



SEND Information Report

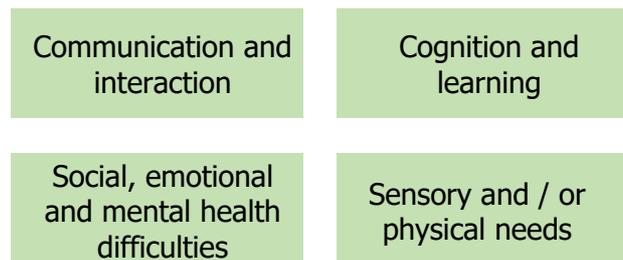
September 2025 (reviewed annually)

Contact: Sophie Wier (Deputy Headteacher) **Link Governor Committee:** Curriculum & Outcomes

Local offer: <http://directory.islington.gov.uk/kb5/islington/directory/localoffer.page?localofferchannelnew=0>

Special educational needs (SEN)

Children's special needs are generally thought of in four broad areas of need. All pupils have targets set in each of these areas as part of the annual review of their Education, Health and Care Plan (EHCP)



Many pupils will express themselves through non-verbal means and benefit from the aided language environment at Richard Cloudesley School. 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.

1. **Communication and interaction**

Most of our pupils do not use their voice to communicate, instead they use a range of Augmentative Alternative Communication (AAC) tools. Some pupils, who use specialist interventions, have a communication plan. These interventions could include [PODD systems](#), [PECS](#), [Makaton](#), [BSL](#), or [Hi-Tech voice output devices](#). Teachers and support staff work closely with speech & language therapists to ensure the best possible outcomes for our young people.

The school environment and ethos is one which promotes rich aided language throughout the school day, this includes trained communication partners able to model AAC language and develop the pupils receptive and expressive language during natural conversations. The main communication tool that we offer is [PODD \(Pragmatic Organisation Dynamic Display\)](#).

An ongoing challenge for people supporting children who are learning to communicate using aided symbols (pictographs, graphic symbols, whole written words) is the need to predict and provide sufficient vocabulary to both meet their present communication requirements and to stimulate the further development of their communication and language skills. PODD enables this to happen in the immersive, aided language environment of Richard Cloudesley School.

2. **Cognition and learning**

All our young people have some form of learning disability. The staff's in-depth understanding of need supports carefully planned differentiation and scaffolding in lessons. All pupils at our school are working below the expected standard for their age. Many are working below the pre-key stage standards, the national descriptors for pupils who are significantly below expectations for their age.

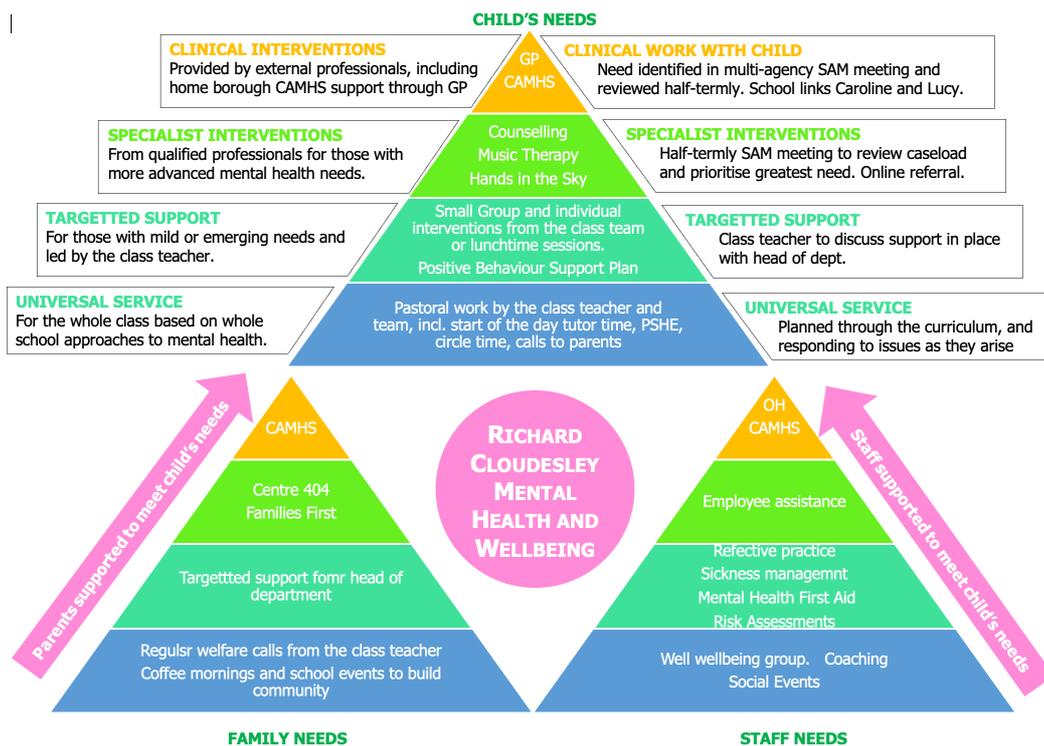
All pupils at Richard Cloudesley follow a modified national curriculum adapted to their needs. We understand the power and importance of being literate and numerate, how this opens so many doors for



