



### SEND Information Report

<b>Reviewed on:</b>	<b>July 2023</b>
<b>Next Review Due:</b>	<b>July 2024</b>
<b>Reviewed by:</b>	<b>Ruth Viscovich</b>

This report has been written in line with the requirements of

- Children and Families Act DfE, 2014
- SEND Code of Practice 2014
- Special Educational needs and Disability Regulations 2014

#### Definition of SEND (SEND Code of Practice 2014)

A child or young person has a special educational need if they have a difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age, or a young person, has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- b) has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

#### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 - that is... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

#### Key Staff

The name of our SENDCo is: **Mrs Ruth Viscovich**

They can be contacted by: email [ruth.viscovich@cleevepark-tkat.org](mailto:ruth.viscovich@cleevepark-tkat.org) or on 02083026418

Alternatively [senadmin@cleevepark-tkat.org](mailto:senadmin@cleevepark-tkat.org)

#### 1. What types of special educational needs is provision made for, in our school?

At Cleeve Park School we can make provision for frequently occurring special educational needs without an Education, Health and Care Plan (EHCP), e.g. Dyslexia, Dyspraxia, speech and language needs, ASD, ADHD and other specific learning difficulties. There are other kinds of special educational needs which do not occur as often and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following special educational needs: social, emotional and mental health, cognition and learning, physical disability and communication and interaction.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care



Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

### **1) How do we identify and assess pupils with SEND?**

At Cleeve Park School we monitor the progress of all pupils twice a year to review their academic progress. We also use assessments with pupils at various points like GL assessments and testing reading ages.

Where progress is a concern, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are literacy interventions, social use of language programmes (SULP) and speech and language support.

The SEND Code of Practice recommends a graduated approach which has a cycle of four stages: Assess; Plan; Do; Review. The Assess; Plan; Do; Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice. The approach is essential to successful work with children with special educational needs or possible special needs.

Some pupils may continue to make less progress than expected, despite high-quality teaching and extra support. For these pupils, and in consultation with parents, we may use a range of assessment tools to determine the cause of the difficulty. At Cleeve Park School we are experienced in using the following assessment tools like GL dyslexia screener, dyscalculia screener, Exact, KTEA-3 and SPaRCS.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. Parents and the pupil will be involved and a support may be put in place which will be reviewed and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources they will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### **2) What are the school's arrangements for assessing and reviewing pupil's progress? How are pupils and their parents involved in this?**

The progress of all pupils is monitored and assessed throughout the year through in class assessments at Key Stage 3 and in mock exams in KS4. All parents of pupils are invited to



discuss the progress of their children at parents' evening and receive a data report twice a year. In addition we are happy to arrange meetings outside these times. Please speak to your child's subject teacher or form tutor to arrange these.

Assessment information from teachers and other feedback will be considered which will help to show whether progress is being made or not.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will also be an annual review of their progress and an evaluation of the effectiveness of their provision. Parents and pupils are able to give their views and attend these meetings. A report is completed with recommendations which is sent to the Local Authority for them to agree.

If parents have any concerns or wish to discuss anything relating to their child, we encourage them to speak to your child's subject teacher or form tutor to arrange this

### **3) What is the school's approach to teaching pupils with SEND?**

We believe that high quality teaching, adapted for individual pupils, is the first step in supporting pupils who have or may have SEND. Additional intervention and support may be provided in the classroom, through group work or individually, depending on needs, but research shows that children learn best in the classroom. The amount of extra support needed for a pupil to make good progress will be different in each case and may vary over time.

We also have additional teaching approaches, which may be advised by internal and external assessments e.g. Sulp, Lego therapy, literacy intervention, use of the Evergreen room and mentoring.

Teachers receive advice, support and training to improve their understanding of strategies which help pupils with SEND as well as understand the different types of needs. We will also consider adaptations to the curriculum and learning environments, referring to best practice, research and advice from other professionals.

### **4) What do you have in place to improve social and emotional development, including pastoral support?**

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching in lessons as well as in PSHE in tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following access to the school counsellor, MHST team, CHEWS or a referral to CAMHS others may



Speak to their Pastoral Assistant who is linked to the year group.

