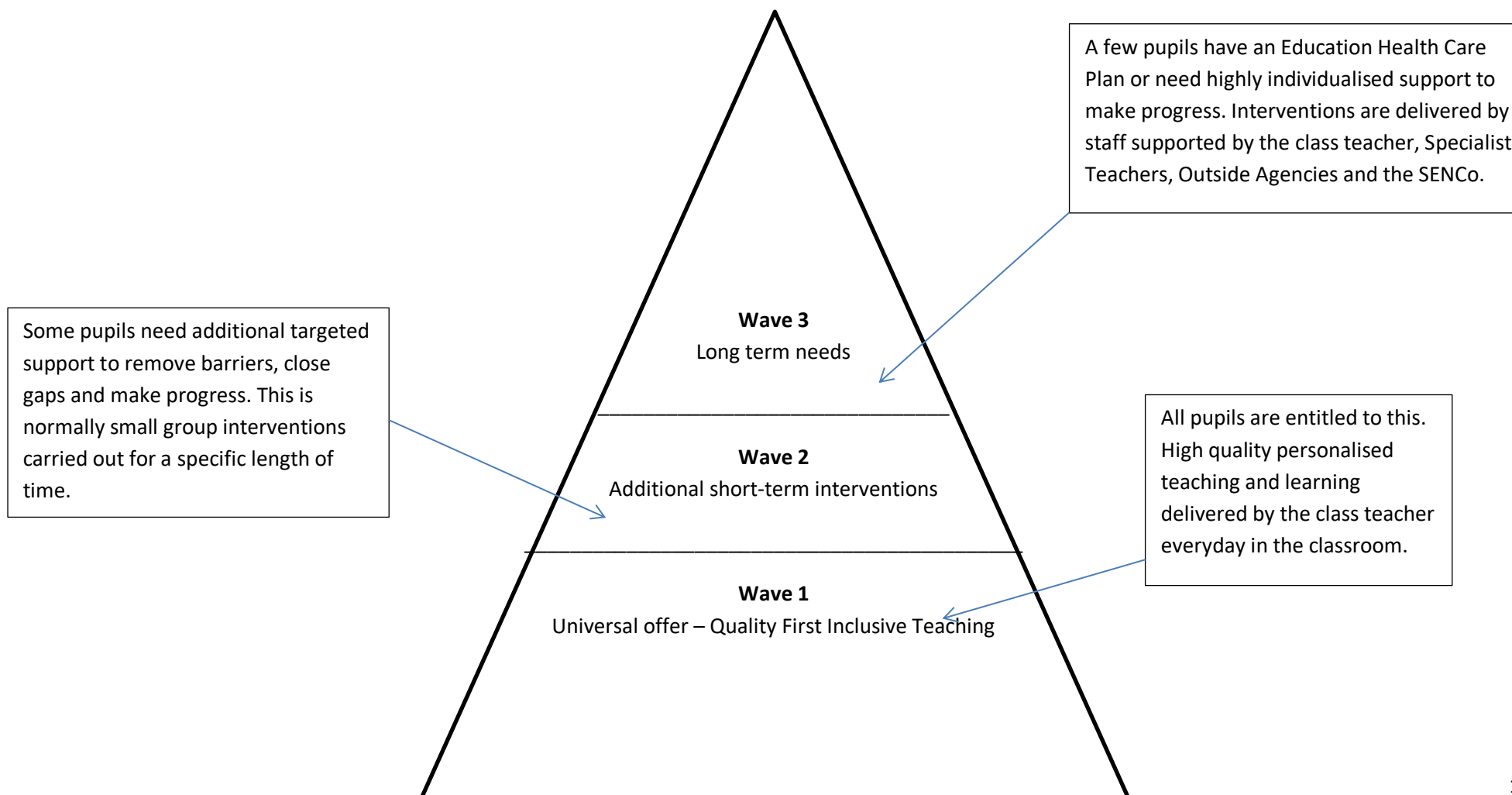
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		require a short burst of intervention and be on the SEN Register for a relatively short period of time whereas others may require support throughout their time at school.
12	<p>How is the decision made about what type and how much support my child will receive?</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 the regular parent consultations, teachers will hold SSP (SEND Support Plan) drop-in 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 who encourage 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 Governing Body includes parent governors who are fully involved in supporting the strategic development of our school.</p> <p>A daily email from school keeps parents and carers up to date with what is happening in school.</p>
13	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>In the first instance, parents/carers are encouraged to talk to their class teacher.</p> <p>Further information and support can be obtained from the SENCo, 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 admin team who can book you onto one of our prospective parent walkabout tours.</p>

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		Arrangements can be made at the same time to meet with our SENCo or Headteacher to discuss the needs of your child.
14	Who can I contact for further information?	

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
- High aspirations for all
- Effective verbal and written feedback
- Visual aids, prompts, interactive whiteboards, visualisers are used to aid learning
- ICT across the curriculum
- Questioning
- Key vocabulary is taught

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- Strategies employed to support pupils with speech and language difficulties
- Behaviour policy which is transparent to pupils
- Pupil's 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
- 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

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- 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
- Well being woofers
- Confidence groups
-

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 in-house Speech and Language Therapists

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- Support from Physiotherapy and our own in-house Physiotherapist
- Support from our Learning Space practitioner- solution focussed approaches
- Toe By Toe
- Numicon
- Read Write Inc
- Rapid Reading
- Precision Teaching
- Drawing and Talking
- Counselling
- Support for children on Education Health Care Plans
- Playground support
- Messy fingers

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

What is happening?

The Children and Families Act has changed the way in which children and young people with Special Educational Needs and Disabilities are supported at school and in the community. The Act was implemented in stages from September 2014.

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What is in the Act?

The Act responded to concerns parents and carers have raised about the SEND system. It included some key principles to improve parents' and carers' experiences. These included:

- **More Participation:** the Act placed 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 made 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 replaced Statements of Special Educational Needs and Learning Disability Assessments (LDAs). From September 2014, no new Statements or LDAs were available. In stages, over time, children with Statements had their Statement transferred to an Education, Health and Care Plan. There were agreed procedures for the changeover and parents/carers and young people had a say in these. Education, Health and Care Plans 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.

SEN Support replaced School Action and School Action Plus. Schools are still required to identify children who need additional support and 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 was 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

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and Social Care. In addition, it includes 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 have to make information and advice available to parents/carers about SEN, through Parent Partnership Services. 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.

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.

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

The SEND Code of Practice is published. It sets 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.