

Cleveland Road Primary School

Local Offer

An overview of the school

Cleveland Road Primary School is a large 4-form entry multicultural school housed in a Victorian building. Each class has 30 children with 120 per year group. The school is situated across 5 floors. There are 3 multi-purpose halls used for PE, Assembly, Drama, Dance, Circle Time, Visiting Groups etc. There are 2 ICT Suites with 35 terminals in each. There is an IWB in each classroom and, in one classroom in each Year Group in KS2; there are four additional computers available.

Our vision is “to be the Outstanding School of choice” for our community. In order to achieve this, our staff are committed to ensuring that we;

- Promote inclusion, effective learning and high expectations of everyone.
- Celebrate diversity with an inspiring, enjoyable, safe and secure environment.
- Enhance children’s life chances through partnership between parents, carers, highly motivated staff and others.
- Value honesty, reliability, respect, friendship, and the uniqueness of each other.
- Enable all to achieve their full potential as lifelong learners, making a positive contribution to the global society of which we are all members.

Central to our school ethos are the ‘five Cs’, these being Care, Commitment, Cooperation, Consideration and Courtesy. We encourage our children to follow these and actively promote these at every opportunity.

The school does not have a special unit / resource for a particular type of SEND.

Identifying children’s additional needs

How will the school know if my child needs additional help and how will the school share information with me?

The progress made by all pupils is regularly monitored and reviewed. All staff are responsible for identifying children who are not progressing satisfactorily despite appropriate in-class differentiation taking place. The SEND staff and the Assessment Leader will work with staff to ensure that those children who need additional or different support are identified at an early stage.

Pupil's progress is communicated to parents / carers through termly parent / carer open evenings and an end of year written report. If a child has an Individual Educational Plan (IEP), this document will be reviewed and new targets set during one of these meetings. IEPs are sent to parents /carers shortly after they have been reviewed.

It is important to remember that decisions regarding special needs should not be made simply according to levels of attainment. Pupils are identified as having Special Educational Needs and Disabilities if they have:

- Received appropriate differentiation, but the rate of progress is inadequate.
- Additional or different action is required to help them learn more effectively.
- Social, emotional, mental health or learning needs.
- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability that prevents or hinders them from making use of mainstream educational facilities.

With regard to the type of SEND a child may have, the school works with a wide range of external partners to ensure an accurate analysis of need in order that the correct support can be provided. Children may have their learning needs identified as being specific to either English or Maths. If a child has more complex needs, the school will work with external partners to assess and verify these and ensure that parents / carers are engaged with to discuss the outcomes of any assessments and next steps.

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

If parents / carers have concerns, they should first talk to the class teacher. Concurrently, our teachers are proactive in speaking to parents / carers regarding children's needs. The SEND team which consists of two Assistant Heads (one of whom is also the SENDCo), a further SENDCo (who is also the Spanish Lead and a Class Teacher) and a SEND Assistant are also available to meet with parents to discuss a pupil's progress and needs.

Involving pupils and parents/carers in planning support

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, text or via Parenthub.
- Individual pupil/ teacher conversations
- Parent Support Advisor
- Coffee mornings for parents / carers of pupils with SEN.

Range of support available to my child

What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Grouping of pupils
- Specific teaching interventions
- Specific individual support
- Support for behaviour

Measuring children's progress

How will the school know how well my child is doing and how will they inform me about this?

All pupils are assessed on a regular basis in a variety of ways. This includes the use of questioning in a learning situation or through the marking of books and work, or testing. The school monitors this progress through internal meetings and the use of a computerised tracking system, which helps ensure each child is on track to make good or better progress. Progress is fed back to parents / carers in a variety of ways, including the use of the home – school communication book, telephone calls home or meetings with the class teacher.

Progress towards IEP targets is measured on an on-going basis and these are formally reviewed three times a year and parents / carers are involved in this process during parents / carers evenings. Details of the progress made against these targets is written onto the IEP at each review point and these are then sent to parents / carers.

Those pupils who are working with one of the school's external agencies will have their progress measured by the relevant agency staff. The staff will then feed back to school staff and also to parents / carers.

Depending on the level of or type of SEN, parents / carers of some children may be invited to meet with school staff more regularly to discuss progress.

Children with EHC plans have their progress formally reviewed on an annual basis at the Annual Review meeting.

Support and training for school staff

Have any staff received specialist training in SEND?

We realise that in order to respond to the needs our children have, our staff must have access to high quality professional development opportunities. We access a variety of resources to ensure that all staff receive training relevant to children with SEND and are kept up to date with the latest legal requirements and government policies. An induction in school SEND arrangements will be given to Early Career Teachers and new members of staff; likewise all Early Career Teachers undertake external training in Speech and Language and SEN Awareness.

In addition to this, the SENDCo holds the National Award for SEN Coordination (NASENDCo1).

In the past 12 months the following additional external training has taken place;

- Makaton training to support children with various needs who benefit from the use of this communication aid
- INSET training on the SEND Code of Practice, Selective Mutism and Writing Smart IEPs
- Bereavement training
- ELSA training for 4 ELSAs
- Differentiation training for children with all levels of SEND
- Social, Emotional and Mental Health training for key members of staff across the school
- Positive Handling - A range of adults across the school are trained in positive methods of supporting challenging behaviour.
- Weekly LSA support meeting which gives opportunities for LSAs to raise concerns, address issues and share best practice

The school works closely with a number of external agencies who support school staff in ensuring that the needs of the pupils within their classes are being fully met.

Accessibility of the school

How is the school accessible to children with SEND?

The school is spread over five floors. Each floor is accessible via a lift and the school has two emergency evacuation chairs in place, designed to help ensure that pupils using wheel chairs can be safely evacuated. The school has 2 disabled toilets, one of which contains an electronic ceiling hoist and both contain a changing table.

There are no specialist teaching areas.

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

The school make every effort to ensure that all children are included fully within school life. This may include ensuring that after-school provision has additional staff in order to meet a child's needs, additional risk assessments are undertaken or alternative methods of transport to include a child in a visit are found. When faced with challenge regarding the inclusion of a child, we work in close partnership with parents / carers to establish a way in which these can be overcome to allow the child to fully partake.

Starting or changing schools (Transitions)

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

We understand that changing class/ school can be a challenging time for children with SEND. In order to make transitions as smooth as possible, we put great emphasis on sharing key information, careful planning and giving the children lots of opportunity to meet their new teachers. This may involve the following; meetings between our own teaching staff to discuss transfer between years, meetings between our school staff and other school staff to discuss transfer, additional visits to new schools for Year 6 children, visits to local Nurseries by the SENDCo and Early Years lead, small group work to explore what it will be like to move to another school and the production of picture books showing familiar places in the new school. We welcome the support of parents / carers during this process.

Support and training for parents/carers

What support and training within the school is available to parents and carers?

- Parent/ learning support groups
- Coffee mornings with parents

Further information for families and practitioners

Further information can be found on the school's website or from the school office via the school's PSA.

Who to contact

Telephone 020 8478 3601

E-mail admin.cleveland-prim@redbridge.gov.uk

Website www.clevelandroadpri.uk/