

### Cloudside Academy Inclusion statement

Here at Cloudside we have an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We do this by removing barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promoting high standards and the fulfilment of potential for all pupils. We create a positive and supportive environment for all pupils without exception. We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils.

The teaching and learning requirements of all pupils with SEND is primarily the responsibility of the class teacher. This reflects the principle that SEND (provision for pupils with special needs and disabilities) is a whole school responsibility and a recognised aspect of all curriculum planning. We aim to provide an environment in the school where all children can access a broad and balanced education and achieve their full potential. We ensure that pupils are given the appropriate learning opportunities and that a range of provisions are put in place to engage pupils in a full range of provisions are put in place to engage pupils in a full range of activities and to overcome barriers to their learning.

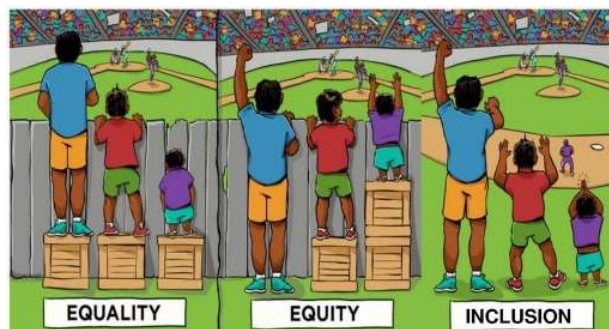
If we suspect a child might have SEND barriers, then we talk to the people who know the child best – the parents/ carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning.

*Leaders have high expectations of all pupils. Staff are quick to notice and help when a pupil is struggling. Adults know the pupils well and give them the right support to achieve. Staff support pupils with special educational needs and/or disabilities (SEND) to make progress through the curriculum. Many parents recognise improvements in the provision for pupils with SEND.*

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Emma Griffiths is our SENDCO and leads the whole teaching team in removing barriers to learning regardless of the educational need of the pupil. We work with local professionals to ensure the highest possible outcomes and expectations for pupils with SEND at our Academy. Emma Griffiths, along with class teachers will meet families to ensure that the needs of children are addressed and support is provided at the right time.

Please contact our SENDCO on 0115 939 2263 or email [sendco@cloudsideacademy.co.uk](mailto:sendco@cloudsideacademy.co.uk)