our pupils, with regards functional life skills, access to the environment and community. Our approaches to [Literacy](#) and [Numeracy](#) supports them to overcome barriers to learning in these areas.

3. Social, emotional and mental health

We have a range of interventions available to our pupils as part of our mental health and wellbeing offer. Some of these are universal, available to all pupils, through general pastoral care. Other interventions are targeted small group and individual interventions led by trained specialists. We also offer specialist and clinical interventions, such as including music, play and psychotherapy as well as clinical input via CAHMS. For some of our young people we offer weekly counselling with our learning mentor. Our curriculum also supports wellbeing using appropriate strategies e.g. mindfulness, PCAS, PBS, P4C and circle time.



4. Sensory and/or physical needs

All our pupils have physical disabilities, many with one or more additional sensory impairments. Islington's [outreach service for sensory impairment](#) is based at our school and is able to provide staff, pupils and their families with a high level of support, including one to one support from specialist teachers where appropriate. Across the school we have a multi-sensory approach to [curriculum delivery](#), that includes considerations around vestibular and proprioceptive needs, including use of our sensory rooms. We have occupational therapists and physiotherapists based at the school, who work with our school staff to support the pupils' physical needs, including following postural & stretching management programmes, walking, use of standing frames, hydrotherapy, Rebound therapy and specialist equipment such as the Innowalk and Galileo.



Curriculum delivery

We completed an update of our curriculum and programmes of study in July 2020. In response to the changing needs of the pupils and to prepare for future years, we are undertaking a curriculum review in 2025/2026. Key stages 1-3 have a rolling programme of topics, planned to ensure coverage of the whole range of national curriculum subjects. The programmes of study consist of three levels, this allows teachers to plan for all pupils in a subject specific context whilst ensuring content is at the correct developmental level. Communication autonomy and becoming as independent as possible in all our pupils experience, explore, learn and do is at the heart of all we do. Programmes to meet physical, personal and other therapy needs are an integral part of our planning.

The key stage 4 programme of study is designed around ASDAN transition challenge modules, providing accreditation for their achievements. Sixth form pupils' achievements are accredited via ASDAN Life skills Challenge modules. These are mapped to the outcomes for adulthood framework and provide a focus on life beyond school. Both key stage 4 and sixth form pupils have optional modules, this means they can pursue studies in particular interests or skills. The sixth form curriculum is further adapted to provide community involvement and self-directed learning.

The early years class follow the statutory early years curriculum.

Our three different curriculum levels:

1. Firm Foundations

At this stage, the curriculum has a clear developmental perspective. Consistent routines, a sensory environment allow learners to develop responses and express themselves in a stimulating and nurturing environment. A pupil's individual support plan will be central to the planning of lessons and activities for pupils working within the four foundations strand of the curriculum.

