

SEN Information Report

Reviewed on:	June 24
Next Review Due:	June 25
Reviewed by:	Ruth VISCOVICH

This report has been written in line with the requirements of

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

Definition of SEN (SEN 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 SENCo is: Mrs Ruth Viscovich ruth.viscovich@clevepark-tkat.org

SEN Administrator: Mrs Syeda Zaidi senadmin@clevepark-tkat.org extension 136/142

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

At Cleeve Park we can make provision for frequently occurring special educational needs without an Education, Health and Care Plan (EHCP), e.g. Dyslexia, Dyscalculia, speech and language needs, Autism, learning difficulties and Social, emotional and mental health conditions such as ADHD. There are other kinds of special educational needs which do not occur as often which the school is less familiar with. We are able to access training from our local offer which can be found [here](#), alongside training from outside agencies.

The school also currently meets the needs of students with an Education, Health and Care plan with the following special educational needs: This academic year we currently have 30 students with an EHCP.

Decisions on the admission of students with an Education, Health and Care plan are made



by the Local Authority. The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. How do we identify and assess students with SEN?

At Cleeve Park we monitor the progress of all students throughout the year to review their academic progress.

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/Interventions are:

Adaptive teaching strategies following the Bexley SEN Toolkit

ACE

Evergreen

Jump Ahead

Literacy intervention

Maths support

Handwriting support

Assess, Plan, Do, review cycle at Cleeve Park:

At Cleeve Park we review our students needs through our assess, plan and review process. We provide several layers of support before students are placed on the SEN register and this is a fluid process throughout their time at Cleeve Park, the student may spend some or all of their time on the SEN register, this is carefully reviewed.

Stage 1: Universal:

All students will receive quality first teaching within the classroom. Some students may require adaptive teaching whereby they may need extra support with their learning, at Cleeve Park we follow the Education Endowment Trust SEN 5 a day principles which can be found here: [EEF blog: 'Five-a-day' to improve SEND outcomes.](#)

Stage 2: SEN K-Class Based Support with SENCo advice:

Assess, Plan, Do:

- Teacher to complete 'Early Identification of Need' form and send to SENCo.
- SENCO to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform differentiated planning, teaching and practice.
- SENCO to reply and advise.
- Further action and advice to be implemented and reviewed.

Review:

If targets achieved and progress made:

- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Despite adjustments to QFT and or interventions there is limited or no progress. Concerns still remain. This might be indicative of an SEN and may require further investigation.-SEN support plan



Stage 3-SEN K+:

Assess, Plan, Do:

- SEN support plan- one area of need.
- Consultation with students/parents/carers.
- Parents/carers notified formally that the pupil/young person is on the SEN register (By the SENCO).
- Assessment and areas of need identified.
- Targets and additional interventions planned.
- Implement support.
- Review impact and evaluate.
- Consultation and review with student / parents / carers

Review:

If targets achieved and progress made:

- Continue to monitor with class based support.

Or:

- Continue on SEN Support Plan but with possible further intervention to ensure continuation of progress

If targets NOT achieved and limited progress:

- Further investigations may be needed with external agency input.
- Personalised plan may be required
- Students' cases will be taken to EITS (Early Intervention Team) by the SENCO.

Stage 4-K+/EHCP with external agency input:

Assess, Plan, Do:

- Consultation with teachers/student/parents/carers as to why external advice is needed.
- Complete SEN Personalised Plan, including targets from professionals' reports, with short-term targets and details of additional provision, shared with parents/carers and students.
- Implementation of Personalised plan monitored by the year team with support from SENCO.
- Continue to monitor progress of students termly via external agency meetings (if appropriate).
- Personalised plan reviewed with student and parent/carers within a term

Review:

If targets achieved and progress made:

- Continue to monitor without external support.

Or:

- Continue on SEN Personalised Plan but with next level of bespoke intervention. Monitor with appropriate professionals.

If targets NOT achieved and limited progress:

- Raise concerns at appropriate external agency meetings for further advice
- EHCP Assessment process to be started by SENCO.

