



## SEND Information Report

June 2018

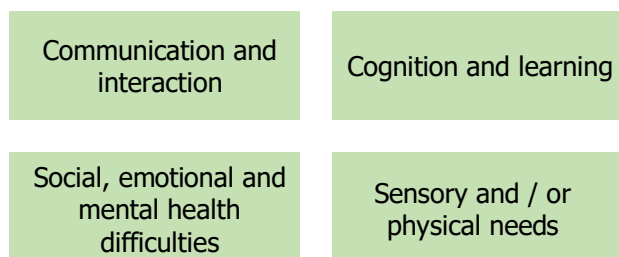
**Contact:** Chris Smaling (Deputy Head)

**Link Governor Committee:** Curriculum & Outcomes

Local offer: <http://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>

### Special educational needs (SEN)

Children's special needs are generally thought of in four broad areas of need.



Pupils at Richard Cloudesley School will have '**complex needs**', meaning they will have needs that cover more than one of the four areas. Many may also be affected by compounding factors such as multi-sensory impairment, or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication.

#### 1. **Communication and interaction**

Most of our pupils do not use their voice to communicate, instead they use a range of Augmentative Alternative Communication (AAC) tools. Some pupils, who use specialist interventions, have a communication plan. These interventions could include [PODD systems](#), [Makaton](#), [BSL](#), or [Hi-Tech voice output devices](#). Teachers and support staff work closely with speech & language therapists to ensure the best possible outcomes for our young people.

The school environment and ethos is one which promotes rich aided language throughout the school day, this includes trained communication partners able to model AAC language and develop the pupils receptive and expressive language during natural conversations. One of the main communication tools that we offer is [PODD \(Pragmatic Organisation Dynamic Display\)](#).

An ongoing challenge for people supporting children who are learning to communicate using aided symbols (pictographs, graphic symbols, whole written words) is the need to predict and provide sufficient vocabulary to both meet their present communication requirements and to stimulate the further development of their communication and language skills. PODD enables this to happen in the immersive, aided language environment of Richard Cloudesley School.

#### 2. **Cognition and learning**

Most of our young people have some form of learning disability. The staff's in-depth understanding of need supports carefully planned differentiation and scaffolding in lessons. More than half of our pupils are working below level one of the national curriculum, with many working at the very earliest [P levels](#). We understand the power and importance of being literate and numerate, how this opens so many doors for our pupils, with regards functional life skills, access to the environment and community. Our approaches to [Literacy](#) and [Numeracy](#) supports them to overcome barriers to learning in these areas.

#### 3. **Social, emotional and mental health**

All pupils have a personal development target in their areas part of their EHC plan. To provide additional support the emotional wellbeing for some of our young people we offer weekly counselling with our learning mentor. Where appropriate, secondary pupils take part in a [Mindfulness](#) programme, aimed at building their resilience. The school, its families and young people also benefit from the support of the CAMHS Service, through advice and guidance from the educational psychologist.



#### 4. **Sensory and/or physical needs**

All of our pupils have physical disabilities, many with one or more additional sensory impairments. Islington's [outreach service for sensory impairment](#) is based at our school and is able to provide staff, pupils and their families with a high level of support, including one to one support from specialist teachers where appropriate. Across the school we have a multi-sensory approach to [curriculum delivery](#), that includes considerations around vestibular and proprioceptive needs, including use of our sensory rooms. We have occupational therapists and physiotherapists based at the school, who work with our school staff to support the pupils' physical needs, including following postural & stretching management programmes, walking, use of standing frames, hydrotherapy, and Rebound therapy.

#### **Curriculum delivery**

During 2016/17 we consulted with children, families, therapists and other professionals to agree the key outcomes for our curriculum. We developed a whole new curriculum for delivery in 2017/18, this was reviewed and updated in June 2018. The curriculum consists of three levels which span the whole age range, in this way the curriculum has a developmental focus allowing learners to engage in meaningful activities which are both challenging and relevant to the students' identified needs. Communication autonomy and becoming as independent as possible in all our pupils experience, explore, learn and do is at the heart of all we do. Programmes to meet physical, personal and other therapy needs are an integral part of our planning.