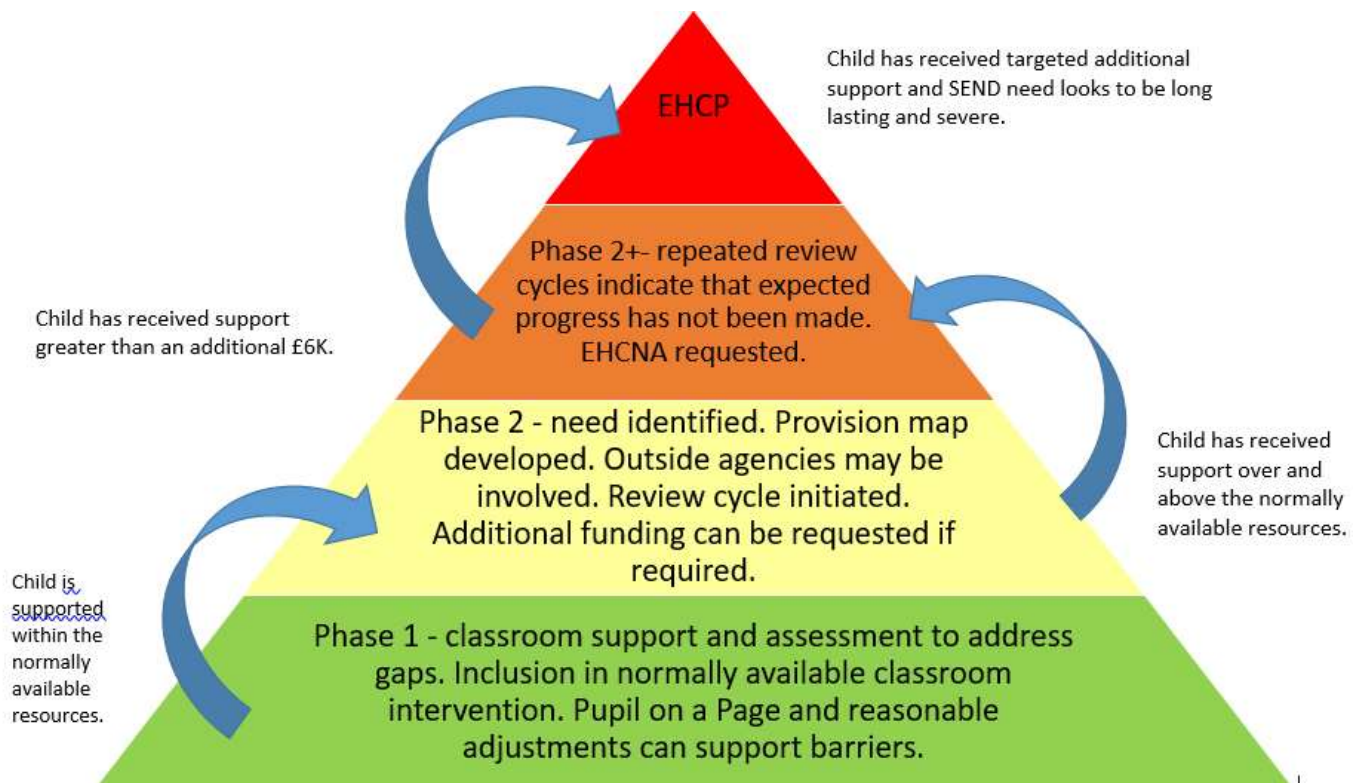


**Information, in relation to Cloudside Academy's policies for the identification and assessment of pupils with special educational needs SEND.**

At Cloudside Academy we aim for early identification of any special educational needs and disabilities, and this process starts from the first day children enter our school. As your child joins us we will complete a Nessy Dyslexia Screening Assessment, this will help us to identify whether any reasonable adjustments need to be implemented to support your child's development.

If a child is attaining lower than age related expectations or progress is slower than expected or than is usual for the child, but it is felt that the child does not have any specific needs, then appropriate intervention is planned for within the classroom and are recorded in our intervention records.

The Special Educational Needs and Disability Code of Practice makes it clear that provision for our pupils with special SEND is a matter for the Academy as a whole. As such we continuously plan, teach and assess to ensure that all our pupils make progress, whatever their abilities, aptitudes and interests. All of our teachers are responsible and accountable for the progress of all pupils in their class.



Types of support available at each phase

**Phase 1- Universal Support**

- Quality first teaching
- Small intervention group support
- Reasonable adjustments to support learning
- Initial concerns process started
- Teams available to support:
  - Public Health Nurse
  - Derbyshire Physical Impairment Team

**Outcome** – Gaps will close with normally available intervention and support.

### Phase 2 – Targeted Support

Pupil on a Page regularly reviewed

Provision map developed

Inclusion Panel funding request

Teams available to support:

Neurodevelopmental pathways (SPOA for Derbyshire healthcare providers and Neurodevelopmental support team for Nottinghamshire healthcare providers)

Derbyshire Inclusion Support Advisory Service

Educational Psychology Team

Speech and Language Services

Sensory and Physical Support Service (visual or hearing impairment)

**Outcome** – Support from outside agencies help to further identify needs of learners. Structured support leads to good progress. Needs are provided for through additional top up funding.

### Phase 2+ - Specialist Support

In addition to the above;

Bespoke support in school

Individual timetable

Adapted national curriculum tailored to the child's needs

Multiagency meetings

A blend of small group and 1:1 support

**Outcome** – Support is focussed on individual learning goals specific to the learner. Goals include a range of advice provided from different services.

### Inclusion Panel Support

This is a form of temporary higher-level needs funding. This can be applied for to support children over and above the universally available support for those children at stage 2 and 2+. It may be that inclusion panel funding is applied for whilst we apply for an EHCP so that the targeted and specialist support can be in place sooner.

### EHCP

An Educational and Health Care Plan is sought by very few learners and is only applicable in the most significant of circumstances. Should you believe your child requires a needs assessment, please get in touch with the Inclusion lead.

**Outcome** – A legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will meet those needs and how that help will support the child or young person to achieve what they want to in their life. This is a legal document that will be reviewed annually.

### **How do we evaluate the effectiveness of the provision made for our pupils with SEND?**

Provision for SEND is focused on delivering high quality first teaching. We assess the quality of this through the quality assurance of the leadership team.

