



SEN Information Report

Cleeve Meadow School Special Secondary

Reviewed August 2020

1. How accessible is the school environment?

- Cleeve Meadow School is fully accessible for wheelchair users being on one level. We are continually reviewing and updating our equipment.
- Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

2. How are children identified as having Special Educational Needs (SEN)?

- All students who attend Cleeve Meadow School have an Education Health and Care Plan (EHCP).

3. What are the kinds of special educational needs for which provision is made at Cleeve Meadow School?

- This is a specialist provision for students aged 11-19 years. Students will be provided with an appropriately paced and differentiated curriculum.
- Admissions to the school are via Bexley SEN Department.
- In Cleeve Meadow School - the pupil's identified needs will be moderate learning difficulties as described in the SEN Code of Practice. The students may also have associated needs in the areas of ADHD, autistic spectrum disorder and/or speech and language difficulties). In addition, students may have sensory or physical difficulties.
- We have limited class sizes of 10 which enables teachers to differentiate more effectively for the needs of the class
- Our pedagogical model is based on learning through experience and engagement with a focus on literacy and numeracy skills
- More detail on our commitment to high quality educational provision for all our students is detailed in our Teaching and Learning Policy

4. How are parents/carers kept informed about the support the school have put in place?

- Initial visits to school
- Introductory meetings

- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

As a result of changes in contact with parents due to current COVID conditions, parents will be invited to an online meeting in the first week of October to discuss any concerns

5. How is the curriculum differentiated and matched to children's needs?

- Delivering equal access to an aspirational, personalised curriculum rich in creativity and challenge
- Our curriculum model enables a high degree of engagement in learning through group work, practical activity and experiential learning
- Our pedagogical model comes from the 'Accelerated Learning Cycle' and the philosophy that 'learning happens when we think hard' (Robert Coe). Students are encouraged to learn through failures as well as successes
- Cleeve Meadow School is committed to removing barriers to achievement for all students.
- We believe that all of our students have an equal entitlement to a broad, balanced rich and personalised curriculum. We strive to ensure the best possible academic and personal outcomes for our students' and their welfare is at the centre of everything we do.
- The school has a weekly visit from both Speech and Language Specialists and Occupational Therapists. Selected students are assessed and individualised plans are compiled for students that may need extra speech and language input, a sensory timetable, physical adaptations or any other specific adaptation. Plans are shared with teachers, parents and students and training is provided for all staff.

6. How is progress measured?

- Progress is measured and recorded by class teachers using B Squared, Accelerated Reader and online assessment modules. Students are assessed for progress each term following informal assessments using the B squared Programme
- Reading ability and progress is captured three times a year through the Accelerated Learning Cycle STAR reading test
- Personalised Learning Plan targets. Each student will have termly targets, based on ECHP outcomes. Targets are shared with parents and students and quality assured; progress is reviewed on a termly basis.
- Personal Progress Reviews are held to look at an individual student's progress across all areas of holistic and academic learning. From this, an end of year Overall Progress update is made by the class teacher for each student.

7. How are parents/carers kept informed about their child's progress?

- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

8. How are parents/carers helped to support their child's learning?

- As above, as well as regular parent coffee mornings where training takes place for parents from teachers as well as outside agencies
- Empowering students to develop autonomy, take ownership of their own learning journeys
- Consistently promoting opportunities for all students to develop their communication skills and to have their voice heard and valued
- Enabling every student to achieve the greatest possible degree of independence within all areas of development

9. How are wellbeing, personal and medical needs supported in school?

- The governing body are aware of the wide range of staff working together within the school to support young people and their families. The governing body consists of some professionals with backgrounds in education and public services and there is a consistent monitoring of practice to ensure that children and families needs are met through meetings and reports.
- Placing the students' personal development, wellbeing and achievement at the centre of everything we do
- Maintaining high expectations for all our students with realistic but challenging goals
- Creating a happy, safe, secure, supportive and inclusive learning environment, which fosters self-confidence and resilience and where laughter, light, excitement and enthusiasm flourish
- Enabling all students to play a full and active part in the life of the school and the community and preparing them for the next stage in their learning and life beyond school
- Embedding our Cleeve Meadow School Values and spiritual, moral, social and cultural development in everything we do
- A genuine commitment to continuous improvement in all areas of school
- Each class has a nominated school council member who attends half termly meetings and feeds back to the class.
- Staff understand students very well and if any differences are noticed it is reported to the relevant member of staff.
- All students on medication have a health care plan. We have a community healthcare professional who will visit the school on a regular basis.

10. How do children contribute to the everyday life of the school? How are their views gathered?

- All young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each student in order that they can access and experience success through-out their school life.
- The School Council involves students to contribute and decide on aspects of school life relating to their needs.
- The assessment and annual review process of EHC Plans includes the choices and views of the student.
- A student questionnaire is completed, with support if appropriate.

11. What expertise and specialist services are available through the school?

- The school receives advice from a range of colleagues from outside agencies in order to meet the needs of the students as assessed by the appropriate professionals.
- We work closely with the Educational Psychology service, Child and Adolescent Mental Health service (CAMHS), Physiotherapists, Occupational Therapists including those specialising in support for students with ASD.
- Speech and Language Therapists
- Specialists in visual and hearing impairment as per the SEN Code of Practice.
- A highly skilled and dedicated staff team who demonstrate a consistent focus on sharing innovative practice within and beyond the school

12. What training do staff receive?

- All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have core training related to their work as a teaching assistant, or teacher. Training is specifically related to the needs of students in our school and also as required by statutory guidance.
- All new staff will be trained in SEND and this will reflect our changing student group
- Our staff continue to gain a range of certificates to mark their commitment to courses such as First Aid and Team Teach. We also ensure all staff maintain an up-to-date knowledge of statutory duties including Safeguarding and general data protection regulations (GDPR)
- We continue our programme of visits to other special schools within Bexley and beyond to gain insights into other good and outstanding provision.

13. How are school trips and activities outside the classroom organised? How does the school ensure that students with SEND are included?

- All activities are organised to include all students, or adaptations are made

14. How are children supported when changing schools or transferring to other education, employment or training?

- All transitions are well planned for throughout school as students move from class to class and phase to phase. Parents/carers have the opportunity to meet the new teacher and class staff.

15. How are resources matched to children's needs?

- We continue to highlight different parts of our provision through our 'school offer'. It will develop each year and there will be more information available on work within our school. We have liaised with our parents/carers on developing our school offer to ensure it includes useful information and answers their questions. We have also aimed to ensure the information is accessible to all with use of video, sound and symbols.
- We are continually reviewing and updating our equipment, and implementing new technologies.
- We have reviewed and enhanced curriculum resources in response to the national curriculum implemented in 2014.
- Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

16. How do the school decide how much support is provided?

- All students attending Cleeve Meadow School have an Education and health care plan (EHCP). Associated policies in this area are accessible on our web site.
- The class teacher alongside the SENCo and SLT will discuss the child's needs and what support is needed/ appropriate. This will be via on-going discussions with parents

17. How are parents and carers involved in discussions and planning?

- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Annual Review meeting and report

18. How can parents and carers get involved in the school more generally?

- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

19. Who can parents/carers contact for further information?

- First point of contact would be your child's class teacher
- You could also arrange to meet a member of SLT
- Call the School Office on 0208 269 6523 to make an appointment

20. How are parents and carers supported to decide whether this is the right school for their child?

- Initial visits to school
- Introductory meetings
- Visits are encouraged for parents and their children
- Please contact the School Office on the number above