SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATON REPORT 2026 – 2027

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CLEEVE SCHOOL
AND SIXTH FORM CENTRE OF EXCELLENCE

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT 2026 - 2027

Accessibility

If you require this information in an alternative format or language, please contact the SENDCo, Kate Stoneman kbs@cleeveschool.net or Deputy SENDCo (KS3) Jane McGiff jxm@cleeveschool.net or Deputy SENDCo (KS4-5) Stephanie Mills sgm@cleeveschool.net

Introduction

Cleeve School values the contribution that every child and young person can make and is committed to being a school of excellence for all. The school welcomes a diversity of culture, religion and intellectual ability and strives to meet the National Curriculum Inclusion statement in delivering the curriculum to:

- Provide suitable learning challenges.
- Meet the students' diverse learning needs.
- Remove the barriers to assessment and learning.

Provision for students with SEND is a matter for the whole school. In line with the SEND Code of Practice, Cleeve School will:

- Ensure that all students with SEND are offered full access to a knowledge rich curriculum.
- Ensure that all students with SEND are supported with metacognition (understanding how students learn best) and memory recall.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education in order to maximise their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views and wishes of the child into account.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to the education of their child.

What is SEND?

SEND stands for 'Special Education Needs and Disabilities'. A student is a student with SEND if they have a learning difficulty or disability and require provision which is additional to or different from that which is typically available to students in a school.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than most students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This means that some students with additional needs may not always be considered a student with SEND, they may be identified as having a need for a short while or don't require additional or different provision, for other students they will remain identified as having SEND for their whole academic career.

Does my child need a diagnosis to receive support?

For some families having a formal diagnosis, for example of Dyslexia, Autism Spectrum Condition (ASC) or Attention Deficit Hyperactivity Disorder (ADHD) can be helpful in understanding their child and their needs. However, at Cleeve we respond to what a student is presenting as needing, and act accordingly.

Formal diagnosis is therefore not necessary for a student to receive additional support; this includes for formal exam dispensation. Please note that we are unable to provide formal diagnosis within school, these are carried out by external professionals. Please contact the SENDCO or Deputy SENDCOs if you require further information.

Who should I speak to?

The world of SEND can be difficult to navigate for parents, young people and professionals. Your child's Year Team will be able to provide early support. You can also contact the SEND team directly:

- **Kate Stoneman**, Deputy Head: SENDCo (Overall responsibility for provision) – kbs@cleeveschool.net
- **Mrs Jane McGiff,** Deputy SENDCo – KS2/3 – jxm@cleeveschool.net
- **Mrs Stephanie Mills,** Deputy SENDCo – KS4/5 – sgm@cleeveschool.net

How do we identify and assess need?

If your child has been identified as having SEND in their previous school this information will be provided to us. Every school is required to maintain a register of students who have SEND and the history of a student's placement or removal from this register stays with them throughout their education. During transition we work with our feeder primary schools to obtain as much information as possible from our feeder primary schools to ensure we have the correct information.

For students at Cleeve we identify potential need in a variety of ways including:

- Screening on entry to Cleeve for possible unidentified need.
- Referrals from class teachers
- Termly reviews of progress data
- Feedback from other professionals working with your child
- Direct feedback from parents

Needs are identified through a variety of means. These include standardised tests, academic progress data, feedback from staff and parents and assessment by external partners such as the advisory teaching service, occupational therapy and educational psychologists.

We follow the principles of the "Graduated Pathway", a cycle of assessing need, formulating a plan, enacting that plan and then reviewing if the support is having the intended impact. If a student is placed on the SEND register, they will have a My Plan written for them with individual support strategies for teachers to use. These will be written with support from parents, outside agencies and the student themselves.

What kinds of SEN are provided for?

