

Special Educational Needs and Disabilities Policy

Clarity Independent School

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Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2024

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Introduction

This policy sets out our aims as a school, our approach to supporting children and young people with SEND and the relevant legislation that schools must comply with to deliver effective provision. This policy was written by Richard Clow (SENDCo) in consultation with Debbie Hanson (Headteacher and Proprietor) and ensures that it meets the requirements of the SEND Code of Practice 0 – 25 years and further legislation as stated in the Legislation and Guidance.

Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff
- Set out how our school, in accordance with our mission statement, will:
 - Support and make provision for pupils with special educational needs and disabilities by identifying additional needs to those specified on the EHCP and using early interventions
 - Provide motivating, fun, tailor-made education, at a level, pace and content specifically matched to meet the children's needs.
 - Identify and address learning difficulties, not merely accept them as being static and final, rather to provide therapies and interventions, to heal, where possible, to develop improvements in the children's skills, to exceed expected progress and to lessen the impact that learning difficulties can have on the rest of their lives.
 - Provide pupils with SEND access to all aspects of school life to enable them to enjoy learning, love being here, and be excited to come to school each day
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - Provide a 'fresh start' in learning, where it has previously not been possible.

Legislation and Guidance

This is based on the statutory [Special educational needs and disability code of practice: 0 to 25 years \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for Education, Health and Care Plans (EHCP's), SEND co-ordinators (SENDCOs) and the special educational needs and disabilities (SEND) information report.
- [The Special Educational Needs and Disability Regulations 2015](#).
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Maintained Schools Governance Guide, which sets out which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy should also be read with the following policies on the school website:

- Accessibility Policy
- Accessibility Plan
- Admissions Policy
- Assessment Policy and Procedures
- Children's Rights Policy
- Complaints Policy
- Curriculum Policy
- Equality Policy
- Equality Information and Objectives
- Home-school Communication Policy
- Leadership, Governance and Check-and-challenge Policy
- Quality Assurance and Performance Management Policy
- Safeguarding Policy
- SEND Report

A Definition of SEND and the Areas of Need

The SEND Code of Practice (2015) defines SEND as:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

The Equality Act defines a disability as:

‘A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The Code of Practice (2015) identifies four main areas of SEND:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Where a child has been identified as having SEND, an application for an Education Health Care Plan can be made to the Local Authority. This will identify the provision needed to meet some or commonly all of the above areas of need for each unique child or young person.

The [SEND Local Offer](#) is a resource which 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 both to those families in Essex that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. 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 sectors.

The school is required to provide a SEND Information Report which is also published on the school website. This report provides information about the categories of SEND, how those needs are identified in the pupils in our school and the provisions made to meet those needs.

Roles and Responsibilities

Strategic oversight and management of roles and implementation is the overall responsibility of Mrs D. Hanson (Head teacher, SEND specialist teacher, Disabled Students' Allowance accredited assessor and Proprietor).

The person responsible for writing the SEND Policy and SEND Information Report, and for overseeing the provision for children with SEND is Mr R. Clow (Assistant Headteacher and accredited SENDCo).

For curriculum and timetabling, Mrs S. Ailara (Deputy Headteacher, accredited SENCo).

For further leadership roles and responsibilities please refer to the Leadership, Governance and Check-and-challenge Policy on the school website.

The people implementing the day-to-day provision of education for pupils are the Class teachers and support staff (HLTAs and TAs).

Every member of staff at Clarity Independent School and specialist providers working with our pupils have a responsibility to report any changes of pupil needs to the SENDCo so that supporting documentation can be updated to reflect the required actions and ongoing provision.

The SENCO will hold details of all SEND records for individual pupils. All staff can access;

- The Clarity Independent School SEND Policy (website)
- A copy of the full SEND Register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual pupils' needs, including Pupil Profiles, Individual Learning Plans, that we call 'One plans', EHCP's, Annual Review documents, EP reports, Specialist agency reports, Risk Reduction Plans, Risk Assessments, Provision maps etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through the Essex SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of their pupils. This policy is made accessible to all staff and parents to aid the effective co-ordination of the schools' SEND provision on the school's website. If a paper copy is required, this can be requested from the school office.