We use the graduated approach to support our pupils; Assess, Plan, Do, Review. Measures implemented as part of a plan, do review cycle are recorded on our Pupil on a Page and on the Reasonable Adjustments register. This document is shared with parents and reviewed regularly by teachers.

Your child will be assessed to ascertain where their strengths and areas to develop are. Provision would be carefully planned, the intervention will be delivered for a set period of time on a regular basis and then they will be reviewed at the end of this period. For pupils identified as requiring additional support, the SENDCO and class teacher will track the progress of those pupils half-termly through the review of the Pupil on a Page, academic data and through the Pupil Progress meetings that are held in school.

Where appropriate, professional's meetings take place throughout the year to discuss the effectiveness of provision and seek further advice from outside agencies to inform future targets. These are set by the SENDCO as is necessary.

## **Academy Governing Body**

The SENDCO submits termly reports to the Academy Governing Body. The link Governor carries out monitoring visits every term with the SENDCO to evaluate the provision for all SEND Pupils and a monitoring form is submitted to the academy trust.

## **What is the Academy's approach to teaching pupil's with SEND?**

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this, steps may be taken to support young people through their learning journey. Cloudside Academy works closely with Derbyshire County Council in order to support our children who are identified as having an additional need within the four areas of SEND, as identified by the DfE (SEN CoP 2014)

Quality first teaching, by the class teacher, is delivered to all pupils. Support for learning within the classroom is the most important factor in helping pupils with SEND to make good progress alongside their peers. Learning adapted in line with the needs of the pupil through the use of manipulatives, visuals, memory aids or scaffolds. Where possible, pupils are always based in the classroom with their teacher.

Teaching assistants are deployed where the need is, this may be in the form of in-class support or an intervention.

For a small number of pupils, more support may be required. Should this arise, the SENDCO would work alongside the teacher and in partnership with the parent. The Academy, parents and other agencies may decide that it is necessary to request Inclusion Panel funding or a statutory assessment through the local authority. Where we feel that something additional or different is required to support your child because they have a SEND need, we will discuss this carefully with you.

This information may well be recorded in a document for you and your child. This will include: details of any strategies being used to support your child in class; details of any extra support or interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed. We use a range of interventions to support pupils with SEND to make progress.

## **Interventions**

Interventions are structured learning programmes. We can explain to you what interventions your child is receiving and what are the intended learning outcomes; when during the week any interventions will be delivered and for how many weeks; who will be delivering the interventions (usually a well-trained teaching assistant) and where (e.g. in class or outside the classroom) how the interventions will relate to and support learning in the classroom; how they will be monitored closely to make sure they are helping your child to make accelerated progress.

## **What sort of adaptations are made to the curriculum and the learning environment of pupils with SEND?**

Quality first teaching is delivered across all classrooms. Each teacher will make appropriate adaptations to the curriculum so all pupils have full access. We have a clear ambition and strategy for supporting learners with SEND at Cloudside Academy. The teachers may scaffold in order to make learning accessible. This could include; visual aids, writing aids, coloured overlays, wobble cushions, writing frames, speaking frames, adult support. In addition to this, some pupils may require a personalised space. Each class has a reasonable adjustment map which details strategies and adjustments to the curriculum for a variety of needs. In line with the equality act, we ensure we meet the needs of all pupils if the need arises and will work alongside all stakeholders to remove those barriers to ensure inclusion.

Subject Leaders in Cloudside Academy have pupils with SEND at the forefront of their mind when looking at their subject area. Together with the class teacher, they will ensure there are suitable support strategies in place for all their lessons. This could be in the form of additional or specific resources, visual aids, and alternative means of recording, use of signs and symbols or pre/post teaching sessions.

For a small number of pupils, further support is needed, as they are unable to access the highly differentiated learning in class. These learners have highly adapted individual timetables to support their

development and progress. Learners accessing this kind of support will have an EHCP or be in the process of requesting an assessment. The bespoke timetables are constructed to ensure the EHC targets and outcomes are met. Particular attention is given to ensuring that there are opportunities for structured social activities as this is of paramount importance in the social development of learners with SEND barriers.

**What sort of expertise for supporting pupils with SEND do we currently have in school? How do we ensure that the expertise and training of staff to support pupils is current? How do we access additional support?**

The school provide bespoke, personal learning programmes for staff; this is a mixture of internal and external providers.

