Cleeve School Local Offer 2026-2027

A duty in the SEND (Special Educational Needs and Disability) Code of Practice was placed on Local Authorities from September 2014 and this is referred to as the 'Local Offer'. This means that Local authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have SEND.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

Here at Cleeve we produce our own Local Offer, to support the two key purposes above and to give specific detail about the SEND provision at Cleeve. Further information can be found in our school's SEND Policy and the SEND Information report, available on the school website.

1	**How does our school know/identify that children have special educational needs (SEND)?** KS2 scores, KS2 data, information from primary school, screening tests on literacy, Cognitive Ability Tests (CATs), information from classroom teachers, feedback from parents, screening tools, performance significantly below age expected levels, medical diagnosis.		
2	**What are the first steps our school will take if special educational needs are identified?** School staff will support individuals through high quality teaching and adaptation in the classroom to achieve progress and attain positive outcomes by removing barriers to learning. Information will be collected from the student, parents, external agencies (as required) and teachers to form an initial plan for additional support. SEN support will follow the assess/plan/do/review cycle.		
3	**What should parents/carers do if they think their child has SEND? How can they raise concerns?** Parents should first speak to their child's tutor or year team. Parents can also directly contact the SENDCo or Deputy SENDCos.		
4	**How will our school include parents and students in planning support?** Parents will be invited to My Plan reviews and we will communicate via phone/email. Parents can also attend our termly SEND coffee mornings. Students will have the opportunity to see their My Plan and contribute to strategies that help them.		
5	**How will our school teach and support children with SEND?**		
		a	**For children without an Education, Health and Social Care plan (EHC)** Through high quality Teaching and Learning, extraction support, support from external agencies and staff training.

	b	**For children with an EHC plan** Through high quality teaching and learning, TA support, differentiated curriculum and classes, extraction support, external agency support, staff training.
	c	**How does our school plan the support? How are our resources allocated and matched to needs?**

		We identify student progress, identify needs, discuss with teacher. If a student's needs cannot be met through normal classroom practice a My Plan will be used.
	d	**How is the decision made about the support your child will receive?** Discussion with staff involved, external agency reports, parents and where appropriate what the student wants.
	e	**How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?** Both the student and parent will be in conversations about progress at Parents' Evenings. If meeting with a Head of Learning, or the SENDCo/ Deputy SENDCos parents and the student will normally both be invited. If a student is on a MyPlan, parents will be invited into school/called to review the targets set on the plan. Assessment data and feedback from staff will be used to inform progress towards outcomes.
6	**Who will be working with your child?** Classroom teacher, Head of Learning, Student Support Leaders, SENDCo, Deputy SENDCo, TA, external support.	
7	**How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?** Teachers have access to student EHCP targets and My Plans on Class Charts. All My Plans contain information about the student's needs as well as strategies/adaptations required to support them. Some also contain targets and additional provision that is in place beyond classroom adaptations. Teachers and all relevant staff are briefed by the Deputy SENDCo and SENDCo in staff briefings and INSET sessions and teaching staff are given time to annotate seating plans with support required in their lessons.	
8	**What role will the child's teacher play?** The most important one in providing high quality adapted teaching. Where a student has an EHCP, and there is TA support, the teacher will instruct TAs on how they want that student supported during the lesson. Where a student is involved in an intervention programme their class teacher will help to coordinate the content of that intervention.	
9	**What expertise does our school and our staff have in relation to SEND?** Funding is used appropriately to support this. Our SEND team work closely with all appropriate external agencies, for example, Advisory Teaching Service, Educational Psychology and Health Professionals.	

	a	All teachers have some level of experience and understanding of: ASD (autism spectrum disorder) ADHD (attention deficit hyperactivity disorder) Visual Impairment Hearing impairment A variety of Physical Disabilities Speech and Language difficulties Down Syndrome Cerebral palsy Dyslexia Meeting individual needs
	b	**What intervention programmes does our school run for children with SEND and how are they delivered?**

		Access classes (small classes in English and Maths) at key stage 4, ASPIRE (our study unit for extra support in different subjects), the Re-Start centre (our support centre for students who need support to access the school facilities after a period of absence or illness), specialists also deliver emotional literacy and intervention. Direct Instruction for students who have not attained in line with their peers in literacy is delivered through specialised classes.
	c	**What teaching strategies does our school use for children with learning difficulties including:** The progress of SEND students is an integral part of our Teaching Principles within our Teaching and Learning strategy at Cleeve. We work fully with our Advisory Teachers to ensure that the needs of all students with SEND are met. We adopt a range of teaching strategies to meet individual needs. There is a focus on the use of feedback and metacognitive strategies to support student learning.
	d	**What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?** Proactive strategies such as movement breaks, check-ins with key adults, access to emotional regulation tools and safe spaces, restorative conversations, behaviour plans, coaching and mentoring, ASPIRE, Re-Start, fully staffed internal room. PSPs, risk assessments, Team around the Local Community, coordination with external agencies and parents.
10	**Which other services do we use to provide for and support our students?** Health, Social Services, Local authority support services, voluntary organisations – specialist support teachers, educational psychologists, teachers for students with hearing and visual impairments, advisory teachers, behaviour support specialists. This is the local authority Local Offer.	
	a	**How do we meet the needs of SEND students** See information already included.

