



SEND Information Report

June 2022

How do you identify pupils with special educational needs and disabilities?

Cleeve Park School will collate a lot of information to aid your child's transfer to our school whether it is at the start of year 7 or a mid year transfer. On receipt of an application to Cleeve Park School, we will review any information that is shared with us to determine how best to meet the child's needs.

For students currently on roll we use regular assessments as well as reading ages to ensure all students are making the expected progress in all lessons. Details of student' progress is regularly shared with parent/carer via online reports or at parents meetings. If there is a concern about a student's progress the student's teachers will intervene and support the student by providing tasks to support them to close gaps in learning.

For students transferring from primary school a range of information is gathered from primaries, Cleeve staff visiting primaries and from parent meetings. Once all of the information is gathered the SEND department, alongside the transition team, will decide on the type of transition plan, if any, is needed for each student. This could include identifying an appropriate form group, in class support or additional intervention. Key information about students is shared with teaching staff. Year 6 students are also invited to attend a transition day and summer school so they can familiarise themselves with the school building and meet key staff.

When students who transfer mid year start at Cleeve Park information is sought from the previous school to support their arrival.

For all students starting at Cleeve Park we seek the views of parents/carers as well as the students to help plan for a smooth start at school.

Name and contact details of SENDCO and other key staff:

SENDCO: Mrs Ruth Viscovich, ruth.viscovich@cleevepark-tkat.org extension 142

SEND administration support: Mrs Clare Budden clare.budden@cleevepark-tkat.org extension 136

The types of SEND that are provided for by area of need

As identified in the Code of Practice there are four areas of need. These are:

Cognition and learning (C&L) For example: Specific learning difficulty such as dyslexia	Social, emotional and mental health (SEMH) For example: ADHD
Communication and Interaction (C&I)	Sensory and / or physical

For example: Autism spectrum disorder, speech, language and communication need (SLCN)

For example: visual impairment (VI), hearing impairment (HI), physical disability (PD), dyspraxia.

How are parents included and involved?

A member of the governing body, who is a parent governor, has oversight of SEND and regularly visits school to discuss SEND.

Parents of students who have an EHCP are asked to share their views in advance of the annual review of the EHCP. Parents are invited to attend the annual review meeting, either face to face or online.

Parents are able to discuss their child's progress at parents evenings, in meetings, via email or on the phone.

Should a parent have a question relating to a particular subject, in the first instance this should be directed to the subject teacher. If there is a specific question regarding SEND they should make contact with the SENDCO.

Parent's views will also be sought throughout the year in parent surveys.

How are young people involved?

Students who have an EHCP are invited to share their views in advance of the annual review meeting.

Students are invited to attend the annual review meeting and share their thoughts about their progress towards their targets.

Students who attend interventions will be asked for their views about how the intervention has helped them when the intervention ends.

If a student has a student passport this is created by SEND staff and the student in a meeting. The student is central in deciding what information is shared with staff about how they learn best.

What are the school's arrangements for assessing and reviewing progress towards outcomes? How are pupils and their parents involved in this?

Following an assessment in class all students, irrespective of their needs, receive feedback on how they have performed. Students will receive an MBM (mark by mark breakdown) so they can see their strengths and areas they still need to focus on. Class teachers will then give all students targeted activities to help them to close the gaps in their learning.

When assessment data is collected it is reviewed by the Progress Leader for the year group who will look for students who have performed well and those who need additional support. This support will be provided in the first instance in the classroom by the class teacher.

If there is a bigger concern about student performance across a range of subjects Progress Leaders would contact parents to discuss and a plan to support would be put in place. At this point, if needed the SENCO would be involved.

How do you support transition between year groups / phases? How do you prepare pupils for adulthood?

For students in Year 9 who have an EHCP as they transition into KS4 as part of their annual review, new targets are set. These targets would include steps to prepare them for adulthood including preparing for higher education, independent living, good health and participation in society.

For students in KS4 and 5 who have an EHCP at their annual reviews preparation for adulthood is discussed and targets are set. These students are also prioritised for careers interviews and discussions so they have clearly identified and explored their next steps.

