



SEND Information Report

September 2026 (reviewed annually)

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

1.0 SEND at Richard Cloudesley: our ethos and provision at a glance



2.0 About our SEND Information Report

This report explains how Richard Cloudesley School identifies, assesses and supports pupils with special educational needs and disabilities (SEND). It describes our current provision, the specialist support available, how we work with pupils and families, and how we review the impact of our work. It is reviewed annually and updated sooner if significant changes are made to provision.

Richard Cloudesley School is a specialist provision for pupils aged 2–19 with complex learning, communication, physical, sensory, health and care needs. All pupils have an Education, Health and Care Plan (EHCP), or are in the process of statutory assessment for one, and provision is planned around each pupil's individual outcomes.



Communication and
interaction

Cognition and learning

Social, emotional and
mental health
difficulties

Sensory and / or
physical needs

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 communicate without using speech and benefit from the aided language environment at Richard Cloudesley School. Most pupils also have physical disabilities, sensory needs, complex health needs or mental health needs. All pupils admitted to the school have learning difficulties, many of which are severe or 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.

Many pupils and families are supported by several agencies. The school helps bring this support together so that provision is joined up and centred on the pupil's needs.

2.1 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 \(Pragmatic Organisation Dynamic Display\)](#).

When pupils are learning to communicate with symbols, staff need to provide enough vocabulary for pupils to say what they need now and to develop their language over time. PODD supports this by giving pupils access to a wide range of words and messages within the school's aided language environment.

2.2 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

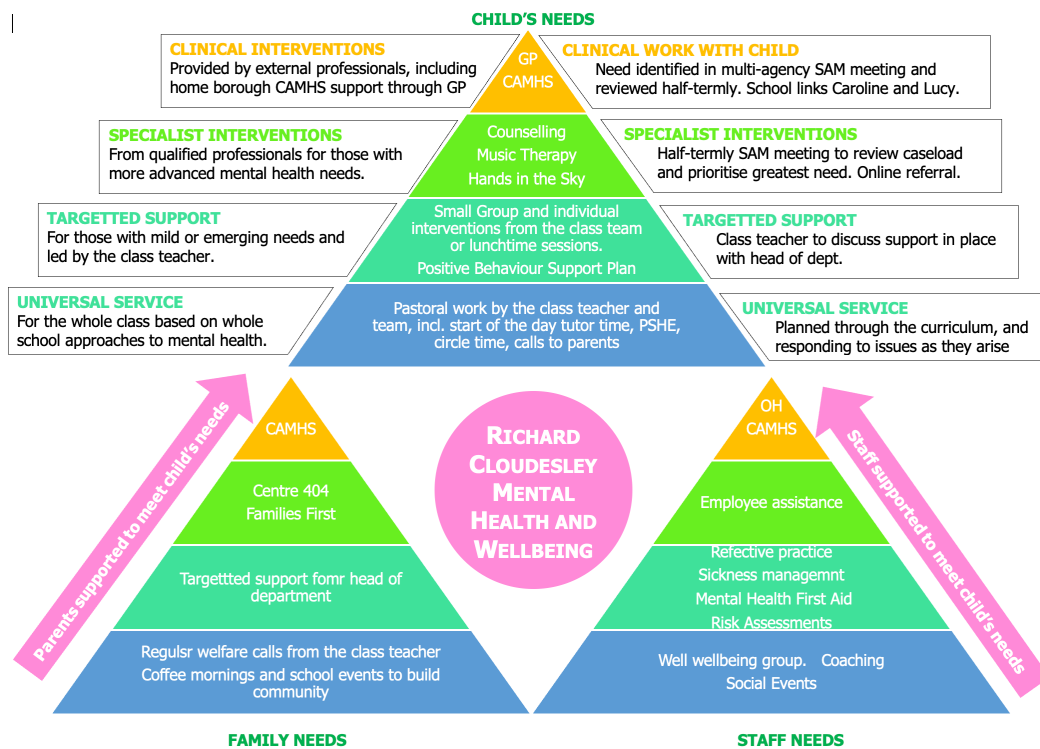


age. Many are working below the pre-key stage standards, the national descriptors for pupils who are significantly below expectations for their age.

All pupils at Richard Cloudesley follow a modified National Curriculum adapted to their needs. We know that literacy and numeracy help pupils communicate, make choices, access the community and develop greater independence. Our approaches to literacy and numeracy support pupils to overcome barriers and apply these skills in meaningful everyday contexts.

