

Richard Cloudesley School

SEN Policy

Approved by C&O Committee: Nov 2025

Date for review: Nov 2028

School specialism

Richard Cloudesley School is a school for pupils aged between 2 - 19 years.

We are a specialist setting for children and young people who require alternative strategies to communicate. Therefore, communication is central to our approach, and key to our provision at Richard Cloudesley School. We offer regional provision and provide education to pupils within Islington and across the London area.

All staff are trained to help pupils to use Alternative & Augmentative Communication (AAC) systems, including Pragmatic Organisation Dynamic Display (PODD). This is supplemented by other communication systems and technologies, such as iPads and eye gaze technology.

Specific Admissions Criteria

Prospective pupils must be between 2 - 19 years of age.

In order to come to Richard Cloudesley School, pupils must have an Education, Health, and Care (EHC) Plan or be in the process of getting one.

Many pupils will express themselves through non-verbal means and benefit from the aided language environment at Richard Cloudesley School. Most pupils will have additional physical disabilities, sensory impairment, complex health needs or mental health difficulties. All pupils admitted to the school will have learning difficulties, many of these will be severe to profound.

Some pupils will also require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication. Many pupils will require adult support to meet their personal care needs.

The pupil's needs will be such that several different agencies are already involved in supporting the pupil and their family. Pupils will require a significant lead professional role to manage and integrate all the different sources of support.

Facilities

Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.

The school is fully accessible with stairs, lifts and ramps. Specialist facilities include a hydrotherapy pool, fully equipped hygiene rooms, wheelchair accessible play equipment, fixed and mobile hoists, sensory rooms and specialist equipment e.g. standing frames, walkers and specialist bikes.

Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities

Full details are within the:

- Equalities Policy
- Staff Handbook
- Termly Headteacher's Report To Governors
- SEN Information Report
- Admissions Policy

Arrangements within school

How resources are allocated amongst pupils

Resources are allocated to pupils according to their assessed need and the needs identified on their Education Health & Care Plan (EHCP). Staffing is allocated to classes/year groups flexibly with some individual pupils requiring and receiving more support than others. Pupils have individualised equipment that will enable them to access the curriculum and social environment of the school. In a small number of cases, specific pupils have additional resources (including staffing support) paid for by their Local Authority. The school ensures that these specific pupils receive the support they require.

How the needs of pupils are identified and reviewed

Refer to school Admissions Policy

- A six week multi-disciplinary team meeting takes place 6 weeks after a pupil joins the school
- All pupils under the age of five will have their needs reviewed every six months
- All pupils' EHCPs are reviewed at least annually
- From Year 9 onwards pupils have a transition element to their annual review
- In Year 13 students have two additional reviews to plan for their transition
- Pupil progress meetings, held each term, providing the opportunity for parents to meet with the class teacher and therapists to discuss progress towards EHCP targets.

Concern about a pupil's progress is identified through classroom observation, and the schools robust assessment cycle. The Senior Leadership Team scrutinizes the data weekly and identifies any concerns and responds to these with teaching staff and other professionals so as to rectify the concern as soon as possible. Link governors are informed and reports are shared with the full governing body. Referrals are made through the headteacher for additional support from outside services.

Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)

Refer to the staff handbook and school website.

Role of the governing body

How the governing body evaluate the success of the education provided by the school to pupils

- Termly reports are made by the headteacher to the full governing body
- Termly review of the school improvement plan (SIP) is shared with full governors
- Governors are linked to various areas of the curriculum and/or the school's activities and make regular focused visits. They record their visits and report back to full governors
- The chair of governors sets the agenda items for the two governor committees:
Curriculum & Outcomes; Leadership & Resources,
- The chair of each of these committees will link with one of the senior management team and set additional key items in collaboration with the chair, thus ensuring any significant developments are shared and discussed
- Minutes from each committee meeting are written up and available before each full governing body meeting, thus ensuring all governors are kept informed

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Refer to Complaints Policy

Arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs

CPD is available for all staff. Staff access training through a balance between the needs of the school as expressed in the SIP and an individual's needs as well as emerging needs related to the changing needs of the pupils. During appraisal interviews CPD needs are discussed and incorporated into SIP and yearly

targets. Requests are reviewed by the headteacher. The senior leadership team takes responsibility for planning in-service training.

Staffing structure and external partnerships

Information about the school's staffing policies and partnership with bodies beyond the school

Staffing:

- The school's staffing structure is reviewed by the Leadership & Resources Committee as required
- The school has a senior leadership Team comprising the headteacher, deputy headteacher, three assistant headteachers and business manager
- The school employs teachers, teaching assistants, midday supervisors, Higher Level Teaching Assistants, ICT support, administration staff and manage an outreach team

Mainstream Links:

- The primary school is situated within the Golden Lane Campus and works closely with Prior Weston School and Children's Centre on integrated provision for its pupils where appropriate
- The secondary school is co-located with CoLAI (City of London Academy Islington).

Outreach Service:

- The school actively encourages the staff team to study for higher qualifications
- The school has developed an effective outreach service to respond to needs of other mainstream schools

In-reach:

- Specialist staff support pupils within the school
- Ongoing risk assessment and manual handling training
- SLTs lead eating and drinking training
- Communication and AAC training

Teachers and facilities from outside the school including the links with support services for special educational needs, these include:

- Therapists and school nursing staff provided by Whittington Health
- Peripatetic teachers for Visual Impairment and Hearing Impairment
- CAMHS
- Educational psychology
- Clinical psychology
- Social workers and other professionals from various boroughs

Role played by parents of pupils

The school strives to nurture relationships with parents and carers by frequent and appropriate communication. Engagement with parents and involving them in the education of their child is considered as vital. Parents are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school. Microsoft Teams, a private communication app, is used for home-school communication. Staff use this for private messages and to update families about activities and lesson outcomes. More detailed, whole school, information is shared via the school website.

Parent volunteers help in the school with curriculum events and creation of communication books as well as accompanying their child on school day trips.

Links with other schools and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education

- The school aims to visit new pupils and their families at home or at previous setting at prior to admission
- Transition to KS3 is facilitated by a focused programme involving parents and pupils
- Transition to Post 19 education is facilitated through annual meetings, transition planning meetings, involvement of Careers Information Advice and Guidance professionals, visits to colleges, work experience etc.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs; these include:

- Whittington Health
- Islington Social Services as well as the social services provisions serving pupils who live in other boroughs
- Local community, health & social care professionals