Admission Arrangements

Please see our Admissions Policy for more details, on the school website.

Currently, places are awarded for children with an EHCP via referrals from the Statutory Assessment Team at the Local Authority (LA). However, we are happy to speak to all interested parents who feel this may be the right school for their child and wish to fund their fees privately.

Trial placement: The LA always try to meet the child's needs within LA maintained provision. However, if parents are already having conversations with their SEND Operations Caseworker in the LA about changing their child's placement, and if it has been agreed that there is no suitable, available provision within LA schools to meet the child's needs, a trial 'Assessment Placement' at Clarity Independent School may be agreed between the LA and Clarity. All children begin at Clarity with a trial assessment placement before their placement is made permanent by agreement with the LA. This allows the child to attend Clarity Independent School for up to two terms on a temporary, trial basis to determine whether or not this is the best fit for all concerned.

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010.

Specialist SEND Provision

At Clarity independent School, we are committed to whole school inclusion, supporting children with a range of special educational needs. A pupil's EHCP will determine the provision required by the child. This can be amended through Annual Reviews of the EHCP. Clarity Independent School delivers bespoke education packages to meet the needs of all its students using tailored approaches within our differentiated curriculum (please see 'Curriculum Approaches' in Appendix 1). This is facilitated through very small class groupings with a high ratio of staff to pupils; allowing Keyworkers to take a flexible approach to tailoring each lesson and activity to meet each individual pupil's needs.

We also seek specialist SEND provision, advice and training from SEND services where necessary and use these to supplement the children's experience here at Clarity. Our services include input and attendance from a Speech and Language Therapist, an SOS Wellbeing Psychodynamic Therapist and Occupational Therapists. These specialists advise and help to deliver strategies to meet the pupils' EHCP outcomes and any additional assessed support that has not been documented through the EHCP.

Accessibility for Pupils with SEND

The school complies with all relevant accessibility requirements, please see the school Accessibility Policy and Accessibility Plan for more details. (<https://www.clarity.essex.sch.uk/policies-documents>)

At Clarity independent School we are proud to provide a safe, nurturing, stimulating and inclusive learning environment where every member of our community is valued and respected.

School leaders and staff will strive to provide a broad, balanced, creative curriculum, which will meet the individual needs of pupils. Every teacher at the school will be regarded as a teacher of Special Educational Needs (SEN) and a 'whole school' approach to teaching will be enacted, whereby teachers have the skills and knowledge to teach all subjects included in the curriculum. As part of the bespoke education packages

for individual pupils, pupils will be provided with the resources necessary to meet their identified needs as recommended in their EHCP's or specialist agency reports.

Our curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Each pupil also has an individual learning plan, designed around their interests and their individual needs to provide learning that is purposeful and encourages a positive attitude towards learning in all our pupils. Enrichment activities support the development of Life Skills and career motivation, to promote inspiration for engaging with learning. This includes opportunities for offsite activities such as Bushcraft and swimming, and the use of external providers to deliver targeted sessions in areas such as sports and nutrition and one-to-one guitar tuition.

We aim to be a school where children have fun, are confident learners with a high self-esteem; where children learn to love learning and carry this ethos with them throughout their lives. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Identification of Pupils Needs

All pupils will have their learning needs assessed by a Specialist Teacher, if this was not done as part of the EHCP process, or to supplement it. The needs of the pupils will be under continuous review to identify any new needs or changes to identified needs. For further details of the areas of SEND please refer to the SEND Report on our website.

Quality First Teaching

- a) The progress of all pupils will be closely monitored by the Class teacher and Key workers.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The Head Teacher, Deputy Head Teacher and SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- f) Annual Reviews and termly 'One plan' Reviews are used to monitor and assess the progress being made by children. These include the views and voices of parents and pupils.
- g) Advice will be sought from specialist provision providers and suggested strategies will be implemented as early interventions.