2.3 Social, emotional and mental health

We support pupils' mental health and wellbeing in different ways. Some support is available to all pupils through pastoral care and the curriculum. Other support is provided through small groups, individual work or specialist input, including music therapy, play therapy, psychotherapy, CAMHS involvement and counselling with our learning mentor where appropriate. Wellbeing is also supported through approaches such as mindfulness, PCAS, PBS, P4C and circle time.



2.4 Sensory and/or physical needs

All our pupils have physical disabilities, and many also have sensory needs. Islington's outreach service for sensory impairment is based at our school and can provide support for staff, pupils and families, including one-to-one support from specialist teachers where appropriate. We use a multi-sensory approach across the curriculum, including sensory rooms and activities that support movement, body awareness and regulation. Occupational therapists and physiotherapists work with staff to support pupils' physical needs, including posture, stretching, walking, standing frames, hydrotherapy, Rebound therapy and specialist equipment such as the Innwalk and Galileo.



3.0 Curriculum delivery

We updated our curriculum and programmes of study in July 2020. We are reviewing the curriculum again in 2025/2026 so that it continues to meet pupils' changing needs and prepares them well for the future. Key stages 1 to 3 follow a rolling programme of topics that covers the National Curriculum. Programmes of study are organised into three levels so that teachers can plan learning at the right developmental level for each pupil. Communication, autonomy and independence are central to our curriculum. Therapy, personal care and physical programmes are built into planning across the school day.

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.

3.1 Our three different curriculum levels:

3.1.1 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.

3.1.2 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.

3.1.3 Reaching Higher

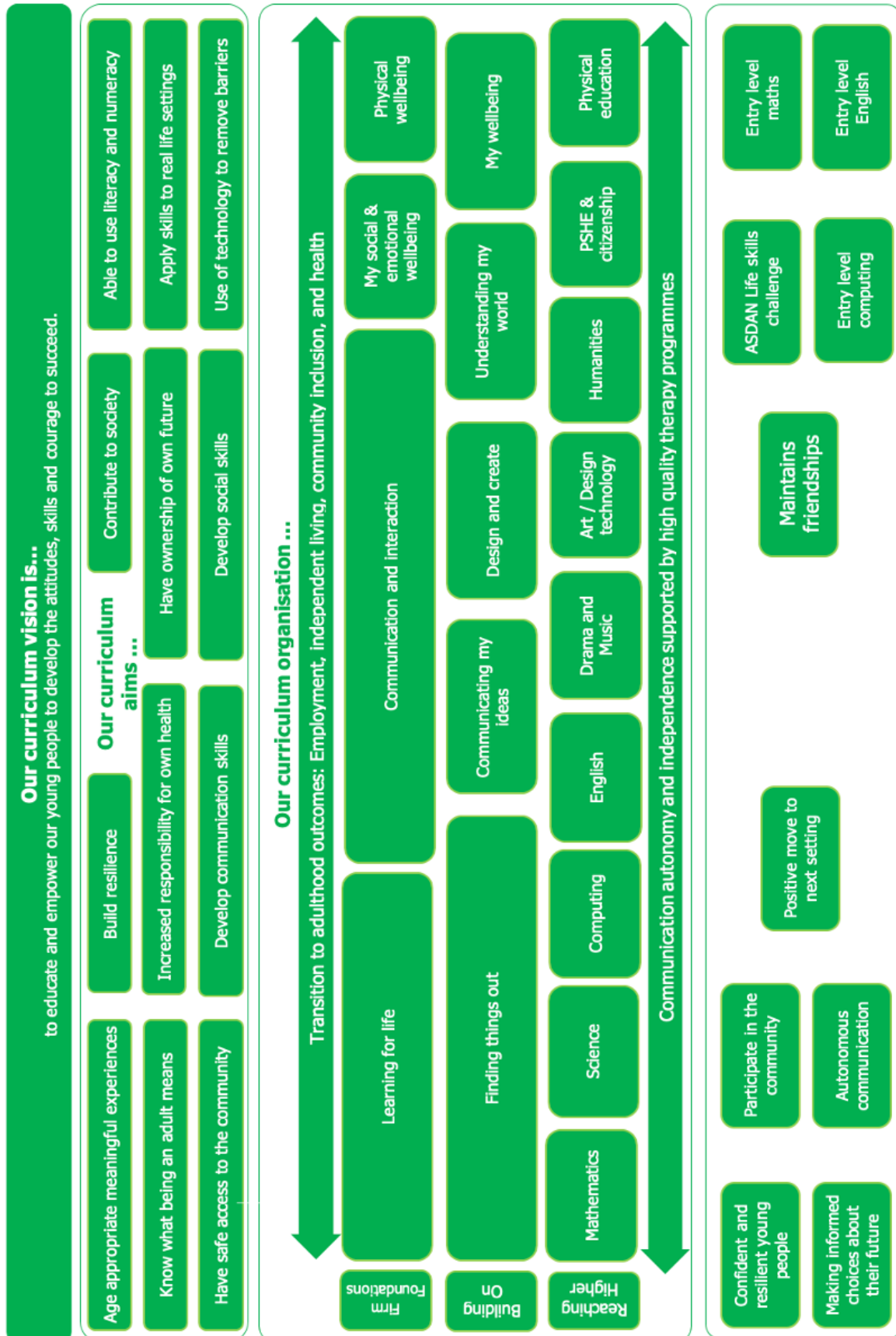
At this stage pupils access a modified National Curriculum, a student's support plans supplements planning for this more formal strand of the curriculum. The reaching higher strand has an emphasis on functional Literacy and Numeracy and developing knowledge and abilities for everyday living. Whilst the 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.