Some students may continue to make less progress than expected, despite high-quality teaching and extra support. For these students, and in consultation with parents, we may



use a range of assessment tools to determine the cause of the difficulty. We have access to external advisors such as an Educational Psychologist and Specialist Teaching services who are able to use the assessment tools to gain further insight into SEN needs, Pediatricians at Oxleas are able to diagnosis medical and mental health conditions such as ASD and ADHD, Cleeve Park are able to make a referral if the parent/carer and school have concerns. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress Parents and the student will be involved at the heart of any decisions we make, at this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student 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 student as having a special educational need. If the student 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 student are aware of the support to be provided and the teaching approaches to be used. We do this through our student passports which outlines any support a student may have/require, this is available for all staff to support the students at Cleeve Park.

3. What are the school's arrangements for assessing and reviewing pupil's progress? How are students and their parents involved in this?

The progress of all students are monitored and assessed throughout the year through Teacher assessments. All parents of students are invited to discuss the progress of their children and this is usually completed during parents evening and over the phone consultation. If you wish to speak with a member of the SEN team, please contact the school office and they will arrange for someone from the SEN team to either call you back or arrange an appointment for you.

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 students 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 students 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/carers have any concerns or wish to discuss anything relating to their child, it is encouraged that they speak to the form tutor or Raising Standards Leader in the first

instance. If a parent has a subject specific question it is best to contact the subject teacher directly.

4. What is the school's approach to teaching students with SEN?

We believe that high quality teaching, adapted for individual students, is the first step in supporting students who have or may have SEN. 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 student 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. Evergreen, mentors (TKAT ACE Programme), small group teaching, use of technology, coloured overlays, these are delivered by Teaching Assistants and monitored by the SEN team.

Teachers receive advice, support and training to improve their understanding of strategies which help students with SEN 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.

5. 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 students to develop emotional resilience and social skills. Form time, assemblies and UPBEAT will support students with this alongside more specialist support from staff in the Evergreen and via individual interventions, where appropriate.

For some students with the most need for help in this area we also can provide the following list e.g. access to counselling, ACE for children that are pupil premium and use of the Evergreen.

Students 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 students through the curriculum.

6. How do we ensure that teaching staff and other staff have the expertise needed to support students with special educational needs?

In the last year teaching assistants have had the following development and training:

Being an Effective teaching assistants

Scaffolding

Sensory Awareness

Mental Health First aid

Talk for Work

Friends Resilience

Stammer training



Safe hoisting

Where a training need is identified beyond this we will find a provider who is able to deliver it. 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 applying for higher needs funding which is deemed by the local authority.

Specialist equipment and facilities we have in school include disabled toilet, Evergreen, medical room, ramped entrances for wheelchair users.

7. How do we support transition between year groups / phases? How do we prepare students for adulthood?

We work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We have transition meetings with the local primaries and secondaries/colleges when students are transferring to and from Cleeve Park, we follow GDPR guidelines when we transfer information. For students who have an EHCP, Bexley's Preparing for Adulthood team are invited to annual reviews from year 10 onwards.

8. What adaptations are made to the curriculum and the learning environment to make it more accessible to students with SEN?

We adapt the curriculum and the learning environment for students with special educational needs in line with our **Accessibility Plan which can** be found here.

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.

We endeavour to ensure that all clubs, trips and activities offered to students, are available to students 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 students. In some circumstances a risk assessment may need to be completed to ensure the safety of all involved.

9. How can parents, children and young people make a complaint about our provision?

We encourage parents to discuss their concerns with form tutors, Raising Standards Leader, SENCO, 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.



10. How can parents, children and young people get more information about our school?

[Cleeve Park School](#) website

enquires@cleevepark-tkat.org

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

We work with a number of agencies and organisations to support our students and their families. These include:

[Bexley Local Offer](#)

[Bexley Voice](#)

[Bexley ASD Advisory Service](#)

12. What are our arrangements for supporting children who are Looked After by the Local Authority and have SEN?

We have a Designated Teacher for Looked After Children and Designated Person for Looked After Children.

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.

Key Staff liaise with the Virtual Schools that have responsibility for individual students, as appropriate.

13. How do you capture pupil voice especially for students with SEN?

Students will be asked for their views when their individual plans are reviewed. If a student 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 student voice are through talking to students and recording via a google form.

14. Information on where the Local Authority's Local Offer is published and other support.

The Bexley's Local offer can be found [here](#)