Pupils who are developing their emotional and social development, because of their special educational needs or other factors will be supported to enable them to develop appropriately. This may require additional and different resources, beyond that provided to all pupils through the curriculum.

**5) How do we ensure that teaching staff and other staff have the expertise needed to support pupils with special educational needs?**

In the last year, all teachers and teaching assistants have had the following development and training on the four main areas of need that are outlined in the SEND Code of Practice.

Where a training need is identified beyond this we will find a provider who is able to deliver it. We use the support of the Bexley Early Intervention Team, ASD advisory service and Educational psychologist.

Where external advisors recommend the use of specialist equipment or facilities which are additional to those regularly available in a school, this will be obtained through procurement or seek it by loan.

Specialist equipment and facilities we have in school include our physiotherapy equipment.

**6) How do we support transition between year groups / phases? How do we prepare pupils for adulthood?**

We work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. For primary - secondary transition our Head of Transition makes contact either virtually or in person with all our primary feeder schools. SEND information is also shared at the Bexley transition day that the SENDCO attends. All students are also invited to attend a transition day. For students joining post 16 they are also invited to attend a taster day while they are still in Y11.

We also contribute information to a pupils' onward destination by providing information to the next setting. Key student information is shared with colleges and 6th forms.

To prepare students for adulthood at KS4 annual reviews Preparing for Adulthood are invited to inform students and families on the support available. In advance of the final annual review in Y11 all students who have an EHCP have a 1:1 careers interview where an action plan is written to support their next steps.

**7) What adaptations are made to the curriculum and the learning environment to make it more accessible to pupils with SEND?**

We adapt the curriculum and the learning environment for pupils with special educational needs in line with our [Accessibility Plan](#). We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care plans. Curriculum adaptations include a data lead seating plan, modelling, retrieval practice and scaffolding written tasks. Environmental adaptations and accessibility features



may include use of a laptop and assistive technology, movement or brain breaks and seating plans.

We endeavour to ensure that all clubs, trips and activities offered to pupils, are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Wherever possible the school will use its best endeavours to provide additional support to enable the safe participation of all pupils. In some circumstances a risk assessment may need to be completed to ensure the safety of all involved.

**8) How can parents, children and young people make a complaint about our provision?**

We encourage parents to discuss their concerns with form tutors, subject teachers, head of departments, SENDCO or Headteacher to resolve the issue before making a formal complaint to the Chair of the governing body.

Our Complaints Policy can be found [here](#).

There are some circumstances, usually for children who have an Education, Health & Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**9) How can parents, children and young people get more information about our school?**

Cleeve Park School  
Bexley Lane  
Sidcup  
DA14 4JN

02083026418  
[enquires@cleevepark-tkat.org](mailto:enquires@cleevepark-tkat.org)

Our latest [Ofsted report](#)

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

We work with a number of agencies and organisations to support our pupils and their families. These include Family Wellbeing, CAMHS, MHST, Acorns paediatrics, Bromley Y, ASD advisory team and Early Intervention Team.

**11) What are our arrangements for supporting children who are Looked After by the Local Authority and have SEND?**

Our Designated Teacher for Looked After Children is Ruth Viscovich, SENDCO,  
[ruth.viscovich@cleevepark-tkat.org](mailto:ruth.viscovich@cleevepark-tkat.org)

Regular liaison takes place between the SENDCO and subject teachers to ensure that looked



after children with SEND receive the same level of support as other children with SEND in accordance with the Code of Practice.

Staff attend and contribute to LAC reviews, PEP meetings and all other relevant social care meetings in order to provide information regarding the child's learning, attainment and any concerns raised by the school.

Staff liaise with the Virtual School that has responsibility for individual pupils, as appropriate

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

Pupils will be asked for their views when their individual plans are reviewed. If a pupil has an Education, Health and Care Plan their views will be gathered prior to the Annual Review and whenever possible and appropriate, they will also be able to attend the review meeting.

Other ways we capture pupil voice are through student surveys at various points in the year.

**13) Information on where the Local Authority's Local Offer is published and other support.**

The Bexley's Local Authority's local offer can be found [here](#). Bromley's local offer can be found [here](#). Greenwich's local offer can be found [here](#).

Other useful sources of information for families can be found at [Bexley Voice](#) and [Bexley IASS](#)