A Graduated Approach:

The support provided consists of a four- part process:

- Assess



- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, the Keyworker, the SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher, supported by support staff, remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where subjects are taught by subject teachers or where interventions (either group or 1:1) are delivered by HLTAs, other members of staff or Specialist teachers. They will work closely with specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Head teacher, Deputy Head Teacher and SENDCO.

Review

Reviews of a child's progress will be made regularly (through lesson/activity plan reviews, termly One Plan reviews and the EHCP Annual Review process). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher and Keyworker, in collaboration with the SENDCO, will revise the support and

outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan EHCP (if not already in place)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. However, usually this process has already been completed before the child is referred by the LA to Clarity. This occurs where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCOs
- Specialist teachers within the school
- External professionals
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCP's can be found via the Essex SEND Local Offer.

Education, Health and Care Plans (EHCP's)

Following Statutory Assessment, an EHCP will be provided by the Local Authority SEND team if it is decided that the child's needs are not being met by the support that is already available. The school and the child's parents will be involved in developing and producing the plan.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Parents have the right to appeal against the content of the EHCP.

Inclusion of Pupils with SEND

The Headteacher oversees inclusion, and supported by the Deputy Head teacher and SENDCO, she is responsible for ensuring that it is implemented effectively throughout the school in accordance with the school's Equality and Accessibility Policies. The school curriculum is regularly reviewed to ensure that it

promotes opportunities for the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the Success of Provision

Pupil progress against the outcomes set out in the EHCP will be monitored on a termly basis in line with the SEND Code of Practice. The success of meeting the SEND provision is assessed and recorded in several ways to inform the pupil, parents, the Local Authority, the SENDCo and to inform Teachers and Keyworkers with planning and provision for the future. The success of provision is evaluated through (in accordance with our QA Performance Management Policy):

- Pupil feedback in the form of Pupil Views for One Plan Cycles, Annual Reviews and Pupil Voice Questionnaires.
- Parental feedback for One Plan Cycles and Annual Reviews, planned parent conferences and general contact.
- Local Authority Inclusion Partner monitoring visits and reports.
- Teacher/keyworker feedback and reviews for individual curriculum lessons, One Plan Cycles, Annual Reviews, summative and formative assessments and end of year reports.
- Daily observations by all staff.
- Weekly SaLT and OT intervention notes recorded by teachers/keyworkers.
- Weekly One Plan target reports from teachers/keyworkers.
- Review summaries from specialist providers such as the Speech and Language Therapist, Occupational Therapists and the Wellbeing Psychodynamic Therapist.
- Feedback from additional curriculum providers such as swimming teachers, the guitar tutor, Outdoor pursuits instructors and sports and nutrition coaches.
- Exam results.

The SENDCo is responsible for collating all of the above information to create the Annual Review report and make recommendations for amendments to the EHCP as progress is made.

In addition to the above, monitoring cycles are regularly performed by SLT to assess and review the quality and impact of teaching, interventions and specialist provision.

Complaints Procedure

Any complaints regarding the care and education of your child should be addressed with the Class Teacher or Keyworker in the first instance. Please refer to the school Home-school Communication Policy for advice on contacting staff at the school.

For further information about the complaints procedure, please refer to our Complaints Policy on the school website.

In-service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SLT (Senior Leadership Team) attend relevant SEND courses, SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff. Specialist providers are used to train staff in the effective delivery of methods and programmes in areas such as Occupational Therapy, Speech and Language Therapy and risk assessed Risk Reduction procedures. We recognise the need to train all our staff on SEND issues. The SLT ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Training is regularly revisited to embed best practice and to address changes to strategies for working with children and young people with SEND.

Working in Partnership with Parents

The SEND Code of Practice in line with the Children and Families Act 2014 states that it is a statutory requirement to place importance on ‘the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.’

