

**Updated: 24.09.2025**

## **Cloughwood Academy: Special Educational Needs (SEN) Provision Report**

This report outlines Cloughwood Academy's comprehensive approach to supporting pupils with Special Educational Needs, in line with the school's commitment to inclusive practice.

### **What types of SEN do we provide for at Cloughwood Academy and what is our approach to teaching these pupils with SEN?**

Cloughwood Academy is a specialist provision primarily catering to pupils with Social, Emotional, and Mental Health (SEMH) needs. Many of our pupils may have additional needs related to Communication and Interaction (e.g., Autism Spectrum Condition), Cognition and Learning (e.g., Specific Learning Difficulties such as Dyslexia), or Sensory and/or Physical Needs.

Our approach to teaching is holistic, trauma-informed, and highly personalised. We focus on creating a safe and nurturing environment where pupils can build trusting relationships with staff. Our curriculum is designed to be flexible and adaptive, prioritising the development of emotional regulation, social skills, and resilience alongside academic progress. We aim to equip pupils with the skills they need to succeed both in school and in their future lives.

### **How do we identify pupils who require academic interventions?**

The identification process for academic interventions begins with robust baseline assessments upon entry to the school. We use a range of standardised assessments and in-class teacher observations to identify specific areas of need, such as literacy or numeracy gaps. This is a continuous process, with regular progress monitoring, summative assessments, and formative feedback integrated into daily teaching. This data is reviewed termly by the Senior Leadership Team and SENCo to identify pupils who are not making expected progress, triggering the planning and implementation of targeted, small-group or 1:1 interventions.

### **How do we identify pupils who require social interventions / communication and interaction interventions?**

Our approach to identifying social and communication needs is based on ongoing, high-quality pastoral care and observation. All staff, particularly our pastoral leader and DSL, are trained to observe pupil behaviour and interactions throughout the school day. We use daily check-ins, structured activities (such as Forest School), and informal conversations to monitor social skills, emotional regulation, and peer relationships. When a concern is identified, a personalised support plan is developed in collaboration with the pupil, parents, and relevant outside agencies.

### **How do we adapt the curriculum and learning environment to be as inclusive as possible?**

Inclusion is at the heart of our curriculum design. We adapt both the content and delivery of lessons to meet the diverse needs of our pupils. This includes:

- **Differentiated Learning:** Offering a range of entry points and outcomes for all tasks.
- **Flexible Timetables:** Incorporating practical, skills-based learning such as Horticulture and Forest School to enhance engagement and provide alternative learning pathways.
- **Access to Technology:** Utilising assistive technology and software to support pupils with specific learning difficulties.

### **How do we consult parents and involve them in their child's education?**

We view parents as essential partners in their child's education. Communication is frequent and transparent, facilitated through daily telephone calls and Class Dojo for Primary and Arbor for secondary. We hold regular progress meetings and conduct annual reviews. This collaborative approach ensures that parents are fully informed and involved in the planning and review of their child's provision.

### **How do we assess and review pupils progress towards their outcomes?**

Pupil progress is assessed and reviewed using a combination of qualitative and quantitative data. Academic progress is tracked through regular assessments, while social and emotional progress is monitored through observation, pastoral logs, and pupil voice. Pupils progress towards the outcomes outlined in their EHCP are reviewed annually, with input from parents, the pupil, and all professionals involved. We are committed to a continuous cycle of 'Assess, Plan, Do, Review' to ensure that provision remains effective and responsive.

### **How do we support pupils moving between different phases of education and transitions?**

Transition is a key focus for our pupils. We have a robust system in place to ensure smooth transitions between year groups, key stages, and into post-16 provision or the world of work. This includes:

- **Transition Visits:** Facilitating visits to new schools or colleges.
- **Multi-agency Collaboration:** Working closely with local authority transition teams, colleges, and employers to secure appropriate placements and support packages.

### **What training do staff have to support pupils with SEN?**

All staff at Cloughwood Academy receive ongoing professional development focused on meeting the needs of our specific pupil population. This includes training in areas such as:

- Trauma-informed practice and attachment theory
- Effective de-escalation strategies and positive behaviour management
- Specific SEN training (e.g., Autism Spectrum Condition, ADHD)
- Safeguarding and mental health first aid

### **How do we evaluate the effectiveness of our SEN provision?**

We evaluate the effectiveness of our SEN provision through a combination of data analysis and qualitative feedback. This includes:

- **Data Monitoring:** Closely tracking academic progress, attendance rates, and exclusion data to identify trends and measure impact.
- **Pupil and Parent Voice:** Regularly gathering feedback through surveys, interviews, and informal discussions.
- **Internal Reviews:** Conducting learning walks, book scrutinies, and lesson observations to ensure high-quality teaching and learning.

### **How do we handle complaints from parents of pupils with SEN about provision at the school?**

Cloughwood Academy has a clear and accessible complaints policy, which is available on the school's website. We encourage parents to raise any concerns as soon as they arise, starting with a conversation with their child's class teacher or the SENCo. We are committed to resolving complaints informally and at the earliest opportunity. If a concern cannot be resolved informally, the formal complaints procedure is followed, which is designed to be transparent and fair for all parties involved.