



## Cleves Primary School Inclusion and SEND Offer Policy

Author(s)	<b>Ms S.Ubhoo</b>
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## Cleves Primary School Special Educational Needs (SEN) Policy and Information Report 2023-2024

### Introduction

At Cleves Primary School, we are deeply committed to providing an inclusive education. We fully embrace the inclusive education policy set forth by Newham Council and take pride in our curriculum's ability to cater to the diverse needs of all our students. Our dedicated staff, armed with their expertise and supported by comprehensive provisions throughout the school, ensure that every child, regardless of their unique special educational needs and disabilities (SEN), receives the care, support, and opportunities they need to thrive during their time at Cleves Primary School. Our collective knowledge, experience, and skills empower us to effectively nurture students with a wide range of needs, which may encompass, but are not limited to:

- Cognitive and learning disabilities.
- Communication and interaction challenges
- Physical and sensory impairments
- Social, emotional, and mental health needs
- Complex learning needs
- Specific learning difficulties, such as dyslexia
- Physical disabilities
- English as an additional language (EAL)
- Gifted and talented abilities

In addition, we take immense pride in hosting a resourced provision tailored to students with profound and multiple learning difficulties (PMLD).

At Cleves Primary School, we offer a versatile and inclusive education through our Pathways, seamlessly bridging pre/semi-formal for diverse children needs.

## Key Features:

1. Personalised Learning: Tailored goals for each student.
2. Multi-Sensory Learning: Engaging various senses for effective learning.
3. Differentiated Instruction: Adapting to diverse learning styles.
4. Life Skills Focus: Teaching practical skills.
5. Assistive Tech Integration: Ensuring accessibility.
6. Personal learning Goals (PLGs): Ongoing, personalised plans.
7. Communication Support: Enhancing communication skills.
8. Social & Emotional Development: Nurturing self-awareness and social skills.
9. Community Engagement: Real-world applications of skills.
10. Progress Monitoring against short and long-term EHCP targets
11. Collaborative Teamwork: Comprehensive development focus.
12. Celebrating Achievements: Fostering self-esteem and motivation.

Our Pathways embraces the SCERTS model to ensure students thrive and succeed.

## Types of SEN Provided

Cleves Primary School extends a warm welcome to children with SEN across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health Difficulties
- Sensory and/or Physical Needs

Currently, we offer support, development, and care to students encompassing a spectrum of needs, as outlined below:

- Communication and Interaction: This includes Speech, Language and Communication Needs, as well as Autistic Spectrum Disorder.
- Cognition and Learning: Our support ranges from Moderate Learning Difficulties to Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Specific Learning Difficulties, and challenging behaviour.
- Social, Emotional, and Mental Health Difficulties: This category encompasses Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Attachment Disorders, Anxiety, or Depression.
- Sensory and/or Physical Needs: This category incorporates Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, and Physical Disability.

## Identification and Assessment of Students with SEN

Our class teachers at Cleves Primary School maintain a consistent process of monitoring all students, including those who join our school during the academic year. This ongoing assessment involves careful observations, formative and summative evaluations, and constructive dialogues. In cases where students encounter challenges in their academic progress, we promptly identify these issues and implement classroom strategies to provide immediate support. If, despite these strategies, a student continues to face difficulties in certain aspects of their education, we initiate the process by completing a SEND Initial Concerns form. Our inclusion team takes charge of conducting regular

meetings to review these concerns, involving parents, class teachers, school leaders, and specialists to collaboratively determine the next steps.

Students may be flagged for support based on their assessments for various reasons:

- Demonstrating significantly slower progress compared to peers with the same starting point.
- Failing to match their previous rate of progress.
- Falling two years or more behind their peers.

Identification of students with SEN can also arise from other avenues:

- Information provided in admission forms.
- Reports, meetings, and discussions with a student's previous school or nursery.
- Inputs or reports from other professionals.
- Concerns raised by parents or caregivers.

Depending on the specific SEN identified, we engage external professionals, such as speech and language therapists and specialist teachers, to conduct precise assessments of the student's needs. We also seek guidance and assistance from children's GPs and local authority entities, including the Child Development Service (CDS), Child and Adolescent Mental Health Service (CAMHS), Complex Needs and Dyslexia Service (CNDS), and Language, Communication, and Interaction Service (LCIS).