What is the school's approach to teaching pupils with SEND?

At Cleeve Park we believe that the best way to teach SEND students is within the classroom with a specialist teacher using adaptive teaching strategies. This allows the teacher to be flexible and respond to the needs of their students. We believe that high expectations are needed for all students, including those with SEND. Teachers make adaptations to their lessons to allow students to make progress.

Some examples of these adaptations could include a data led seating plan, modelling, retrieval practice and scaffolding written tasks.

Where a specific need is identified staff will use specific strategies to support that student.

Additionally, some students may receive a small amount of withdrawal support either as an individual or in a small group. These interventions are not normally for more than one or two hours per week.

What adaptations can be made to the curriculum and the learning environment to meet SEND needs?

Each teacher will use challenge and support to accommodate differences in learning within their classroom to allow students to access the curriculum. Curriculum plans are written in departments and clearly outline strategies that teachers can use to support SEND students.

Should a student require a specific adaptation then the SEND department will liaise with the class teacher to ensure that this is made.

What expertise do you have amongst your staff? What training have staff received to support pupils with SEND.

How will the school secure any specialist expertise or training?

Training for teaching students with SEND is essential and is part of our CPD (continuing professional development) offer to all staff. The SEN Toolkit provided by Bexley Borough is shared with staff and the strategies within the toolkit are recommended as part of the schools' quality first teaching approach. The recommendations from the EEF (Education Endowment Foundation) SEND review are also shared with staff and many link in with school's universal expectations.

Within the SEND department there is a range of expertise. The department has extensive experience and training in working with students who have general learning difficulties, dyslexia, autism, sensory impairment, speech and language difficulties and physical difficulties. Within the department staff individual staff are mental health first aid trained, Speech and language trained and ASD specialists.

How do you evaluate the effectiveness of the provision?

Provision is reviewed annually to ensure that it addresses the needs of the current students. This will involve analysis of data and reviewing feedback from students and staff on the impact of the provision.

How are pupils with SEND encouraged and supported to take place in activities that are available to all pupils eg. visits, clubs, sporting activities etc

All students are invited to attend any extracurricular clubs or events organised by the school for their year group. Should a child have a need that requires extra consideration, the SEND department and Health and Safety Officer will undertake a risk assessment and work with the student and parent to put a plan in

place so they can attend the activity. This may include sourcing external support.

What do you have in place to improve social and emotional development and as pastoral support?

How do you capture pupil voice especially for pupils with SEND?

Each student at Cleeve Park is placed in a tutor group. Their tutor sees them every day. In addition, during UPBEAT in the morning pastoral staff are on duty to check in with students before the day starts.

Our Progress Leaders and pastoral staff ensure that the social and emotional development of each child is met through meetings, reports, parental contact and communication.

Pastoral staff are mental health first aid trained and have received counselling training.

How does the school work with other agencies and organisations to meet pupils' needs and support their families?

Access to further specialist advice is also sought through Bexley's Early Intervention team (EITS) and Autistic Spectrum Disorder (ASD) Advisory Service. The Early Intervention Team includes the school's Educational Psychologist. The department also works with Bexley Voice, a parent group, who provide support to SEND families.

When required the department works with other external agencies who may be involved with individual students.

What should parents do if they have concerns about their child? Who should they contact? Eg. class teacher in the first instance

If a parent has a concern about their child. If it relates to a specific subject, in the first instance this should be directed to the subject teacher. If a parent has a general concern regarding their child they should contact the child's tutor.

Parents are also able to contact the child's Progress Leader should they have a wider concern.

What is the procedure for parents, if they have concerns about the provision made for their child?

If parents have concerns about the provision their child receives, in the first instance this should be raised with the SENDCO.

If following these discussions a concern still exists then details of the complaints procedure with regard to SEND are provided in the school's Complaints Policy.

What is the school's contribution to the Local Offer and include a link to the Local Offer?

Information about Bexley's 'Local Offer' for SEND can be found at www.bexleylocaloffer.uk