An on –going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for students with SEND. Our SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Teaching staff seek support and guidance from the SENDCO as required. The academy also seeks advice and guidance from the local authority’s support services (Educational Psychologists, Inclusion Support Team, Physical and Sensory Team) and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

As a school we may need specialist support for your child. If we feel that the involvement of another agency would be beneficial to help with your child’s needs, you will be informed and asked to give your consent.

Identified staff are trained by medical agencies to ensure they have a sound knowledge of individual medical procedures and requirements. This is arranged through individual children’s healthcare teams.

**What support do we have available for pupils with SEND to improve their emotional and social development?**

Training for staff supports them to develop their own understanding of SEND and the different barriers that can have an impact on children’s learning.

The number of children experiencing barriers in the area of SEMH is growing (regionally and nationally as well as on an academy level). As such, we have developed our support for children’s social, emotional and mental health within school.

**Emotion Coaching**

This training is provided by the Derbyshire Educational Psychology Service and focusses on developing nurturing and emotionally supportive relationships for the promotion of children’s outcomes and resilience. This offers an excellent level of support for all staff at a universal level.

**Mental Health First Aider**

Charlene Wilson is the school mental health lead and is our mental health first aider for the pupils. We are a school that promotes restorative approaches, all behaviour is monitored, and support is personalised based on the needs of the child.

**Counselling**

In school, we work with Mustard Seed who provide us with a counsellor to work with pupils struggling to cope with a wide range of issues such as relationship difficulties, parental separation, bullying, bereavement, domestic violence and low self-esteem. Each pupil is offered one-to-one sessions that enable them to use the imaginary world of play to release pent-up emotions, clarify how they see their situation and move on with new coping skills.

**ELSA**

We also have a trained Emotional Literacy Support Assistant who works with specific children who struggle to cope with a range of difficulties (as above). In particular, this work is carried out with children who have low self-esteem and consists of six bespoke sessions with our learning support.

### **Sensory Support**

At Cloudside, we have developed our outdoor spaces to ensure children have both a structured environment to play and relax should they wish. There is a dedicated quiet area on the playground with a range of sensory toys, games and books can be found. We have also installed a reading shed where children can relax and read during playtimes.

Inside school, there is a dedicated sensory, intervention room where children can regulate and ready themselves for learning. Some specific interventions take place here and there are areas set up to support physical and sensory development. There is sand, water, construction and motor skills stations in this area. Children accessing an individualised curriculum will be supported to access these stations as part of their bespoke provision.

In every year group there is a dedicated Regulation Station. This is a small area or table that provides a space for children regulate or decompress when needed. There are a range of bespoke activities to promote calming and independence in managing emotions. Teachers are able to craft the Regulation Station to meet the needs of their class whilst adhering to the principles of the area.

Teachers are supported, through training and resources, to use brain or movement breaks as part of the universal support in the classroom. The use of brain or movement breaks supports all pupils to maintain focus for greater periods of time and therefore make better progress.

### **Who can I contact for further information or if I have concerns?**

If you have any concerns around your child's progress or attainment then speak to your child's class teacher in the first instance as they will know your child the best. The SENDCO is Emma Griffiths and can be contacted on 0115 9392263 or via email [sendco@cloudsideacademy.co.uk](mailto:sendco@cloudsideacademy.co.uk)

### **Information about how equipment and facilities to support pupils with SEND will be secured.**

Our Academy site is fully accessible for all users. There are accessible toilets in the lower and upper parts of the school with changing facilities and a first aid room. We currently have one disabled parking space on school grounds near the main entrance gates. Access to the building is along a flat path, which continues around the entire exterior of the school.

Cloudside Academy will purchase and provide all low cost specialist equipment such as adjustable desks. In some instances, a request to the appropriate service for highly specialised and costly equipment may be required and will be carried out by the SENDCO e.g. a request to the Sensory and Physical Support team to acquire amplifying systems for children with hearing impairments would be made where necessary.

A risk assessment will be completed for any pupil who needs specific access arrangements or adaptations in school and reviewed as the needs of the child evolve.

### **What are the arrangements for consulting parents of pupils with SEND, and involving parents in, the education of their child?**

Pupils on the SEND register as SEN concern (C) have reasonable adjustments in place to ensure that they can access the curriculum and these are recorded on a class reasonable adjustment map.