Key Individuals Responsible for SEN at Cleves Primary School

For any queries or assistance, please feel free to contact any member of our inclusion team by phone at [0208 472 6298] or email at [info@cleves.boleyntrust.org]. Our dedicated team includes:

- Olivia Offorjindu: Link Governor for SEND
- Liza Christofides: Headteacher
- Sab Ubhoo: Assistant Headteacher for Inclusion
- Gemma Tracey: SENDCo
- Karkeen Thomas: EYFS curriculum teacher
- Sabiha Patel: SEND Administrative Assistant

Support for Students with SEN

Upon the identification of a student with SEN, we work closely with the student, their parents or caregivers, support staff, and professionals to design and implement appropriate provisions. We adhere to the "assess, plan, do, and review" model outlined in the Special Educational Needs and Disability code of practice: 0 to 25 years. This structured approach ensures that the strategies we employ are targeted, suitable, and subject to continuous monitoring. The process typically encompasses the following steps:

1. Development of personal learning goals (PLGs) that highlights the student's specific needs, strengths, weaknesses, and targeted goals.
2. Sharing the LSP with relevant stakeholders, including the student, their parents, and supporting staff.
3. Implementation of the strategies outlined in the LSP within the classroom setting.

4. Rigorous monitoring of progress against the student's targets through in-class assessments, observations, and discussions.
5. Completion of termly reviews that involve all stakeholders and contribute to evaluations.
6. Periodic review of LSPs, including the establishment of new targets as necessary.

The duration of this process depends on the nature of the SEN and continues throughout the student's tenure at Cleves Primary School.

#### Evaluation of SEN Provisions

We employ a variety of methods to assess the effectiveness of our SEN provisions, ensuring that they are achieving the desired outcomes. These methods include:

- Termly reviews of Learning Support Plans (LSPs).
- Annual reviews.
- Pupil progress meetings.
- Utilisation of specialist assessment tools, such as MAPP and Evidence for Learning
- Termly curriculum assessments.
- Regular dialogues with parents.
- Ongoing monitoring of interventions in areas such as mathematics, literacy, and language.

#### Resource Allocation and Matching to Students with SEN

Cleves Primary School allocates a dedicated portion of its budget to support students with SEN. This allocation covers various services, including those provided by the local authority, such as:

- Speech and Language Therapy.
- Educational Psychology Service.
- Specialised mathematics, English, and language interventions.
- Specialist teaching staff.

#### Utilisation of Top-Up Funding

The top-up funding allocated to students with SEN is specifically directed toward:

- Procurement of specialist equipment and resources.
- Implementation of specialised interventions.
- Provision of additional adult support.

#### Supporting Transitions and Preparing for Adulthood

We facilitate smooth transitions between phases for our students by:

- Conducting handover meetings with their previous school or to their new school.
- Creating transition plans and booklets.

- Offering class transition support.
- Engaging in discussions with both parents or caregivers and students.

As Year 5 students approach the transition to secondary school, we initiate discussions with parents or caregivers to ensure well-informed choices. Our inclusion team actively communicates with potential secondary schools and schedules appointments for parents to visit. Additionally, a representative from the local authority participates in the annual review meetings for Year 5 students to provide information on secondary school options.

For Year 6 students, the secondary SENCo is invited to the student's annual review meeting. The transition process aligns with that of younger students and includes encouraging visits to the new school during the summer term before leaving Cleves Primary School. We also compile transition books to facilitate their preparations for the next phase of their education.

#### Involvement of Parents and Students with SEN

At Cleves Primary School, we actively engage parents and students with SEN through various means:

- Organising coffee mornings.
- Providing information through school newsletters.
- Conducting termly reviews.
- Offering workshop sessions on topics such as ICT training, English, phonics, mathematics, and mental health.
- Hosting Parents' evenings.
- Conducting annual reviews.
- Providing end-of-year reports to parents.
- Annual reviews
- Arranging meetings with advisory teachers and therapists.
- Offering accessibility to teachers, the inclusion team, and senior leadership teams before and after school.
- Encouraging students' participation through the school council and class assemblies.
- Encouraging parents to contribute to the information in the All About Me passports.
- Hosting personal education plan meetings for looked-after students.
- Involving learning mentor

#### Enhancing Emotional and Social Development

The class teacher assumes responsibility for the pastoral and social care of each student in their class. Additional support, when required, is coordinated by the class teacher in collaboration with the assistant headteacher for inclusion and behaviour, the SENCo, a member of the inclusion team, or the child protection and pastoral support officer. We also employ learning mentors who work directly with students requiring additional assistance. For students identified with social, emotional, or mental health needs. Strategies employed to support emotional and social development include:

- Engagement of learning mentor
- School counsellor
- Education mental health practitioner class and individual sessions.
- Personal social and health education lessons.
- Implementation of anti-bullying policies and themed weeks.
- Adherence to behaviour policies and procedures.
- Deployment of play leaders.

