



The  
Boleyn  
Trust



**Cleves**  
PRIMARY SCHOOL

# SEND Local Offer Cleves

Policy Creation and Review	
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## SEN provision for Children and Young People at Cleves Primary School

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available *on the Newham Website* and tells parents how to access services in their area and what to expect from these services. Link to [www.newham.gov.uk/SENLocalOffer](http://www.newham.gov.uk/SENLocalOffer)

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This is the Local offer and SEN Information Report for Cleves Primary School. It describes the arrangements we make that are 'additional and 'different 'for pupils with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually

The following information outlines the support and provision pupils with SEN can expect at Cleves Primary School.

At Cleves Primary School everyone wants...

- to promote an inclusive and effective learning community with high expectations. Our school to reflect the local area, to welcome and celebrate diversity and to provide an inspirational environment where pupils feel happy, valued and secure in their learning.

- to enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve his/her full potential. For all our children to become responsible, confident members of a global society who can use their experiences at Cleves to all future learning.



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## **Aims**

- To enable the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a safe, supportive and caring environment
- To provide a broad and balanced curriculum which is differentiated to match teaching to pupils' needs
- To promote a wide range of creative experiences which enable children to make full use of their imagination in gaining the sense of the possibilities that their own creative engagement with the world can bring
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others
- To recognise and respect individual religious and cultural values and to celebrate the rich diversity within our multi-faith community
- To promote positive attitudes, good behaviour and moral understanding, and to establish a sense of pride and achievement in being part of our school community
- To nurture a sense of caring for others and to distinguish between right and wrong, and to be aware of the consequences of any action
- To encourage children to make positive choices about their own physical well being
- To work in full partnership with parents
- To ensure equal opportunities are addressed throughout all aspects of the school day
- To create opportunities where children can develop a sense of awe and wonder

## **Inclusion at Cleves**

Inclusion looks at the needs of all pupils; children with communication and interaction needs, cognition and learning needs, Sensory and/or physical needs and children with social, mental and emotional health needs. We are also aware of and support our children with English as an additional language and children who



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are More Able / Gifted and Talented.

Cleves also has Resource Provision for children with High level Complex Needs which includes children with a very wide range of needs. We also have a significant group of children with Autism.

## Principles

At Cleves we adopt the following principles regarding successful inclusive education, taken from the Children and Families Act 2014 which sets out the new 0 to 25 Special Educational Needs and Disabilities Code of Practice and is fully endorsed by the London Borough of Newham.

- To ensure all children are offered full access to a broad, balanced and relevant curriculum.
- All children will be given the opportunity to reach their full potential educationally, emotionally and physically.
- All teachers view themselves as teachers of children with special educational needs, teaching such children is a whole school responsibility.
- All children with Special Educational Needs should have their needs met.
- Children's Special Educational Needs will normally be met in the mainstream classroom.
- Children's views should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education and therefore good home/school links are established.

## Special Educational Needs

Children who are seen and identified as having a Special Educational Needs will be placed on School Support with the full involvement and agreement of parents. The formal process of Assess, Plan, Do and Review

will then begin and everyone will be involved throughout the process. Part of this process maybe an Individual Education Plan, which will give them specific targets to work towards. These targets are reviewed every term and a new Individual Education Plan written. Parents and children will be fully involved in this process. Teachers and the Inclusion Team will always be available to talk them through the targets.



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### **More Able / Gifted and Talented**

Cleves is keen to promote the learning and skills of children deemed as being More Able whether it be on the academic side or the arts and sports. Cleves is currently developing links with local universities through partnership with Into University

This is an area that Cleves is keen to develop and promote with after school clubs, links within the community and local secondary schools as well as extending the learning of the children within the mainstream classroom.

### **Children with English as an Additional Language.**

Cleves is a multi-ethnic school and promoting equality is one of our highest priorities throughout the whole school. We have high expectations of all our pupils and they should have the opportunities to achieve the highest possible standards as well as helping all children to develop a sense of personal and cultural identity that is confident, open to change, receptive and respectful towards other people. The teaching takes into account pupils' cultural and religious backgrounds, linguistic needs and varying learning styles. We create an environment where pupils feel safe and feel they can contribute fully, and where all feel respected and valued. Staff are assisted in the classroom to support pupils development of their language and learning needs, through termly targets and liaison time with the Inclusion Team.

