

**Cleeve Meadow Special School
SEND Information Report**

Reviewed on:	September 2023
Next Review Due:	September 2024
Reviewed by:	Paula Leyland

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: Paula Leyland

They can be contacted by calling the school office 0208 269 6523 extension 380

Or by email to paula.leyland@cleevemeadow-tkat.org

Contact can also be made through the school office or the student's form tutor

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

- Cleeve Meadow is a specialist provision for students aged 11-19 years. Students will be provided with an appropriately paced and differentiated curriculum. Students are admitted after consideration of professional reports, assessments and observations. In cases where the school feels the student does not meet the criteria, or they cannot meet their needs appropriately, the school may not offer a place.
- Decisions on the admission of pupils with an Education, Health and Care plan are made by Bexley Local Authority with agreement of the school..
- In Cleeve Meadow School the student's identified primary need will be moderate learning difficulties as described in the SEN Code of Practice, our criteria includes vulnerable students with associated needs in the areas of Autism, ADHD, social vulnerability and/or speech and language difficulties. In addition, students may have sensory needs or physical difficulties. The placement is unsuitable for students who exhibit behaviours that could endanger themselves or others such as absconding from the school site or physical aggression.
- We have class sizes averaging 10-12 pupils which enables teachers to differentiate more effectively for the needs of the class. Our school environment is designed to accommodate a maximum of 12 students with a minimum of 2 adults per class.
- Our model deploys a secondary system, students are required to move from class to class over two floors as required in line with subject specialisms for 6 periods a day. They have access to sensory breaks which are timetabled into their day.
- Our pedagogical model is based on learning through experience and engagement with a focus on literacy and numeracy skills plus providing our pupils with knowledge and skills to become independent young people.
- We provide all pupils with access to a broad, balanced, relevant and differentiated curriculum, which meets the needs of the individual pupil incorporating the National Curriculum and appropriate externally accredited courses.
- Pupils achieve their maximum potential ensuring wherever possible that they have equality with mainstream peers.
- We ensure all pupils are treated equally and have access to opportunities according to their ability, regardless of age sex, colour, creed or disability.
- We maintain the Child's Education Health and Care Plan (EHCP) through Annual Statutory Reviews, Transitional Planning meetings, Provision Planning and Careers Action Planning with various post 16 providers.
- More detail on our commitment to high quality educational provision for all our students is detailed in our Teaching and Learning Policy

2. What at the school's arrangements for consulting parents and involving them in their child's education

- The progress of all pupils is monitored and assessed throughout the year starting with an initial visit and transition meeting, the school meets with parents before the child starts and prepares a transition plan.
- A daily contact book is provided as a way of maintain regular contact to address any day-to day changes that arise and exchange key messages



- Parent/carer and teacher meetings including updates from professionals involved.
- Annual Reviews – these meetings happen annually. Annual Reviews are a chance to discuss progress towards EHCP outcomes, review and update the student's profile of need and discuss the following year's targets. The report is completed with recommendations and is returned to the Local Authority for them to agree.
- Parent/child view forms – provided as part of the Annual Review process. Parents are encouraged to complete these prior to the meeting for discussion at the Annual Review. Students are supported to complete their views prior to the meeting.
- Meet the Teacher– these meetings happen at the beginning of the new school year and are a chance for parents to meet the new teacher and additional adults working with their child.
- At transition Annual reviews parents, school staff and SEN officers from the Local Authority (where appropriate) contribute to the discussions around any suggested advice and guidance regarding next steps (KS3 - 4 and KS4 - 5).
- At transition stages parents are invited to an event to support the decision making process.
- Parent workshops/coffee mornings and training
- Parental representative on Governing Body
- Parental involvement in any changes in school through informal and formal consultations, emails and via specific teams within school (including ACE/Wellbeing)
- Assessment information from teachers and other feedback will be considered which will help to show whether progress is being made or not.