At Clarity, we pride ourselves on ‘going the extra mile’ to support and involve families in their child’s development at all levels and the success of this has been reflected in the parent feedback we receive. We believe that a close working relationship with parents and providing quality parental support, is vital to ensure:

- A smooth transition into the school and continued nurture to secure excellent attendance
- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set appropriately and are met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs. The SLT may also signpost parents of pupils with SEND to the local authority SEND Information, Advice and Support Service (SENDIASS) where specific advice, guidance and support may be required. (See ‘section 14’ for the website).

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend regular meetings regarding their child, with the support of external agencies, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

For further information about contacting staff at the school please refer to the Home-school Communication Policy on the school website.

Links with other Agencies and Voluntary Organisations

Clarity Independent School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Head teacher, Deputy head teacher and SENDCo are the designated people responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services in conjunction with the Family Support Worker
- Essex Child and Family Services
- Essex Speech and Language Service
- Therapeutic Thinking (ESSET Trust)
- Health Services
- CAMHS
- Speech and Language Therapist
- Occupational Therapy Practice
- Child and Adolescent Counsellor

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. The school continues to build strong working relationships and links with external support services, to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SLT who will then inform the child's parents.

We work with, and in support of, outside agencies. Some of these services include the Essex Children and Families Hub, Essex Family Innovation Fund (FIF), Early Help Services and Essex Youth Services, Educational Psychology Service, Speech and Language Therapy, The Child and Adolescent Mental Health Services (CAMHS). Information about these services can be accessed via the Essex Local Authority Local Offer webpage: <https://send.essex.gov.uk/>

Other useful websites are:

- <https://www.clarity.essex.sch.uk/> where all our policies are held on the 'Policies and Documents' tab at the top
- <https://www.essexsendiass.co.uk/>
- <https://www.autism.org.uk/>
- <https://www.nhs.uk/conditions/autism/>
- <https://www.gov.uk/government/organisations/department-for-education>
- <https://essexfamilyforum.org/>
- IPSEA (Independent Provider of Special Education Advice) who are a registered charity operating in England, offering free and independent legally based information, advice and support to help get the right education for children and families with all kinds of special educational needs and disabilities. www.ipsea.org.uk <https://www.ipsea.org.uk/contact-ipsea>



- Families in Focus Essex are a leading independent parent led registered charity providing holistic support to families of children with disabilities and special needs (0 to 25) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis.
<https://www.familiesinfocusessex.org.uk> Tel: 01245 353 575
- To make an appeal against a local authority decision on the special educational needs of children and young people: to the First Tier Tribunal (Special Education Needs and Disability) service formerly the Special Education Needs and Disability Tribunal (SENDIST) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- A young person's EHCP needs / statutory assessment process / update, please refer to your SENDOPS service (SEND Operations Service) (<https://www.essex.gov.uk/special-educational-needs-and-disabilities/contact-sendteams-and-support-services>)

Appendix 1

Unique approaches to curriculum delivery



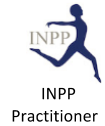
The approaches we use to deliver our curriculum broadly fit into the following 5 areas, although curriculum delivery is also differentiated within these areas, to ensure children receive the best education to meet *their* potential. Pupils may require increased focus of one or more of the key approaches below and each individual student's needs will be reviewed regularly. Ongoing adjustments will be made as the children develop and needs change.

Sensory



A calming environment is created, based around the child's individual sensory needs or sensitivities they may have. Working with advice from Occupational Therapists, resources and equipment are sourced to accommodate individual needs. Lesson activities allow more / different handling of physical materials to demonstrate pictorial or conceptual ideas. Activities may involve more / different hands-on approaches, enhance sensory experiences through listening, tasting, touching, more visual learning etc. This approach may be suitable to support students with, for example, sensory processing disorder by:

- Enhancing their learning through sensory activity
- Raising their tolerance levels to difference senses
- Promoting their well-being
- Encouraging them to explore new information
- Promoting a more holistic understanding



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Nurture

We provide an increased nurturing environment, focusing on support, encouragement and gentle instruction. We deliver strategic and specific praise for small steps to support developing confidence and self-esteem coupled with counselling / mentoring. This approach may be suitable to support students struggling with, for example, mental health difficulties or reduced self-esteem to:

- Raise their belief that they are valuable, special, unique and that they belong ?
- Challenge negative self-talk and ideas ?
- Reduce their anxieties ?
- Teach self-regulation and how to feel calm ?
- Experience lower stress and have a mind that is engaged and ready to learn ?