### **Social, Mental and Emotional Health Needs**

Inclusion takes into account all the needs of the children and these include a child's well-being and emotional needs. This includes all elements of behaviour. Cleves promotes an ethos towards high self-esteem and a very positive behaviour management style. All children and staff are encouraged to use the 5C's courtesy, co-operation, commitment, consideration and care. Children's social and emotional



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needs also need to be considered carefully if a child is to reach their full potential. To help us in this Cleves has a Learning Mentor who supports children across the school in a variety of ways. A major role of the Learning Mentors is to run Nurture and Self-esteem groups to support the children. Children are given the opportunity to speak about how they feel and to support each other. The Learning Mentor will also support in the classroom where required and is available to those in need, including parents. We also have a School Counsellor who supports children with social, mental and emotional health needs and children who are experiencing a period of emotional difficulty and need.

The diagram on the next page illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the children with significant or complex needs that are part of the Resource Provision or are supported through High Needs Funding arrangements.



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## The Cleves Primary School Offer

### ALL pupils will access:

- *High quality teaching and learning*
- *A differentiated curriculum*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities*
- *Assessment for learning*
- *Personalised target setting*
- *After school clubs and educational visits*
- *Access to careers advice*

### Some pupils with complex or significant needs will access:

- *A personalised timetable*
- *Access to evidence based specialist programmes*
- *Access to some specialist services and therapists*
- *High levels of adult support and small group working*
- *Enhanced access to Speech and Language Therapy through additional buy-in service*

### Some pupils with additional SEN needs will access:

- *targeted interventions and support matched to need*
  - *Individualised target setting*
- *Personalised progress tracking and assessment of need*
  - *Access to flexible working groups*
- *Access to additional adult support for specific tasks*
  - *Enhanced access to Speech and Language Therapy through additional buy-in service*
- *Access to support from Learning Mentor or School Counsellor as needed*

### Some pupils with more complex and very high levels needs will access:

- *A personalised timetable and individual support*
- *Access to evidence based specialist programmes*
- *Access to specialist services and therapists*
- *High levels of adult support and small group working within the Resource Class setting*
- *Enhanced access to Speech and Language Therapy through additional buy-in service*
- *Access to Music Therapy if appropriate*



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**Below is more information about Cleves Primary School's offer of SEN provision, these are some of a variety of most frequently asked questions regarding SEN:**

**How does the school know when a pupil has learning difficulties or special educational needs?**

- New admissions to school are assessed on arrival and information sought from previous school/s.
- Teachers may raise concerns about a child's progress or general observations about their learning which may be of concern, this will be investigated and assessed by the Inclusion Team.
- Parents can raise concerns about their child with the teacher.
- In EYFS children who do not reach the age expected levels in their profile.
- In Key Stage 1 and 2 children identified through the school's rigorous progress tracking and attainment recording systems. Half termly tracking identifies children below national standards for their age and year group.
- Children who present with significant difficulties in Literacy or Numeracy which may indicate Dyslexia and/or Dyscalculia.
- Children with High Needs Funding who have more complex needs in a variety of areas.
- Children who have physical or medical needs that impact on learning.
- Regular Pupil progress Meetings help to ensure that no child is overlooked.

**How is the curriculum matched to pupil's needs?**

- Teacher's plan for children's individual levels and differentiate the work to match the child's ability and learning needs and style. This will be refined and extended when SEN are identified to remove any barriers to learning.
- Children may have extra support from Class based TA's.
- Specialist equipment may be provided, eg; pen grips, writing slope etc.
- Targets are individualized and child may have an IEP.
- Support is targeted at areas of need.



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**How does the school know whether pupils are making progress and whether the extra support is working and how are parents/carers informed about how their child is progressing, their needs and what support they are receiving?**

All staff have good accurate knowledge of the progress of pupils. The individual levels are inputted into the school tracking system by the teachers and updated following regular assessment weeks, as well as ongoing teacher assessment. Children whose academic progress is significantly below national averages is measured using 'P' Levels which can be compared nationally. We are also developing new ways of assessing children with very complex needs using MAPP style assessments. Children in EYFS are tracked using the EYFS Learning Goals and Profiles, children with significant needs in EYFS are monitored using B squared and/or High Needs Developmental Journal.

In addition;

- Senior Leaders scrutinize children's books and work on a regular basis.
- Parents receive half termly pupil progress cards.
- Parents attend termly Parent Evenings to gain information.
- Parents receive Annual Reports of progress and achievement.
- Termly reviews of IEP's with parents and children ensure that parents are kept fully informed about progress in Intervention programmes.
- Annual Reviews for children with EHC Plans.
- Home/School communication books for some children.
- Parents Newsletters and celebrations of achievements.

