Clevedon School
Special Educational Needs & Disabilities Information Report 2025 - 2026

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About us

Clevedon School is an inclusive school for students aged 11-18.
We support students with a range of special educational needs and disabilities (SEND).
We work with students, parents/carers, and professionals to get the best outcomes for every child.
We follow the SEND Code of Practice.

Admissions

Clevedon School welcome children and young people with disabilities and make appropriate adjustments. Clevedon School welcome parents/carers and young people to look around the school and meet with the SENCo to discuss the reasonable adjustments that need to be put in place to support the young person. Please refer to the Accessibility Plan for more information.

The Accessibility Plan

The Accessibility Plan can be found on the school website.
It details how Clevedon School ensure that students with disabilities can fully access the curriculum. The Accessibility Plan outlines the school's physical environment and adaptations that have been made to support students with disabilities. It also covers the delivery of information to students with disabilities that is readily accessible to students without disabilities.

The school approach to working with children with SEND

- Teachers are responsible for the progress of all children in their class.
- High quality teaching is the first step in helping children who have SEND.
- Teachers receive training, support and advice about working with a range of SEND, including individual children.
- Children are taught in the classroom alongside their peers as far as possible.
- Teachers observe and assess the children in their class. They share information about any children who have (or might have SEN) with the Student Support Team.
- Tutors, Heads of House, First Aid, Attendance, Pupil Premium and our Safeguarding Team also share relevant information.
- Inclusion is very important at Clevedon School. Children are encouraged and supported to take a full part in school life and thus feel a sense of belonging, for example, taking part in house competitions, extra-curricular activities, trips and visits, children voice activities etc.
- We make reasonable adjustments to meet the needs of all children.

What is Student Support?

- Student Support works with children who have (or may have) SEN.
- The department is based on the second floor of the main building.
- Student Support is made up of 2 rooms that are divided into different zones. One of the rooms is the ICE base (Inclusive Curriculum Experience).
- Bridge, Gateway, Pathway and Laurea classes are currently located in Woodside.
- Students may have individual or small group interventions in Student Support depending on their needs.
- Students can utilise this space as a safe haven at break and lunch time. There are always staff on duty. Students can eat lunch with us, use our computers and have support with friendships.

This year we have 21 members of staff (some of whom work part-time) including:

- SENCo
- Assistant SENCo
- Qualified teachers
- Exam Access Assessor

- Inclusion Assistants
- Specialist Inclusion Assistants (visual impairment)
- Student Support Room Manager and Supervisor
- ICE Room Manager

The kinds of SEND we support

We adapt the support we offer to try and meet the needs of every individual. This includes children with SEND such as:

- Specific Learning Difficulties (eg. dyslexia, dyspraxia, dyscalculia)
- Moderate Learning Difficulties
- Communication and Interaction Needs
- Autism
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs
- ADHD
- Vision and Hearing Impairments
- Medical and Physical Needs

(Please see some more detailed examples of support offered at the end of this report)

How do teachers know who has SEND?

The SENCO keeps a register of all of the children with SEND. This is shared with staff and also appears on their class seating plans. Teachers use these codes to identify the children in their class who need additional support.

Children are recorded using the following codes:

- **E = Education Health Care Plans (EHCPs).** An EHCP is a legal document written by the local authority. These children usually have the most complex needs and require the most support. The EHCP outlines the provision that Clevedon School must put in place to support the child.
- **K = SEN Support.** These are the children that the Student Support team are actively working with whose needs cannot be met by high quality classroom teaching alone.

These children will have a **key worker** who acts as a champion for the child.

The key worker will:
- get to know the child well
- check-in with them regularly
- talk to staff, parents and carers to make sure the child's needs are known and met.
- check progress, attendance and behaviour to identify problems and find solutions.
- work with the child, teaching staff, external professionals and parents/carers to create a **Support Plan** which describes the child's strengths, barriers to learning and strategies teachers need to implement in order to support them in the classroom.