The curriculum allows learners at these early levels to:

- To anticipate and learn through familiar routines
- Explore the world around them using their sense to enable exploration
- Develop positive relationships with familiar people
- Develop the physical skills to control and manipulate their environment
- Express choices and feelings in all ways they can.

2. Building On

This stage encourages pupils to explore their works to make connections and develop fundamental skills for future learning. Cognition and developing ideas take the form of exploration and practical tasks, including play. The different subject areas and themes provide a context through which cognition and communication is learned and developed. Communicating ideas and developing understanding is a major focus at this level. Curriculum content and everyone's support plan work together to inform lesson content at this level.

The curriculum allows learners at this level to:

- Establish core skills in Literacy and Numeracy
- Develop communication skills so that they can become active members of the different communities in which they are part of
- Learn about the world around them and their place in the wider community
- Learn and practice life skills to enable them to be as independent as possible
- Are encouraged to relate learning to their own experience and vice versa.



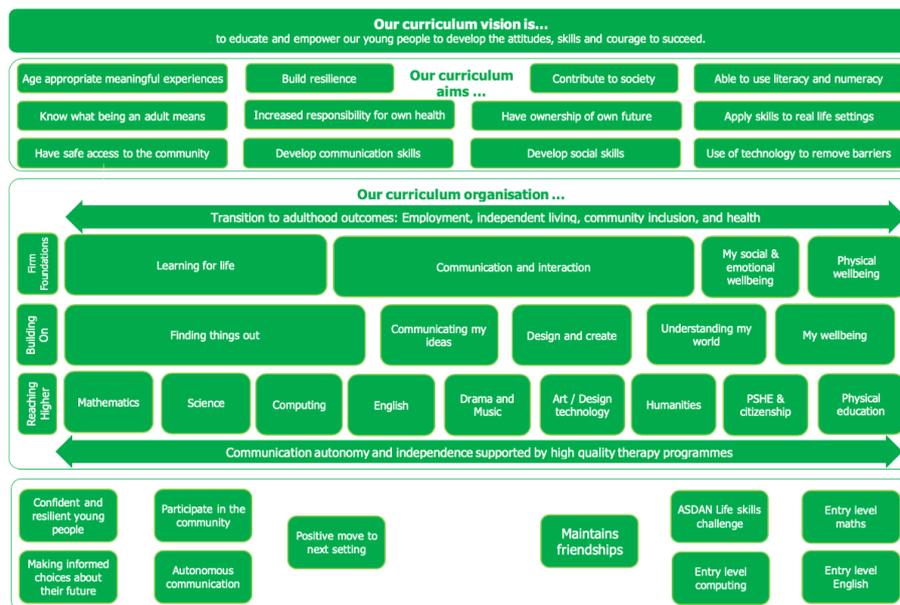
3. Reaching Higher

At this stage pupils access a modified National Curriculum, a student’s support plans supplements planning for this more formal strand of the curriculum. The reaching higher strand has an emphasis on functional Literacy and Numeracy and developing knowledge and abilities for everyday living. Whilst the curriculum is more formally structured tasks are often of a practical nature and designed to provide opportunities to make links between subject areas and develop transferable skills.

This more formal level of learning provides opportunities to:

- Communicate, encounter and learn in a range of situations
- Study a wide range subjects, as appropriate
- Develop a sense of community and responsibility to play a part as active citizens
- Learn through concrete tasks and then through generalising and applying their knowledge and skills.

Curriculum Overview



Curriculum Progression

Progression in different subject or skill areas is not defined by age but by prior achievements and next steps for learning. Each level of our curriculum provides opportunities to learn new skills, acquire additional knowledge and develop a deeper understanding across the full range of subjects at a level appropriate to each pupil’s need. Our curriculum is designed to allow for progression in three dimensions, learning new skills and making progress within the strand a pupil is working as they move through the school, approaching more complex skills or abstract skills in the next strand in areas in which an individual has strengths and consolidating skills and learning and generalising existing knowledge.