The early years class follow the statutory early years curriculum.

Further up the school curriculum planning is based on the National Curriculum to ensure it is broad and balanced. Teachers plan topics and themes that provide a context for learning at our **three different curriculum levels:**

##### **1. Firm Foundations**

At this stage, the curriculum has a clear developmental perspective. Consistent routines, a sensory environment allow learners to develop responses and express themselves in a stimulating and nurturing environment. A pupil's individual support plan will be central to the planning of lessons and activities for pupils working within the four foundations strand of the curriculum.

The curriculum allows learners at these early levels to:

- To anticipate and learn through familiar routines
- Explore the world around them using their sense to enable exploration
- Develop positive relationships with familiar people
- Develop the physical skills to control and manipulate their environment
- Express choices and feelings in all ways they can.

##### **2. Building On**

This stage encourages pupils to explore their works to make connections and develop fundamental skills for future learning. Cognition and developing ideas takes the form of exploration and practical tasks, including play. The different subject areas and themes provide a context through which cognition and communication is learned and developed. Communicating ideas and developing understanding is a major focus at this level. Curriculum content and each individual's support plan work together to inform lesson content at this level.

The curriculum allows learners at this level to:

- Establish core skills in Literacy and Numeracy
- Develop communication skills so that they can become active members of the different communities in which they are part of
- Learn about the world around them and their place in the wider community
- Learn and practice life skills to enable them to be as independent as possible
- Are encouraged to relate learning to their own experience and vice versa.

##### **3. Reaching Higher**

At this stage pupils access a modified National Curriculum, a student's support plans supplements planning for this more