**What arrangements does the school make to support pupils transferring from another school and how will the school prepare and support pupils who are transferring to a new school?**

- New admissions to Cleves have a series of interviews and visits during which information is sought and collated. Key information is recorded and parent's views about any needs they may think their child has are assessed by teachers and the Inclusion Team.



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- Mid-term admissions have initial interviews and following admission are assessed in language and learning need by the Inclusion Team. Records and advice is sought from any previous school.
- Transfers to other schools or moving to Secondary School. We pass on all information possible to any new school and ensure any SEN records are passed to the new school SENCo. During Secondary transition children are supported by key worker staff and may have additional visits and experiences to ensure smooth transition. We support parents in visiting new schools or Secondary Schools when they need to decide about 'moving on'. We support parents in informing the LA of their decisions and in any issues or difficulties that may arise.

### **How is support organized for pupils with identified special educational needs and how are decisions made about how much support individual pupils receive?**

We look very carefully at the individual needs of children and groups:

- All children receive quality first teaching differentiated to meet identified children's needs this is the responsibility of each class teacher with support from the Inclusion Team.
- Children significantly below national averages will receive additional support through targeted intervention programmes which are assessed and reviewed on a regular basis.
- Children identified as having a specific learning need, such as Dyslexia, AD HD etc will receive support depending on individual need.
- Children may also be referred to Specialist agencies for further assessment of needs or additional advice.
- Children within the Resource Provision and/or with High Needs Funding are supported within the Curriculum Support Team which consists of Teachers, NNEB's and TA's. They have access to a wide range of outside agencies such as Physiotherapy, Occupational Therapy as needed.

All decisions about the level of support that children receive are made by the Deputy Head/Inclusion with the Inclusion Team. This is reviewed regularly as needs may change and as children make progress. Children within the Resource Provision may always need a very high level of specialist support to meet their needs.



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**How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?**

Parents are fully involved from the beginning following any assessment or observation that indicates a special need. Their views and experiences would be sought and form part of any assessment, alongside school based observations. In planning to meet needs parents will be part of a team that works through the 'Assess, Plan, Do and Review' Process outlined in the new code. Parents will be expected to contribute to the plan with support for Homework and additional activities at home.

**What expertise and training do the staff who support SEN pupils have?**

Our Inclusion Team staff have a wide range of experience at including children with special needs, including children with high level complex needs in a mainstream school.

This includes Advanced Diploma's in Psychology and SEN, SENCo training and a variety of training associated with individual areas, such as, SCERTS training for children with Autism, 'Signalong' Tutors, Team Teach Tutors and Risk Assessors.

We have an ongoing programme of training for all staff around SEN and more specific training for staff who work closely with children who have high level additional needs.

More recently staff have had training on Social Stories, Asthma and Phonics.

We work closely with our partner school, Tollgate Primary School which has Resource Provision for children with Autism and they support our staff for training and individual advice on our children with Autism.

We have supported other schools in Newham around meeting complex medical needs such as tube feeding and on assessment for children with high level needs.



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**What specialist support or services does the school access for pupils with SEN?**

- The school has a Speech and Language Therapist for 2 days a week that is provided by the NHS Service in Newham, so they work closely with the core service provided to the school.
- We also have a Music Therapist who works for 2 days a week, mainly with children in the Resource Provision and/or with high level needs.
- Children with high level needs are reviewed regularly by the Physiotherapy and Occupational Therapy Service if their needs are significant in these areas.
- We have 2 staff members who are Team Teach tutors.
- We have a Curriculum Support Teachers who supports 'Signalong' across the school.
- We access the Educational Psychology Service and the central Dyslexia service through a 'buy in' package.

**OTHER SERVICES WE ACCESS ARE;**

**NHS**

The Child Development Centre  
The Developmental Advisory Clinic  
Speech and Language Therapy Services  
Occupational Therapy Services  
Physiotherapy Services  
Wheelchair Service  
Child and Family Consultation Service  
Children's Community Nursing Team  
Diana Nursing Team  
Richard House and associated services

**LOCAL AUTHORITY**

Complex Needs and Dyslexia Service  
Physical and Sensory Service  
Behaviour Support Services,  
Language Communication and Interaction Services  
School Nurse  
Educational Psychology Service  
Reintegration into Education Service  
Children and Young People's Services  
Parent Partnership



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## **VOLUNTARY BODIES**

3H's Group

Carers Forum

Parents for Inclusion

CSIE

Alliance for Inclusive Education

### **How are classrooms and other areas of the school adapted to meet pupil's individual needs?**

The school is fully accessible and has toilet and changing facilities in all areas.