- Availability of breakfast club and after-school care.
- Provision of after-school clubs.
- Informal buddy system within classrooms.
- Utilization of reward systems.
- Access to Early Help when required.
- Lunchtime support for vulnerable students.

#### Participation of Students with SEND in School Life

We ensure the participation of students with SEND in all aspects of school life through:

- Accessible transport options.
- Individual risk assessments.
- Trained first-aid personnel on educational visits.
- Extra adult support for identified students.
- Tailored activities/sessions.
- Customized trips designed to meet specific needs, such as shopping outings.
- Physiotherapy programs incorporated into PE sessions as appropriate.
- School Accessibility Plan.

#### Administration of Medicines and Personal Care

Our Health and Safety Policy 2023 and Intimate Care Policy 2023 comprehensively outline the administration and management of medicines on the school site. Parents should contact [Karleen Thomas] if their child requires medication during the school day. Regular medication administration is managed through a Health Care Plan developed in collaboration with parents/carers, the SENCo, school nurse, other health professionals, and the Welfare Assistant.

#### Accessibility of Cleves Primary School

Please refer to our Accessibility Plan: [Accessibility Plan](#) for detailed information on the accessibility of Cleves Primary School.

#### Specialist Services

Cleves Primary School collaborates closely with several external agencies to meet the needs of students with SEN, whether they are provided by the local authority (LA) or the National Health Service (NHS). These services include but are not limited to:

- School Nursing Team (NHS).
- Community Children's Nursing Team.
- Educational psychologist (LA).
- Speech and Language Therapist (NHS).
- Language Communication and Interaction Service (LA).

- Complex Needs and Dyslexia Service (LA).
- Behaviour Support Service (LA).
- Newham Child and Family Consultation Service (NHS).
- Occupational Therapist (NHS).
- Children and Young People's Service (LA).
- Reintegration into Education & Training (LA).
- Sensory Service (LA).
- Child Development Service (NHS).
- Mental Health Support Team (NHS).
- CAMH.

## Staff Training

At Cleves Primary School, staff members receive comprehensive training to effectively address the diverse needs of our students. This training encompasses:

- The SENDCo National Award for SEND Coordination.
- Whole-school INSET (In-Service Training) days.
- External training opportunities for teachers, Higher-Level Teaching Assistants (HLTAs), and Learning Support Assistants (LSAs) through agencies like the Complex Needs and Dyslexia Service and the Language Communication and Interaction Service.
- Ongoing professional development in various specialised areas:
  - First Aid.
  - Colourful Semantics.
  - ASD awareness.
  - Epi Pen.
  - Rebound Therapy.
  - Staff Safeguarding awareness.
  - Down's Syndrome Awareness
  - Gastrostomy
  - Enteral Feeding.
  - Maintenance of equipment for students with hearing aids.
  - MAPP assessment.
  - Attention Autism.
  - Social Skills.
  - Training in Singalong, enabling staff to communicate effectively through signing.
  - Induction training for new staff.
  - Key staff trained in Team Teach (positive handling strategies).
  - Engagement model training.
  - Sign along training.

## Contact Information

For further information or assistance, please initiate contact with your child's class teacher, curriculum support teacher, or a member of our inclusion team. You can reach out by emailing [info@cleves.boleyntrust.org] or calling [0208 472 6298].

Additionally, for independent support and advice for families with children having SEN, you can contact Newham SENDIASS. The London Borough of Newham Local Offer is available.

## Complaints Procedure

If you wish to make a formal complaint regarding the SEN provision, kindly follow the school's Complaints Procedure, accessible on the school website in the policy section: [Insert Link to Complaints Procedure]. Alternatively, if you have general queries related to SEND, please contact [Ms S Ubhoo] by emailing [Info@cleves.boleyntrust.org] or calling [0208 472 6298]