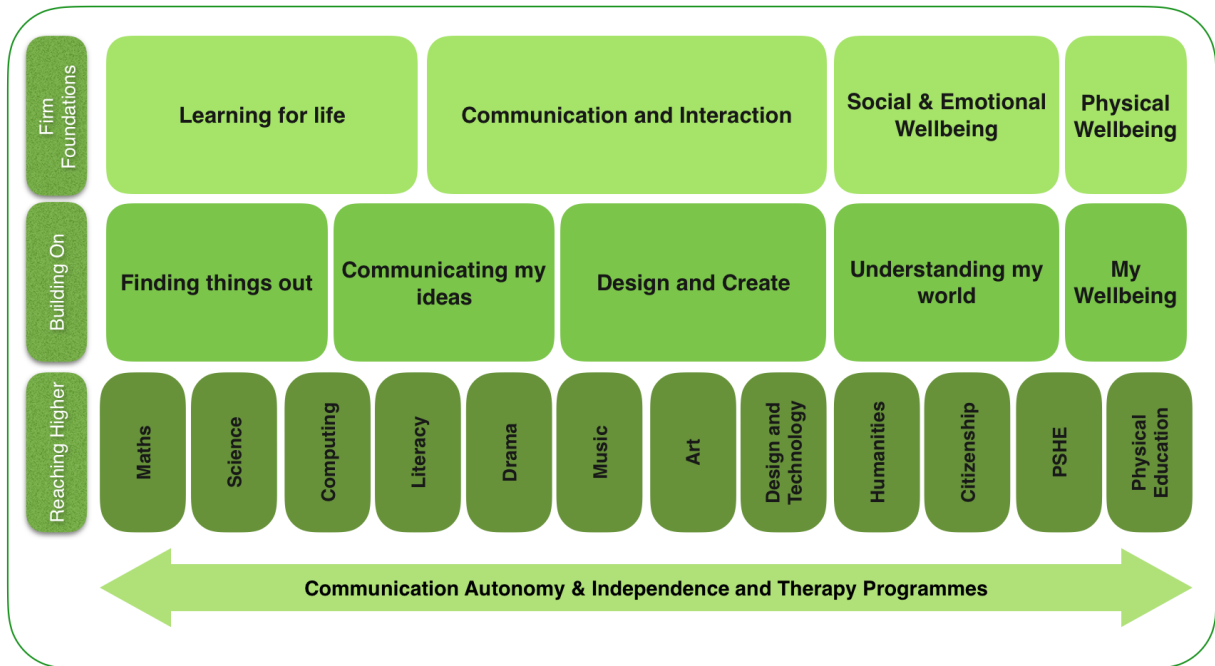


formal strand of the curriculum. The reaching higher strand has an emphasis on functional Literacy and Numeracy and developing knowledge and abilities for everyday living. Whilst the curriculum is more formally structured tasks are often of a practical nature and designed to provide opportunities to make links between subject areas and develop transferable skills.

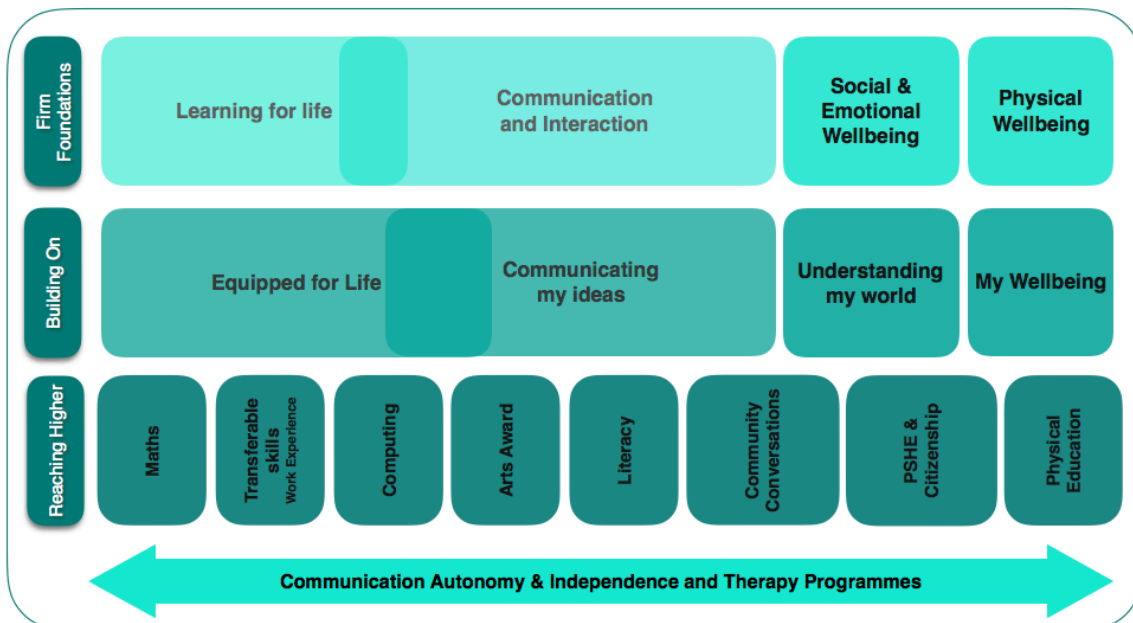
This more formal level of learning provides opportunities to:

- Communicate, encounter and learn in a range of situations
- Study a wide range subjects, as appropriate
- Develop a sense of community and responsibility to play a part as active citizens
- Learn through concrete tasks and then through generalising and applying their knowledge and skills.

### Curriculum Overview KS 1 - 4



### Curriculum Overview - Post 16





## Curriculum Progression

Progression in different subject or skill areas is not defined by age but by prior achievements and next steps for learning. Each level of our curriculum provides opportunities to learn new skills, acquire additional knowledge and develop a deeper understanding across the full range of subjects at a level appropriate to each pupil's need. Our curriculum is designed to allow for progression in three dimensions, learning new skills and making progress within the strand a pupil is working as they move through the school, approaching more complex skills or abstract skills in the next strand in areas in which an individual has particular strengths and consolidating skills and learning and generalising existing knowledge.