3.2 Curriculum Overview





3.3 Curriculum Progression

Progression is based on each pupil's previous achievements and next steps, not on age alone. Each curriculum level helps pupils learn new skills, build knowledge and deepen understanding at a level that is right for them. Pupils may make progress within their current curriculum level, move towards more complex skills in another level where they have strengths, or consolidate and apply skills in new situations.

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.

4.0 Assessment

We use a graduated approach: assess, plan, do and review. This helps us understand each pupil's needs, plan support, deliver it well and check that it is making a difference.

Assess: Assessment is ongoing and helps teachers plan each pupil's next steps. Teachers record what pupils know, remember and can do using the school's assessment framework. Evidence is stored in Evidence for Learning (EfL), where staff can record progress as it happens. This helps us track progress, plan next steps and prepare reports for pupils, families, leaders and governors.

We also assess areas of personal development, such as AAC, communication, physical development and independence. These assessments help shape each pupil's EHC Support Plan outcomes. Progress is measured using the most appropriate assessment tools for each pupil. In the Early Years class, we assess progress against the statutory Early Years Foundation Stage (EYFS) framework. Staff record observations and next steps in Evidence for Learning so that learning goals are regularly reviewed and updated.

Plan: Teachers use assessment information to plan each pupil's next steps. They use programmes of study, progression documents and evidence of prior learning to make sure activities are meaningful, varied and appropriately challenging.

Each pupil has an annual review of their Education, Health and Care Plan. Pupils, parents and carers, school staff and other professionals agree long-term outcomes and set targets for the year ahead. Reviews are usually chaired by the head of department, or by another appropriate professional where this would be helpful.



Do: Staff put the agreed support into practice throughout the school day. EHC Plan outcomes help shape each pupil's EHC Support Plan and personal development targets. These are discussed with parents, carers and professionals during termly pupil progress meetings so that pupils can work towards their goals at school and at home. Significant progress is recorded and shared with families.

For some pupils, these goals also guide home learning. We work closely with families to agree what home learning should look like for each pupil.

Review: We review each pupil's EHC Support Plan and personal development targets formally through the annual review. Pupils in the Early Years have reviews every six months until they are five years old.

5.0 Special Educational Needs and Disabilities at Richard Cloudesley

Our pupils' needs usually fall across the four broad areas of SEND: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. Many pupils use AAC and benefit from an aided language environment. Pupils may also have complex health, sensory, physical or personal care needs, with therapy programmes built into the school day.

6.0 Arrangements for the admission of disabled young persons

Before admission, we assess the child's learning, medical and therapy needs. Parents and carers are closely involved. They are invited to visit the school, meet the headteacher, see the possible class group and speak with relevant staff.

We plan support carefully so that pupils can make progress, build independence and prepare for adulthood from the earliest possible stage.