3. How is the curriculum matched to the children's needs?

- Delivering 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
- Students undertake programmes which enhance their wider development to support areas identified within their EHCP including skills builder (skills for the workplace) and lifeskills.
- 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 weekly visits from both Speech and Language Specialists, Physiotherapists and Occupational Therapists. Selected students are assessed and individualised plans are compiled for students that have recommendations outlined on their section F of their EHCP. They may require extra speech and language input, follow a sensory timetable, have physical adaptations or be supported for any other specific adaptation listed on their plan.
- Plans are shared with teachers, parents and students and training is provided for all staff
- The curriculum includes enrichment opportunities which builds confidence and supports independence designed around student interest and skills
- Students undertake a range of accredited courses from Key Stage 4 onwards. A consultation meeting with students and parents to design a curriculum to reflect student aspiration.
- A careers programme is delivered so that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available and enabling exposure to the world of work. Our Careers Strategy works in line with our PSHE policy, student Supergoals and emotional learning such as 'the Zones of Regulation'.
- We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community.
- We underpin our strategy with the Gatsby Benchmark and with the National Careers Council objectives and DfE Guidance (Oct 2018), Baker Clause (2022), in consultation with the Careers and Enterprise Company and Talentino



4. How is progress measured?

- Students are assessed on entry to school each year using Accelerated Reader, and Star reading test for Literacy and Star Maths test.
- Each student will have termly targets ('I can' statements), based on EHCP outcomes. Targets are shared with students and monitored termly; progress is reviewed on a termly basis.
- Progress is tracked across each term and an overall performance update is provided by the class teacher for each student and sent home as a written report twice yearly.
- Students are tracked against the Cleeve Meadow pathway at both Key stage 3 and Key stage 4 for all academic courses. This tracking is based on internal assessment which takes place 3 times a year and includes teacher observation, student discussion and some use of formative assessment and work samples
- At Key stage 4 and 5 students are monitored against course requirements.
- SALT targets are assessed and reviewed regularly by our designated Specialist Speech and Language

5. How do we ensure our young people are consulted with and involved in decision making regarding their education.

- Every student has a responsibility role within the school. Each group meet termly to discuss aspects regarding the curriculum and school priorities. Their views are fed back to the Senior Leadership Team who incorporates their views into the whole school plans.
- Three times per year student voices are gathered within PSHE lessons. Students are supported to complete a survey recording their views on curriculum and wellbeing,
- Students all record their views (with support where needed) in order to have a voice at the Annual review. This is supported by EHCP tracker lessons where individual outcomes are explored.
- Students identify aspirational goals (Supergoals) and attend enrichment activities designed to facilitate progress towards reaching these goals.
- Students are canvassed in year 9 to gather views to begin the process of planning an appropriate suite of qualifications for key stage 4.

6. 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
- 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 here and on our website and is reviewed and updated regularly in line with the cycle of



policy reviews.

7. 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
- We have a counsellor on site for one day a week to support mental health needs.
- Programmes are delivered in conjunction with the professionals based on the plans they have created.

8. 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.
- 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

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

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

First point of contact would be your child's form teacher

You could also arrange to meet a member of SLT

Call the School Office on 0208 269 6523 to make an appointment

Contact the SENDCo - Paula Leyland at paula.leyland@cleevmeadow-tkat.org

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

Juliet Morris / Head of School / head@cleevmeadow-tkat.org

Regular liaison takes place between the designated teacher / SENDCo / Class or form 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 can parents, children and young people get more information about our school?

- School address:
Bexley Lane, Sidcup, Kent, DA14 4JN
Tel: 020 8269 6523
Email: enquiries@cleevmeadow-tkat.org
- Click on the school link [here](#)
- Click here for a [virtual tour](#) of the school

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

Information for parents about the specialist schools and admissions procedures can be found within the [Bexley Local Offer](#)

- Initial visits to school through a school organised tour
- Introductory meetings, very occasionally taster sessions are offered

- Visits are encouraged for parents and their children
- Please contact the School Office on the number above

Cleeve Meadow has an OT 1 day a week to support students who have a plan support outlined on their EHCP and SALT 3 days a week for those with planned intervention identified.