Each curriculum level has clearly defined content and approach. Schemes of work are planned to provide opportunities for learning at each level within the same topic or theme. This approach gives flexibility for students to access learning at different levels in some subjects areas, as appropriate to their needs. Our curriculum provides opportunities for 'three-dimensional learning'. Learning objectives are planned to provide learning across the key stages as each student gains and develops skills and abilities; learning between the tiers of the curriculum as concepts and ideas become more complex and challenging; learning upon prior knowledge and generalising skills.

Opportunities for developing communication and independence skills and for work towards therapy targets are planned and delivered across the day.

## Assessment

Underpinning all our provision in school is the graduated approach cycle of assessment, planning, delivery and review.



**Assess:** We formally assess English (reading and writing) and mathematics three times a year. Pupils also have aspects of their personal development assessed, for example their AAC or physical development to inform the planning process. All of these assessments contribute to each pupil's EHC support plan outcomes. Progress towards these goals are measured using a variety of assessment tools.

In the Early Years class, we also use an assessment system known as eyLog. Ongoing assessments are captured by all the EYFS practitioners and annotations inform the EYFS learning goals.

**Plan:** Targets are set using our own progression guidance and are then moderated by the class teacher and a senior leader to ensure they represent appropriate challenge. Progress towards meeting individual targets is shared with parents in termly pupil progress meetings.

Each pupil also has an annual review during which their statement or Education, Health & Care Plan (EHC Plan) is reviewed. During this review to parents, the school and other professionals, agree long term outcomes; from these, targets for the coming year are agreed. The meetings are usually chaired by the head of department, but where appropriate could be chaired by other professionals, for example a parent advocate or therapist.

**Do:** The personal development targets, and the EHC Plan, shape the EHC Support Plan (formerly known as the IEP). These are negotiated with parents and other professionals during the termly pupil progress meetings, to enable pupils to work towards their goals both at home and school. Significant progress towards achieving these



goals is filed in a (yellow) pupil progress folder in the classroom, and shared in the home school book. In the Early Years achievements are recorded and shared with families through the eyLog.

For some pupils these goals also form their home learning. We have worked very closely with families to review exactly what 'home learning' looks like for our pupils. Following this piece of work we put together a [home learning booklet](#), which is available on our website.

**Review:** The outcomes related to each young person's agreed personal development targets and EHC Support Plan are formally reviewed during the annual review. Young people in early years have 6 monthly reviews.

## Special Educational Needs & Disabilities

We are an all age special school with places for 80 young people between 2 and 19 years old. There are 32 in primary and 48 in secondary. Pupils at Richard Cloudesley School will have '**complex needs**'. Children and young people with complex needs include those with co-existing conditions or profound and multiple learning disabilities (PMLD). However, they also include children who have newly begun to populate our schools – among them those who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. Many may also be affected by compounding factors such as multi-sensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication. Pupils will have **profound or severe learning disabilities**, often with more than one disability, the most significant of which may be a profound learning disability (PMLD). All people who have profound and multiple learning disabilities will have great difficulty communicating. Many pupils will have additional sensory or physical disabilities, complex health needs or mental health difficulties. The combination of these needs and/or the lack of the right support may also affect behaviour.

**Arrangements for the admission of disabled young persons** *Please also refer to our admissions criteria on our website*

1. Make an appointment with the headteacher to view the school with the child or young person;
2. Parents should register their interest in Richard Cloudesley School with their local authority;
3. The local authority should request a place for the child or young person with the school;
4. Other local authorities must inform Islington of their request;
5. The headteacher will review the statement or EHC Plan with the local health authority to assess need and establish whether the appropriate level of support can be provided;
6. A visit to see the young person in their current educational or home context will be arranged to support the headteacher's decision;
7. The school will negotiate and agree the level of education funding with the local authority;
8. The Whittington Health team leader will negotiate and agree the level of health funding with the local authority;
9. A place is offered and a transition programme for the child or young person is developed;
10. The school will arrange a multi-disciplinary transition meeting that will include the head of department, medical staff, therapists, the new class teams and the family;
11. A start date will then be set;
12. A multi-disciplinary review meeting will take place no later than six weeks after the child or young person has started.