- Teachers will also contribute to support plans through Team Around the Child meetings. All classroom staff can access support plans via ClassCharts. Support plans are reviewed regularly with parents.

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- **C = SEN Concern.** Some children will remain on the SEN Register all through school, but others will move on and off. When we move a child off the register, we record them as 'C – SEN Concern' so that we can continue to monitor them.

Although some children may have diagnosed SEN, their needs can be met by high quality classroom teaching and they do not currently need SEN support. Examples of children recorded as C - SEN Concern might include a child with ADHD whose condition is controlled by medication or a child with dyslexia who is making or exceeding expected progress.

Diagnostic reports often give useful information about how to help a child. We share them with staff with parent/carer consent. <u>However, a diagnosis alone does not mean a child will automatically receive SEN Support. Nor does your child need a diagnosis to receive support; support depends on the child's needs.</u> We prioritise those children with the greatest needs first.

How do we support children with SEN?

We follow a four-part cycle of 'assess-plan-do-review' to meet children's needs. This is described in detail in the SEN Code of Practice.

Step 1 – Assess

Information is gathered from as many sources as possible to get a full a picture of the child's needs. This helps us decide if their needs can be met by high quality classroom teaching or if they need any different or extra help.

The most important information comes from the child themselves and parents/carers. If the child already has a key worker, they may observe them in class and can often provide useful information too.

Teachers regularly check the progress children are making in their learning.

In addition, the following teams work closely together and meet weekly:

- SENCO – Head of Student Support
- Head of House – Pastoral Team
- Safeguarding Team
- Head of Pupil Premium

We may also gather information from First Aid, Attendance and tutors.

All this information helps us find out about a child's:

- learning
- behaviour
- attendance
- friendships
- any bullying issues
- social, emotional and mental health

There can be lots of different reasons why children may struggle and not make progress. It may not be due to their SEND.
If staff feel a child might have a SEND, they can refer them to Student Support. We also welcome referrals from the child and parents/carers.

All new students have literacy tests when they start at Clevedon School to find out if they need help with reading or comprehension.

Step 2 – Plan

In the planning stage we will:

- Work with the child, their parents/carers, and staff to agree the specific thing(s) we want the child to be able to do (the desired outcome)
- Decide and record the starting point
- Agree the actions that are needed to help the child make progress
- Set a review date
- Decide and record the progress we expect the child to make by the review date

Step 3 – Do

This may involve working with the child directly – either in or out of the classroom. They may work individually or as part of a small group working on a skill (such as literacy or social skills). It may also involve working with staff to help them better adapt things for the child.

Step 4 – Review

The child, their parents/carers and school staff work together to review and record progress towards the desired outcome.

Children's progress is also reviewed more formally throughout the year through:

- School reports
- Parent/Carers' Consultation Evenings
- Information Evenings for different year groups
- other events
- meetings with the child's keyworker or SENCO

'Assess-Plan-Do-Review' is an ongoing cycle. We look again at earlier decisions and actions, and change what we do as we understand the child needs. At each stage we look at how well what we do works for each child.

If the child fails to make progress after several cycles of 'Assess-Plan-Do-Review', we may seek help from other professionals (with parent/carer consent) such as:

- Educational Psychologists
- Advisory teachers
- Social Care
- CAMHs
- Health professionals

Transition

We try to get to know children with SEND well before start at Clevedon School.

We can:

- Visit primary/other schools
- Go to meetings for children at primary/other schools
- Get information from parents/carers about their child. (See the 'SEND Information Form' in the school admissions pack)
- Talk to parents/carers at Open Evening, Year 6 Information Evening, and meetings before the child starts
- Arrange extra visits for children (with primary/other staff or parents/carers)
- Run enhanced transition activity day(s) in Student Support for Y6 children
- Run a 'Drop-in Day' in Student Support at the end of the Summer holidays
- Inform teachers about each child's SEND needs. (We welcome input from parents/carers).