Students who experience difficulties with:

- Communication and Interaction – difficulty with different aspects of speech, language or social communication including Autism Spectrum Condition
- Cognition and Learning – This includes students with Moderate Learning Difficulties and Specific Learning Difficulties, such as Dyslexia or Dyspraxia. Please note that we are unable to provide appropriate support for students with Severe or Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health Difficulties – difficulties such as anxiety and depression as well as ADHD.
- Sensory and/or Physical Needs – difficulties such as a visual or hearing impairment. The majority of the school site is accessible to students with physical disabilities and/or a wheelchair. Where necessary classes will be re-roomed to ensure equitable access for all.

What is the range of provision for SEND children?

Much of the provision for students with SEND is provided by the classroom teachers as part of an inclusive classroom environment. All students with SEND have a My Plan, a document which highlights their needs, strengths and what their teachers need to do to ensure they make progress in their learning.

More bespoke intervention may include:

- Direct instruction literacy programmes
- Bespoke literacy and numeracy intervention from a Higher Level Teaching Assistant
- Access to assistive technology, such as a laptop or a reader pen
- Supported break/lunch club
- Structured movement breaks
- Homework club
- Emotional Literacy programme
- 'Access' curriculum pathways for KS4 students including additional English and Maths
- Placement in a class that is supported by a Teaching Assistant
- Preparation for adulthood support
- Pastoral mentoring
- Speech and language support
- Social communication intervention
- Special dispensation for exams, including reader, scribe, prompt, word processor and extra time.

All staff continue to receive on-going training on a wide range of needs and to ensure high quality teaching (this means that teachers are trained to make excellent provision for SEND students in their classes). External agencies are used when appropriate to assess and make recommendations and they occasionally work with the students. Where students are still not making progress and their learning needs are severe and complex the school will make an application for an Education, Health and Care Plan (EHCP). This means your child will have been identified by teachers and the SENDCo as needing a particularly high level of provision. Funding from the local authority will be provided to help meet these needs. The SEND team has a team of Teaching Assistants that are deployed to support in specific students across the school based on their EHCPs.

Staff training is organised by the SENDCo and is a feature of all INSET sessions. This includes training from external partners such as the advisory teaching service. Each academic year training is delivered on each of the four broad areas of need to all staff. The Advisory Teaching Service and the SENDCo deliver bespoke training to teachers of specific students who require specific support. Staff have received ongoing training to understand strategies that can benefit SEND students around Metacognition, a key strategy in the Education Endowment Fund teacher toolkit. The school has specific staff with particular specialisms that can benefit students with SEND if they require.

How do we communicate with parents and involve them?

In addition to an annual parents' evening, a member of the SEND team will contact home to review the student's My Plan. We encourage any parent to email into to school at any time if they have any concerns around their child and any SEND. We always encourage communication so that concerns can be addressed at an early stage. These calls can often be in discussion with a member of the Pastoral Team who will share these concerns with the SEND team.

How do we involve the students in their education?

Students help to construct their own My Plan. The My Plan will have useful information on their strengths, difficulties, achievements and any support that teachers can offer them within the classroom. Student's views are taken into account when certain interventions take place to ensure that students are not missing lessons that they do not want to be extracted from. All students are encouraged to join our Student Leadership Teams, and the engagement of students with SEND with these groups is monitored and challenged.

We believe in equitable access for all. All students are encouraged to take part in the full range of opportunities available to students at Cleeve. Where necessary adaptations can and will be made to activities, trips and visits to ensure that all students are able to participate.

All students are explicitly taught metacognition, how we learn, through specific sessions and embedded as part of the curriculum. For students with SEND this is particularly important in allowing students to identify their strengths in learning and the strategies they can use to support their progress.

Where students have an EHCP we encourage students to fully participate in their annual review as part of their growth towards becoming independent, self-advocating young adults.

How do we make provision for smooth transitions between phases of education?

The Deputy SENDCO KS2/3 will obtain information from Primary Schools regarding students with SEND transferring to Cleeve School into Year 7 and will inform the SENDCo.