Classrooms are organized and setup to allow access for all children, in some areas of the school this is more of a challenge and we are working with the Local Authority to address some of these issues for all our children. (Our new building should be completed in Spring 2017 and we have further developments in the planning stage)

Individual children may have work station provision in class and we utilize other small areas and pods for group work.

We have a Soft Play area, Sensory Studio, Relaxation Room and Ball Pool area which can be accessed by all children. Individuals and groups are timetabled to use these spaces throughout the school week.

Hoists are available across the school and tracking hoists are situated in all hygiene areas and Ball Pool.

### **What arrangements are made to support pupils with SEN taking part in after school activities outside the classroom, including school journeys?**

All clubs both before and after school are available to all children with additional support if needed for access.

On school visits we ensure good access arrangements both physical and learning. Any visit needs to be confirmed with the Educational Visits Co-ordinator who is the Deputy Head with responsibility for inclusion and she will monitor equality of opportunity and access arrangements. We are fully aware of Reasonable Adjustments and strive to ensure all children participate. We provide Minibus transport when needed for children who cannot access public transport or who find it difficult to do so.



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On Residential trips we plan carefully with Centre staff to include all children wherever possible in all activities and will make adaptations when necessary. This involves careful planning with parents and drawing up more detailed 24 hour Care Plans for individual children. Risk Assessments are completed for most activities prior to visits but some adaptations will be necessary.

### **How does the School support pupil's overall well-being?**

Our school has a Safeguarding Policy adhered to by all staff in promoting the well-being of pupils. Referrals can be made to the Child and Family Consultation Service which employs a range of specialists in mental health, who can help pupils and their families to overcome difficulties and build strong relationships.

Within the school the Deputy Head/Inclusion, Learning Mentor and School Counsellor work together to identify individuals and groups who may need extra support to promote their well-being. The Deputy Head is also the School's Child Protection Officer.

There are a wide range of activities and events that help to promote good communication with parents, the school offers a range of workshops as well as organising a Family Week to include activities that parents, children and staff can share together. Our International Food Event offered the chance to learn about each other's countries and cultures and to develop understanding and tolerance.

Family support work is an ongoing arrangement whereby the Family Support Workers will do all that is reasonable to assist needy families. The Attendance Manager reminds families of the importance of regular and consistent attendance as well as offering practical advice /assistance in overcoming g barriers to attendance.

### **Who can parents/carers contact to talk to about their child's special educational needs?**

Debbie Lakey is Deputy Head with responsibility for Inclusion across the whole school and can advise on any aspects of SEN.



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In addition we have an Inclusion Team which consists of an;

Senco / Inclusi

Michelle Birchall



Curriculum Support Teacher Early Years

Karleen Thomas





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Curriculum Support Teacher

Phase 1 Tracy Greenwood



Curriculum Support Teacher Phase 2 Sab Ubhoo



Learning Mentor Callum Horton





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School Counsellor

Althea Lewis



**Who should parents/carers contact if they have a complaint about the SEN provision in the School?**

The Inclusion Policy on the school website and the MLE gives guidelines for procedures parents/carers can follow in the event of complaints against staff or over concerns if the School Offer is not being delivered.

The process should start with the Class teacher and relevant member of Inclusion Team allocated to each area of the school.

If further input is needed then the next stage is to talk to Deputy Head/Inclusion who has overall responsibility for children with SEN.

After this stage the Headteacher of the School and ultimately to the Board of Governors.

The Deputy Head / Inclusion is Debbie Lakey. She is available to talk to parents/carers and pupils concerning any aspect of their special educational needs provision or on more general issues.



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### **ADDITIONAL INFORMATION**

For more information about the SEN provision at our school please follow these links via the school website [www.cleves.newham.sch.uk](http://www.cleves.newham.sch.uk)

- Information about how the school is compliant with its duties under the Equalities Act 2010
- Our school provision map
- Details of the school's pupil premium allocation and plans to spend it in the current year; and, for the previous year, a statement of how the money was spent and the impact that it had on educational attainment
- of those pupils at the school in respect of whom grant funding was allocated
- Details of the school's policies on Positive Behaviour, Anti-bullying, Inclusion, Medicines, Health and Hygiene, Positive Handling, Child Protection and Safeguarding.