		b	**How do we support families of these students?** We fully involve families in meetings, help with administration of forms where needed, refer to external agencies if needed.
11	**How does our school provide support to improve the emotional and social developments of our SEND students?** Support for this extends across all staff with form tutors, teaching assistants, pastoral leaders and the SENDCo all taking on specific responsibility for co-ordinating our approach. Additional support includes Emotional Literacy intervention, key adult support, social skills groups, break and lunchtime clubs, development of Cleeve Character, effective tutoring, PSHE and Life Skills lessons.		
		a	**How does our school manage the administration of medications** http://www.cleeveschool.net/policies (First Aid Policy)
		b	**How does our school help with personal care where this is needed?** If needed, we agree a plan with parents and staff involved with the student to ensure the needs of the student is met. The school has a fully equipped hygiene suite. The student's wishes are at the centre of this.
		c	**What is our policy on day trips, school outings, health and safety arrangements**
			SEND students are included on Cleeve school trips. The necessary planning is made to ensure that a student can access the trip with appropriate risk assessments conducted.
		d	**What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to students with SEND?** **What measures are in place in our school to prevent bullying?** We have a strong pastoral team with both teaching and support staff based in our pastoral hubs. We have a dedicated pastoral member of staff overseeing the anti-bullying strategy. http://www.cleeveschool.net/policies (Anti-bullying Policy)
12	**What access do our SEND students have to facilities and extra-curricular activities available to all children?** Students with SEND are fully involved in extracurricular activities. Where a student has an EHCP and it is appropriate a TA may attend the club as well if during the school day.		
13	**Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children)** Tutor/ Head of Learning (HOL – Head of Learning), SENDCo, Deputy SENDCos, EHCP administrator, TA, at Parents' Evenings or by email/phone any time or as necessary.		
		a	**Who will explain and discuss this with parents/carers?** Tutor/ HOL, SENDCo, Deputy SENDCo, TA.
		b	**How will parents/carers know how well their child is doing?** From Parents' Evenings, students' Reports, phone calls home, review of EHCP, review of My Plan targets.

		c	**How does our school measure outcomes and impact of the support provided to the pupil/student?** Mentoring and formal assessments, progress against targets set, teacher evaluation. Reviewing my plan targets if a student is on a My Plan.
		d	**When and at what interval will this happen?** At Parents' Evenings, or more frequent if needed in particular circumstances.
		e	**Who will explain and discuss this with young people** *(where applicable)* Tutor/ HOL, SENDCo, Deputy SENDCo, TA.
14	**What accredited and non-accredited courses do we offer for young people with SEND?** We have a range of courses in KS4, students can be entered for GCSE's and BTECs.		
15	**How do we prepare our school to welcome and support SEND students and how do we arrange and support a transfer to another school/educational establishment?** Our School has an extensive and extended transition process. We liaise with the primary/previous/new schools to get and share prior SEND information; we offer tours and extra days to visit the school and meet key people.		
		a	**How do we prepare our students for adult life?** We prepare students through Careers advice/ work with youth support services/work experience/ close liaison with post 16 local provision, taster days at post 16 provision. We also work with the local authority's Preparation for Adulthood Team.
		b	**What special arrangements are made for exams?** Access arrangements are made for formal exams at KS4 and KS5 for students that have a history of need and history of provision, this is decided by the exam board, not the school. This does not happen at KS3 unless the student has an EHCP.
		c	**What resources and equipment do we provide for children with SEND?** If a student with a physical disability needs specialist equipment, we will ensure the student has access to this with support from the advisory teaching service. The equipment needs to be within our means to supply.
		d	**How accessible is our school to pupils/students with SEND?** The school has made investment into accessibility to provide a fourth lift. The school will timetable lessons on ground floor rooms where a lift is not accessible.
16	**Where can you find our SEND policy?** http://www.cleeveschool.net/policies SEND Policy		
17	**What role do the Trustees have? What does our SEND Trustee do?** Our Board of Trustees requests updates on SEND performance. The SEND Trustee meets with the SENDCo termly to obtain an update of progress and provide scrutiny of the support offered.		

18	**What can you do if you are not happy?** Contact Tutor, Head of Learning, SENDCo or Deputy SENDCo. We do have a complaints procedure and encourage mediation and dispute resolution. Parents can also contact SENDIASS for impartial advice and support.
19	**How can parents/carers arrange a visit to our school? What is involved?** We have a year 6 open evening where staff and departments are all available. If needed the school SEND team can be called for additional information.
20	**Who can you contact for more information?** Tutor, Head of Learning, SENDCo, Deputy SENDCos, SENDIASS