Pupils on the register as SEND support (K) have a Pupil on a page detailing SMART targets aimed at supporting their progress. These are updated termly with the views of the pupil, teacher and parents. Termly review meetings take place for all pupils with parents.

We have two parents' evenings during the year where you will be able to find out about what your child is doing and how they are progressing in correlation to their targets. A written report is provided for parents

during the Summer term detailing their child's progress throughout the year and targets for the coming year. The academy also operates a policy whereby parents can contact the school to make an appointment to meet the class teacher or the SENDCO.

**Any arrangements made by the Academy Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.**

If you have a complaint, please speak to the class teacher in the first instance and if this is not resolved speak to the SENDCO Emma Griffiths or the Head of School Jodie Milson. If it still cannot be resolved, please follow the academy's complaints procedure which is available on the academy website [www.cloudsideacademy.co.uk](http://www.cloudsideacademy.co.uk)

**How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting our pupil's needs with SEND?**

We work in close collaboration with a range of bodies to support pupils with SEND. School maintains excellent relationships with all relevant bodies and regularly accesses what is needed for pupils at Cloudside Academy.

The SENDCO works closely with the following services: Educational Psychologist, Inclusion Support Advisory Service, Physiotherapy, Specialist nurses, Speech Therapy, Public Nurses and Community Paediatricians.

Support for families through the local offer and a wide range of family support is available. SEND DIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have an EHC Plan. They may also be able to put you in touch with other organisations or parent support groups.

Support will be accessed from the virtual school for support of children who are looked after by the local authority. The designated teacher is Emma Griffiths, Assistant Head of School and SENDCO.

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

**Useful Information:**

Information on Derbyshire County Council's Local Offer can be found on the local authority's website: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

The SEND Local Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to those families in Derbyshire that have children with special educational needs. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.



<https://www.gov.uk/government/organisations/department-for-education>



<https://nasen.org.uk/>



<https://services.actionforchildren.org.uk/derbyshire/build-sound-minds/>



<https://sunshine-support.org/>



<https://umbrella.uk.net/>



<https://leagreen.derbyshire-outdoors.org/>



[www.communityactionderby.org.uk/projects/children-young-people/derby-neuro-diverse-hub](http://www.communityactionderby.org.uk/projects/children-young-people/derby-neuro-diverse-hub)

### **SEND: apps and games**

**Website:** <http://www.brainparade.com/products/see-touch-learn-free/>

**Description:** a visual instruction app, including flash cards and picture-choosing games, for children with autism and special needs.

### **HelpKidzLearn**

**Website:** <https://www.helpkidzlearn.com/>

**Description:** a collection of games and resources designed for a range of educational needs and stages. It includes provision for school closure.

### **Sensory App House Ltd**

**Website:** <https://www.sensoryapphouse.com/>

**Description:** a range of apps are available for pupils with Profound and Multiple Learning Difficulties (PMLD) or Severe Learning Difficulties (SLD). All are interactive and many do not require significant coordination abilities.

### **Visuals2Go**

**Website:** <https://www.visuals2go.com/>

**Description:** an all-in-one app created to support people with communication and learning difficulties. For verbal and non-verbal learners.

## **What are Cloudside Academy's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living?**

We recognise that transitions can be a challenging time for our pupil's with SEND and we take steps to ensure that any transition is as smooth as possible. All pupils with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs.

We make visits to the Infant settings when appropriate. When any pupil joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets.

Learners with SEND moving into year 3 are offered additional transition in the weeks leading up to the standard transition days. These are short sessions so that learners can familiarise themselves with the environment and staff at Cloudside Academy.

If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the pupil to have a few sessions at their new school whilst staying with us so their transition is planned smoothly and for the benefit of the individual.

When pupils leave our school to transfer to secondary school, we liaise with a contact teacher to ensure all information regarding difficulties and support is passed on through discussion as well as through records. For those learners with SEND there is access to an additional transition day. In special circumstances, where learners require more transition support, additional sessions may be planned leading up to the standard transition days.

Where necessary, learning support, guided by the SENDCO, will also offer support in the form of social story sessions and other social and emotional interventions to prepare children for the next phase of their education.

For those children with Educational and Health Care plans the SENDCO will work closely with the parents and Derbyshire Children's Services to ensure the secondary setting is the most appropriate to meeting the child's needs.