The SENDCo or Deputy SENDCo will attend Year 6 EHCP reviews of students transferring to Cleeve School. They will also visit or contact all schools again to speak specifically about students transferring with SEND. This process can start in Year 5 or earlier if deemed necessary. Extra induction visits will be created for students who require them.

Additional support is also provided for those students with SEND in transfer into KS4 and post 16 provision. We work with external advocacy partners to ensure that students receive an appropriate post-16 placement. Further details can be obtained from the Deputy SENDCO KS4/5.

How do we offer support for improving emotional and social development of 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. Different staff have specific specialisms that can help support the emotional wellbeing of our students, such as bereavement and self-harm. If a student's social and emotional needs cannot be met in this way, students will be referred to staff who are specifically trained in Attachment & Developmental Trauma and offers students bespoke interventions, including Emotional Literacy. Other support includes key adult support, skills groups, break and lunchtime clubs, development of Cleeve Character, effective tutoring, PSHE and Life Skills lessons.

How do we work with other professionals?

Year teams, the Deputy SENDCos, and The SENDCo work closely with a range of external partners to support our students. These include:

- The Advisory Teaching Service
- Educational Psychologists
- Occupational Therapy
- Child and adolescent mental health services (CAHMS)
- Young Minds Matter
- Talk Well
- Children's Social Care
- Gloucestershire Speech and Language Team (SALT)
- General Practitioners and Consultants.

Where necessary multi agency meetings will be held with all parties involved in the support of your child. Please note that referrals to the services above often have specific criteria that need to be met. We welcome your views on referrals that may be necessary, but may advise that another service is more appropriate, or that more evidence is required before a successful referral is made. Please also be aware that Cleeve does not control which referrals are accepted, or any decisions that are made with regard to triage/ waiting lists.

What support is available to students for examinations?

Cleeve offers the full range of exam dispensation available to students. This might include access to a reader, a scribe, extra time or the use of a word processor. There are strict legal requirements for accessing these provisions. Should we believe that your child is or may be eligible for such provision they may be required to undergo some further testing which will be provided by the school. Formal decisions about exam dispensation can be taken no sooner than the summer term of Year 9 and older students will take priority for any further testing.

Where can I find further information about how my child can be supported in Gloucestershire?

Every Local Authority provides further information on how to support students with Special Educational Needs. This can be found of the Gloucestershire County Council website. Parents can also be supported by the Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS), this is a free service available to all parents of children with SEND.

What support is provided for Looked After Children (LAC) who have SEND?

For children who are Looked After, all involved individuals will be invited to all key meetings regarding the child. In addition, the SENDCo and the Designated Teacher (Mr Liam Edwards) for looked after children will ensure that copies of Personal Education Plans (PEPS) following any such meetings are distributed securely to all adults involved in the care of the child. The Designated Teacher works closely to ensure that the implications of a child being both looked after and having SEND are fully understood by the relevant school staff. This may include updates in staff meetings and close communication with the other adults involved in the care of the child. In addition, information from the SENDCo regarding the SEND of the child will be used as part of the planning for the child's Personal Education Plan and Health Plan should it be necessary.

What complaints procedures are in place for parents of students with SEND?

If you have any concerns about your child's progress, you should initially speak to your child's Year Team. If you are not happy that the concerns are being managed and your child is still not making progress, you should speak to the SENDCo. If you would like to proceed with a formal complaint, then please follow the school's complaints procedure.

Monitoring and evaluating the success of the education provided for students with SEND

The monitoring and evaluation of SEND provision and its effectiveness is part of the whole school's systematic review process through Line Management. The SENDCo is a member of the Senior Leadership Team and attends the Board of Trustees meetings to provide information as part of the regular data dashboards and to regularly inform Trustees of the education provided for and the achievements of students with SEND.

Please also find the school's SEND policy and Local Offer on the SEND information page on the school's website.