We welcome parents and carers throughout the admissions process. Families of early years children can spend time in school during the first few weeks to help their child settle. Parents and carers are also welcome to contact the school by phone or arrange visits.

The admissions process usually follows these steps:

1. Parents or carers make an appointment with the headteacher to visit the school with their child.
2. Parents or carers tell their home local authority that they are interested in Richard Cloudesley School.
3. The local authority sends formal consultation papers to the school and Islington Local Authority.
4. The headteacher reviews the EHC Plan and advice from education, health and care professionals to decide whether the school can meet the child's needs.
5. Where helpful, staff visit the child in their current school, setting or home context to understand their needs more fully.



6. If the school has a suitable place and can meet the child's needs, an offer is made. This is subject to agreement about education and health funding. The headteacher responds to the local authority within 15 calendar days of receiving the consultation papers.
7. The school agrees the education funding with the home local authority.
8. Whittington Health agrees the health funding with the local authority where this is needed.
9. The local authority confirms the place and names Richard Cloudesley School on the EHC Plan. This is usually expected within 15 calendar days of the school offering a place.
10. The school offers a place and plans a transition programme for the child or young person.
11. A transition meeting is arranged with the family, head of department, medical staff, therapists and the new class team.
12. A start date is agreed. Transport arrangements may affect the start date.
13. A review meeting takes place within six weeks of the child or young person starting at the school.

7.0 Oversubscription Criteria

If the school is oversubscribed, the headteacher will keep a planning list and let parents, carers and the local authority know when a suitable place may become available. The headteacher and chair of governors will consider the following criteria:

- children who are, or have previously been, looked after
- children who live in the London Borough of Islington
- children of school age who are not currently in education
- children with degenerative or life-limiting conditions
- children who have a sibling already at Richard Cloudesley School
- children who have a sibling already at Prior Weston School
- children whose needs are best matched by the school's specialist provision at that time.

8.0 Equality, accessibility and inclusion

We make reasonable adjustments so that pupils are not treated less favourably because of disability or SEND. This includes adapting teaching, communication approaches, resources, equipment, learning environments, personal care arrangements, therapy programmes, assessment approaches and access to trips, visits and wider school life. Equality, dignity, independence and preparation for adulthood are central to our planning.

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

9.0 Facilities and equipment to support access

Both the primary and secondary sites are accessible and include adapted hygiene and changing facilities. We use specialist equipment, manual handling plans and environmental adaptations so pupils can access learning, personal care, mobility,



communication and therapy safely. Occupational therapists, physiotherapists, school staff and families work together to identify, review and secure equipment where it is needed. Trips, visits and community learning are planned carefully so that pupils can be included as fully as possible.

10.0 Evaluating the effectiveness of provision for pupils with SEND

We check the quality of our provision in several ways. Academic assessment is moderated with other specialist schools in the borough and with mainstream partners. We also use pupil progress information, annual reviews, lesson monitoring and feedback from families and professionals.

Each term, leaders review how well provision is working. This includes looking at pupils' progress, attendance, wellbeing, safeguarding, curriculum access and the impact of support.

Governors receive regular reports through the Leadership and Resources Committee and the Curriculum and Outcomes Committee. This helps governors understand the impact of provision and hold leaders to account.

11.0 Staff expertise, training and specialist support

Teachers, teaching assistants, senior leaders, therapists, health professionals and support staff work together around each pupil. Staff receive induction, ongoing training and specialist advice linked to pupils' learning, communication, physical, sensory, health, safeguarding and personal care needs. We review training regularly so it reflects pupils' needs, statutory duties and school priorities.

We work with specialist services including speech and language therapy, occupational therapy, physiotherapy, nursing, CAMHS, sensory impairment services, educational psychology, social care and local authority SEND teams. Their advice helps us plan assessment, staff training, equipment, risk assessments and support for individual pupils.

12.0 Staff deployment

We plan staff support carefully so that pupils can make progress, become more independent and prepare for adulthood from the earliest possible stage.

We have four primary classes, four secondary classes and two sixth form classes. Classes are mixed ability and usually have eight pupils. Each class has two core teaching assistants. Additional teaching assistants are allocated where pupils need extra support.

Each class has a Lead Teaching Assistant who supports communication and works with the teacher on planning and lesson preparation. Each department also has a Senior Higher Level Teaching Assistant who helps lead the teaching assistant team and can cover classes when needed.