Each curriculum level has clearly defined content and approach. Programmes of study are planned to provide opportunities for learning at each level within the same topic or theme. This approach gives flexibility for students to access learning at different levels in some subject areas, as appropriate to their needs. Our curriculum provides opportunities for 'three-dimensional learning'. Learning objectives are planned to provide learning across the key stages as each student gains and develops skills and abilities;



learning between the tiers of the curriculum as concepts and ideas become more complex and challenging; learning upon prior knowledge and generalising skills.

Opportunities for developing communication and independence skills and for work towards therapy targets are planned and delivered across the day.

Assessment

Underpinning all our provision in school is the graduated approach cycle of assessment, planning, delivery and review.



Assess: Assessment is an ongoing process, and its focus is to inform planning for next steps in learning. Teachers record attainment and collect evidence related to what our pupils know and remember. This is recorded in a bespoke framework. These frameworks contain the information from our progression documents which detail how skills and knowledge develop in each subject area from the earliest stages of communication, interaction and attention through to the levels achieved by the highest-level learners in our school. This information is stored in an app, Evidence for Learning (EFL), which can be accessed by all staff who can record evidence as they witness it. Tracking pupils progress and planning next steps is simple and progression data can be analysed, and reports produced for a variety of purposes.

Pupils also have aspects of their personal development assessed, for example their AAC or physical development to inform the planning process. All these assessments contribute to each pupil's EHC support plan outcomes. Progress towards these goals are measured using a variety of assessment tools.

In the Early Years class, we record progress against the Statutory framework for the early years' foundation stage. Ongoing assessments are captured by all the EYFS practitioners and annotations inform the EYFS learning goals, this information is also captured and recorded using EFL.

Plan: Next steps in learning are planned to ensure progression. Teachers use the programmes of study; this ensures that the context in which pupils are learning changes and develops as they move through the school. Teachers also use progression documents and evidence of prior learning to plan within these contexts. This reduces repetition but also ensures pupils are provided with appropriate challenge.

Each pupil also has an annual review during which their Education, Health & Care Plan (EHC Plan) is reviewed. During this review pupils, parents, the school and other professionals, agree long term outcomes; from these, targets for the coming year are agreed. The meetings are usually chaired by the head of department, but where appropriate could be chaired by other professionals, for example a parent advocate or therapist.

Do: The agreed long-term outcomes and the EHC Plan, shape the personal development targets (EHC Support Plan). These are discussed with parents and other professionals during the termly pupil progress meetings,



to enable pupils to work towards their goals both at home and school. Significant progress towards achieving these goals is recorded ready to be shared with families in parent progress meeting or next review.

For some pupils these goals also form their home learning. We have worked very closely with families to review exactly what 'home learning' looks like for our pupils.

Review: The outcomes related to each young person's agreed personal development targets and EHC Support Plan are formally reviewed during the annual review. Young people in early years have 6 monthly reviews until they are 5 years of age.

Special Educational Needs & Disabilities

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. 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.

Arrangements for the admission of disabled young persons

Before admission an initial assessment of the child's learning and medical/therapeutic needs is carried out. Parents and carers play an important role in this process and are invited to visit the school, talk to the headteacher, see the class into which their child may be admitted and talk to the appropriate staff.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We welcome the full involvement of parents in the admissions process and the parents of early years children are welcome to spend time in school during the first weeks. Visits and phone calls from parents are always welcome.

The process for a parent applying is as follows:

1. Make an appointment with the headteacher to view the school with the child.
2. Parents should register their interest in Richard Cloudesley School with their home local authority.
3. The local authority should request a place for the child or young person with the school by sending formal consultation papers to the headteacher and Islington Local Authority.



4. The headteacher will review the EHC Plan with the home local health authority to assess need and establish whether the appropriate level of support can be provided.
5. A visit to see the child in their current educational or home context will be arranged to support the headteacher's decision as part of the consultation process.
6. If the school has a place and can meet the child's needs effectively and efficiently, then an offer subject to agreement over place costs for education and health provision, will be made. The headteacher must notify the home local authority of their decision within 15 calendar days of receiving formal consultation papers.
7. The school will negotiate and agree the level of education funding with the home local authority.
8. The Whittington Health team leader will negotiate and agree the level of health funding with the local authority.
9. It is expected that the local authority will respond to formally accept the place and name Richard Cloudesley School on the EHC Plan within 15 calendar days of a place being offered by the school.
10. A place is offered and a transition programme for the child or young person is developed.
11. The school will arrange a multi-disciplinary transition meeting that will include the head of department, medical staff, therapists, the new class teams, and the family.
12. A start date will then be set. If transport has been agreed this may affect the start date.
13. A multi-disciplinary review meeting will take place no later than six weeks after the child or young person has started.