**Oversubscription Criteria** *Please also refer to our admissions criteria on our website*

As the school is oversubscribed, the headteacher will operate a planning list and inform interested parents and/or the local authority as and when a suitable vacancy may arise. In this instance the headteacher will give priority to children:

- who are, or have previously been, in care or looked after;
- who have a brother or sister at the school;
- who are not currently in education;
- who have degenerative or life limiting conditions;
- whose needs can best be matched at that time by the expertise in the school.

## Steps taken to prevent disabled pupils from being treated less favourably than other pupils

All of our pupils have some form of disabilities. *Please also refer to our Equal Opportunities Policy on our website.*



## **Facilities provided to assist access to the school by disabled pupils**

Both our primary and secondary sites are fully accessible, with disabled changing and hygiene facilities around both buildings. We have our own manual handling risk assessor and on site occupational therapists to support with any specialist equipment required. All trips and visits are planned carefully to ensure every child is included, whatever there disability or special need. Please also refer to our Accessibility Plan.

## **How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs and Disabilities?**

Our academic assessment for children and young people with special educational needs is moderated with the other special needs schools in the borough as well as our mainstream partners. We are also part of the Point 5 and [Challenge Partner](#) communities of schools. We have also been part of a network of South London Schools, working on developing assessment systems for young people with complex needs.

We have a robust system of reviewing our provision each term through self-evaluation using the Ofsted Common Inspection Framework September 2016. This includes a termly audit in the following areas:

1. Curriculum and Outcomes
2. Personal Development, Behaviour and Welfare
3. Leadership and Management
4. Quality of Teaching, Learning and Assessment

Governors are involved in this process and receive regular reports through The Leadership & Management Committee, Curriculum & Outcomes Committee, and Personal Development & Welfare Committee. There reports are summarised in a termly report to governors.

(Reference: [SEN Policy - January 2017](#))

## **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have four classes in primary, four in secondary and two in our sixth form. Classes are mixed ability with 8 pupils. Each class has a core of two teaching assistants, with additional teaching assistants allocated to groups depending on pupil needs.

Each class has a Lead TA who oversees the communication needs of the pupils and works with the teacher on planning and lesson preparation. Each department has a Senior (Higher Level) Teaching Assistant who helps lead the TA team and covers teachers for up to two days at a time in any class.

## **School partnerships and transitions**

Both our primary and secondary departments are co-located with mainstream schools. Primary share a building with [Prior Weston School](#), and secondary is on the same site as [City of London Academy - Islington](#). We are working with both partners to develop inclusion links. We also have pupils attend Samuel Rhodes, Elizabeth Garrett Anderson and Oasis Academy on inclusion programmes.

Our pupils tend to leave when they are nineteen years old. Most go on to college or a training provider, for example Westminster Kingsway College or John Dewey Specialist College.

## **Therapy services**

Therapy and health services are not employed directly by the school - but are commissioned through Whittington Health, to provide health services for children registered with an Islington GP.

There are many children who attend our school from other boroughs, and in these cases health and therapy services are arranged separately from the school. Pupils attending from other boroughs will be entitled to a basic offer including an annual review, general training for staff, and assessment for equipment to meet essential needs. Any health or therapy



needed in addition to this is arranged by our PCT in conjunction with the home borough. More information can be found [by clicking on this link](#).

## Complaints

Our policy is to deal with parents' concerns and complaints as quickly as possible. Matters will be resolved mostly by the class teacher or assistant head of the primary or secondary department.

Parents are advised to contact the headteacher or complete a complaint form if they wish to make a formal complaint. The headteacher will work swiftly to resolve matters in the best interests of the child and family. Our full [complaints policy](#) is available on [our website](#).

- The school is well-placed to continue to provide the resources that enable us to meet the needs of young people with complex needs.

## Other information

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014 - section 69 (2)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014 - Regulation 51 & Schedule 1
- Mental Capacity Act 2005.