13.0 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.

14.0 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](#).

15.0 Working with pupils, parents and carers

Families are central to planning and reviewing provision. Parents and carers contribute to admissions discussions, annual reviews, termly pupil progress meetings, target setting, transition planning and discussions about home learning. We aim to make communication clear, accessible and responsive so that families understand what support is in place and how well it is working.

Pupils are supported to express their views, preferences, interests and aspirations in ways that are meaningful to them. For some pupils this will be through speech, AAC, switches, eye gaze, signing, symbols, photographs, objects of reference, supported conversations or written work. For others, staff gather pupil voice through careful observation of responses, choices, engagement, communication attempts, body language and preferences across different activities, environments and relationships. Pupil voice is built into everyday practice as well as formal review points. Staff look for opportunities for pupils to make choices, communicate preferences, comment on their experiences, express what they enjoy, indicate what is difficult and show what helps them to feel safe, included and successful. These views inform individual support plans, communication plans, curriculum planning, personal learning goals, therapy programmes, annual reviews and transition planning.

Aspirations are explored from the earliest years and revisited as pupils move through the school. We recognise that aspirations may be expressed in different ways and may include developing greater independence, building relationships, communicating more confidently, making choices, accessing the community, participating in leisure activities,



contributing to school life, preparing for college or adult services, and developing skills for future wellbeing and quality of life.

Where appropriate, pupils contribute directly to their annual reviews and transition discussions. This may include sharing work, photographs, communication profiles, pupil voice records, videos, preferred activities, achievements or views gathered with trusted adults. For pupils who need significant support to communicate their views, staff and families work together to interpret and represent the pupil's perspective carefully and respectfully.

16.0 Examples of pupil-led projects

Pupil-led projects give pupils meaningful opportunities to influence school life, communicate preferences, develop independence and practise skills linked to their aspirations. Projects are adapted so pupils can participate through speech, AAC, eye gaze, signing, symbols, objects of reference, switches, photographs, video, observation, shared decision-making and supported reflection.

- Choosing themes, stories, music, sensory materials or community topics for class projects, then helping staff plan activities around their interests and responses.
- Contributing to the school environment by choosing displays, photographs, artwork, plants, sensory resources or celebration materials that reflect pupils' interests and achievements.
- Taking part in enterprise or charity projects, such as making items to sell, choosing a cause to support, helping with pricing or design, greeting visitors, or using AAC to promote the project.
- Planning and reviewing community visits by choosing destinations, preparing communication resources, identifying access needs, practising travel routines and sharing what worked well afterwards.
- Leading parts of assemblies, celebrations or school events by selecting songs, images, messages, sensory objects or contributions that represent their views and achievements.
- Using pupil voice records, learning journals, photographs or videos to show what they have enjoyed, what they want to repeat, what they want to change and what they would like to work towards next.

17.0 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](#).



18.0 DfE statutory requirements checklist

Requirement	Where this report covers it
Types of SEND provided for	About our SEND Information Report; Special Educational Needs and Disabilities at Richard Cloudesley; four broad areas of need.
Policies for identifying, assessing and making provision for pupils with SEND	Assessment; graduated approach; EHC Support Plans; curriculum delivery; therapy and health provision.
Evaluating the effectiveness of provision	Assessment, moderation, progress review, self-evaluation, governor reporting and quality assurance.
Arrangements for assessing and reviewing progress	Assess, Plan, Do, Review; annual reviews; termly pupil progress meetings; Evidence for Learning.
Approach to teaching pupils with SEND and curriculum adaptations	Curriculum delivery; curriculum levels; curriculum progression; AAC and aided language environment.
Additional support for learning, equipment and facilities	Staff deployment; therapy services; accessibility and facilities; specialist equipment and environmental adaptations.
Support for social, emotional and mental health	Social, emotional and mental health section; pastoral care; clinical and targeted interventions.
Staff expertise, training and specialist support	Staff expertise, training and specialist support; therapy services; external agency partnership work.
Involving pupils, parents and carers	Working with pupils, parents and carers; admissions; annual reviews; pupil voice and aspirations.
Transition between phases and preparation for adulthood	Admissions and transition process; school partnerships and transitions; KS4 and sixth form curriculum; outcomes for adulthood.
Arrangements for complaints	Complaints section and link to the school complaints policy.

19.0 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.