Oversubscription Criteria *Please also refer to our admissions criteria on our website*

If the school is oversubscribed, the headteacher will operate a planning list and inform interested parents and/or the local authority as and when a suitable vacancy may arise. The headteacher and chair of governors will consider each of the following criteria with respect to pupils:

- who are, or have previously been, in care or looked-after
- who reside in the London Borough of Islington
- who are not currently in education, and are of school age (over 5 years old)
- who have degenerative or life limiting conditions
- Who are siblings of existing Richard Cloudesley School pupils
- Who are siblings of existing Prior Weston School pupils
- whose needs can best be matched at that time by the specialism of the school.



Steps taken to prevent disabled pupils from being treated less favourably than other pupils

All our pupils have some form of disabilities.

Please also refer to our Equal Opportunities Policy on our website.

Facilities provided to assist access to the school by disabled pupils

Both our primary and secondary sites are fully accessible, with disabled changing and hygiene facilities around both buildings. We have our own manual handling risk assessor and on-site occupational therapists to support with any specialist equipment required. All trips and visits are planned carefully to ensure every child is included, whatever their disability or special need. Please also refer to our Accessibility Plan.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs and Disabilities?

Our academic assessment for children and young people with special educational needs is moderated with the other special needs schools in the borough as well as our mainstream partners. We have strong links with local SEND schools.

We have a robust system of reviewing our provision each term through self-evaluation using the Ofsted Common Inspection Framework September 2024.

Governors are involved in this process and receive regular reports through The Leadership & Resources Committee and Curriculum & Outcomes Committee. Their reports are summarised in a termly report to governors.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have four classes in primary, four in secondary and two in our sixth form. Classes are mixed ability with 8 pupils. Each class has a core of two teaching assistants, with additional teaching assistants allocated to groups depending on pupil needs.

Each class has a Lead TA who oversees the communication needs of the pupils and works with the teacher on planning and lesson preparation. Each department has a Senior (Higher Level) Teaching Assistant who helps lead the TA team and covers teachers for up to two days at a time in any class.

School partnerships and transitions

Both our primary and secondary departments are co-located with mainstream schools. Primary share a building with [Prior Weston School](#), and secondary is on the same site as [City of London Academy - Islington](#). We are working with local schools to develop inclusion links.

Our pupils tend to leave when they are nineteen years old. Most go on to college or a training provider, for example Westminster Kingsway College or John Dewey Specialist College.

Therapy services

Therapy and health services are not employed directly by the school - but are commissioned through Whittington Health, to provide health services for children registered with an Islington GP.



There are many children who attend our school from other boroughs, and in these cases health and therapy services are arranged separately from the school. Pupils attending from other boroughs will be entitled to a basic offer including an annual review, general training for staff, and assessment for equipment to meet essential needs. Any health or therapy needed in addition to this is arranged by our PCT in conjunction with the home borough. More information can be found [by clicking on this link](#).

Complaints

Our policy is to deal with parents' concerns and complaints as quickly as possible. Matters will be resolved mostly by the class teacher or assistant head of the primary or secondary department.

Parents are advised to contact the headteacher or complete a complaint form if they wish to make a formal complaint. The headteacher will work swiftly to resolve matters in the best interests of the child and family. Our full [complaints policy](#) is available on [our website](#).

- The school is well-placed to continue to provide the resources that enable us to meet the needs of young people with complex needs.

Other information

Legislative Acts considered when compiling this report include:

- Children & Families Act 2014 - section 69 (2)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014 - Regulation 51 & Schedule 1
- Mental Capacity Act 2005.