When children leave Clevedon school we can:

- Give help for work experience
- Support in careers meetings
- Help to complete application forms
- Share information with the new school or college
- Arrange supported visits for some children and their parents/carers
- Arrange extra induction programmes for some children

Consulting children and parents/carers

We listen to the views of our children. Any child can come and speak with a member of the Student Support team if they want to. We ask for their feedback after any intervention and value student voice.

The relationships we form with parent/carers are vital; you know your child best! We welcome and encourage parent/carer involvement from the start. There are many opportunities for parents/carers to meet with the SENCO and/or Student Support team throughout the year but please do get in contact at any time if you would like to talk about your child.

Complaints Procedure

If you have a complaint, speak to the SENCO first. If you are still not happy, you could contact:

- Mrs K Hutchings – Assistant Headteacher with responsibility for SEND khutchings@clevedonschool.org.uk

More information

If you would like to know more about how we can support your child, please contact us.

See also our SEN Policy and Accessibility Policy available on our website:
https://www.clevedonschool.org.uk/Curriculum/Special-Educational-Needs-Disabilities-SEND/

More information about local services can also be found on the North Somerset SEND Hub Local Offer website: SEND Hub (Local Offer) | North Somerset Council

SEND and You can offer further advice and guidance: https://www.sendandyou.org.uk 0117 9897725

We look forward to working with you!

Mrs Rhian Iredale - SENCO

Possible SEN Support, depending on type and level of need

Dyslexia/Literacy difficulties

- Key worker & Support Plan
- Access to Dyslexia/Literacy Specialist Teacher
- Advice for subject teachers on dyslexia-friendly teaching strategies
- Individual/small group literacy teaching at tutor times or out of timetabled lesson(s)
- Monitoring of progress
- Testing for exam access arrangements (usually at the start of Y10)
- Resources might include Alpha to Omega, Toe by Toe or That Reading Thing
- Use of key words, word walls, glossaries
- Text reader/speech to text accessibility features on computers and tablets
- Short term loan/trial of reading pens

Social, Emotional and Mental Health Needs

- Key worker & Support Plan
- ELSA support
- Lego therapy
- Enhanced transition programme
- Child & parent/carer Drop-In before Term 1 to reduce anxiety
- Escort to/from lessons, separate movement times, Time-Out or Exit Cards
- Safe haven in Student Support Centre before/after school and at break and lunchtimes
- Work on Managing Feelings, Resilience, and Mindfulness
- Mentoring with school Safeguarding Team
- Referral to School Counsellor
- Outreach programmes (dependent of funding)

Autism/ Social Communication & Interaction Difficulties

- Key worker & Support Plan
- Advice to teachers on autism-friendly approaches
- Enhanced transition provision at key stages
- Child & parent/carer Drop-In before Term 1 to reduce anxiety
- Advance notice of planned changes where possible and adjustments where necessary.
- Safe haven before/after school and at break and lunchtimes – supported lunchtime activities
- Sensory area
- Social skills work, including Social Thinking, Friendship groups, Managing Feelings
- Use of visuals, prompts, social stories, task sheets, scaling strips etc.
- Support for SCAMP process

Vision Impairments

- Key worker & Support Plan
- Access to the Advisory Teacher from the Sensory Support Service and ongoing staff training
- Use of assistive technology
- Ongoing work with Habilitation Officer/School Health & Safety team to ensure site accessibility
- Advice to teachers re seating plans, visual learning environment
- Desk copies of board-work/individual written instructions in braille or enlarged typeface as appropriate for the individual's needs
- Enlarged text for books, enlarged font on worksheets and computer
- Support in class as needed, especially for Health & Safety in practical lessons.
- Modified papers and extra time for exams

Hearing Impairments

- Key worker & Support Plan
- Access to the Advisory Teacher from the Sensory Support Service and ongoing staff training
- Advice to teachers re seating plans, acoustic environment
- Use of radio aids and other technology as needed
- Repetition of key points & visual support for spoken instructions/ class discussions.
- Separate invigilation and adaptations to listening environment for tests/exams