Focus

Our focus approach is specially designed to build skills to sustain attention and equip all students with techniques and knowledge to better manage tasks as well as themselves. Class position, peer groups, stimuli, resources and exercises help children who may be struggling with, for example, ADHD to have greater:

- Attention and sustaining focus on tasks ?
- Self-control ?
- Self-regulation ?
- Anger management ?
- Resisting impulsivity ?
- Energy release, deep pressure, push pull activities and exercise ?



Communication and Language

The communication and language approach focuses on language, body language and conversation skills, comprehension and inference. Students who may be struggling with, for example, autism or speech and language difficulties etc. They are supported with speech and language therapy where appropriate, and other activities such as role-play and researched programmes e.g.:

- Self-regulation Programme of Awareness and Resilience in Kids (SPARK)
- Conversation strategies, Talk Boost and Talk for Teenagers.
- Early language and communication project 2017 for developing language skills through comprehension
- The Inference Training Programme for comprehension skills



Coordination

This group focuses on coordination, body control, tactile learning and using more physical resources. Working with advice from Occupational Therapists, pupils will develop skills to help them to focus on different tasks, to adapt to new information as well as organizing their work processes and themselves. Students will be taught through a variety of ways, such as:

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☒

- ☐ Tactile learning, lots of physical resources ☒
- ☐ More physical equipment provided ☒
- ☐ Big-picture work ☒
- ☐ Large scale (and outside) learning using physical learning and kinaesthetic approaches ☒

Many of our children benefit from a combined provision, using several of the approaches above therapeutically.

Our Therapy Offer

At Clarity, we support our academic curriculum through a rich selection of therapies and interventions including:

- ☐ SALT therapy review every half term with a qualified Speech and Language Therapist to develop a programme of interventions to be delivered in school by the SENCO, keyworkers and teaching staff, as prescribed for timetabled intervention sessions, as well as being embedded into lessons and daily activities. Also, our SENDCO delivers Talk For Teenagers; a social communication programme.
- ☐ Well-being counselling / coaching once / twice weekly, individual / group sessions for as long as the child needs it, until they leave school.
- ☐ Occupational Therapy, half termly reviews with a qualified Sensory Integration Occupational Therapist. Therapeutic regulation strategies are delivered throughout lessons and activities during every school day, and individual OT targeted exercises are delivered weekly to specific pupils, by keyworkers and teaching staff in timetabled intervention sessions.
- ☐ Dyslexia tuition is delivered by a Dyslexia Specialist Teacher, through one to one or small group targeted intervention sessions.
- ☐ Swimming lessons are taught weekly during the summer term.
- ☐ Bushcraft is delivered by Essex Outdoors at Danbury Country Park fortnightly throughout the year, and exciting outdoor activities, such as Archery, High Ropes, Rock Climbing or Zip Wire on the fortnights in between.
- ☐ Individual guitar lessons are supplied by Essex Music Services weekly, and are also part of our offer to every child attending Clarity. Children also have the included option of learning piano or drums.
- ☐ Football coaching is delivered weekly by Chelmsford City Football Club (CCFC).
- ☐ CCFC also blend this physical training into special nutrition classes, teaching children to balance healthy eating with physical exercise to become healthy, successful citizens.
- ☐ We also believe that giving the children plenty of opportunity for frequent, fun, educational trips is an essential part of their social emotional development, and as such are included as part of our all-inclusive offer.